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# **ПРАКТИЧЕСКИЙ КУРС ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА**

Электронное учебно-методическое пособие

В пяти частях

Часть 1

## **ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА. 1 курс**

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Учебно-методическое пособие направлено на развитие у студентов необходимых профессиональных компетенций в области грамматики современного английского языка. Особое внимание в пособии уделено развитию основных навыков, составляющих лингвистическую компетенцию лингвиста-переводчика: письма, говорения и перевода. В пособии используются таблицы, схемы и инфографики, которые реализуют психолого-педагогические приемы усиления внимания и запоминания материала.

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## ВВЕДЕНИЕ

Учебно-методическое пособие «Практический курс первого иностранного языка. В пяти частях. Часть 1. Практическая грамматика английского языка. 1 курс» предназначено для студентов, обучающихся по направлению подготовки бакалавров 45.03.02 «Лингвистика», направленность (профиль) «Перевод и межкультурная коммуникация» (очная форма обучения), первый год обучения. Пособие ставит целью сформировать и систематизировать необходимые профессиональные компетенции в области грамматики современного английского языка.

Поскольку грамматический строй языка соединяет и организует номинативные средства в речевые высказывания, преподавание грамматики должно предполагать формирование навыков употребления изученных грамматических конструкций непосредственно в речи. Именно поэтому в пособии помимо заданий на освоение системы языка уделяется особое внимание коммуникативным упражнениям, направленным на личностное освоение материала, в результате чего уменьшается разрыв между теоретическими познаниями и практическими навыками свободного, осознанного и беглого использования грамматических структур современного английского языка. Предлагаемые для отработки грамматических навыков упражнения отобраны частично из современных аутентичных учебников, частично из материалов сети Интернет, что также способствует формированию навыков адекватной реализации коммуникативного намерения в соответствии с языковой нормой современного английского языка.

**Цель изучения** дисциплины «Практический курс первого иностранного языка» – формирование профессиональной компетентности студентов посредством обучения практическому владению английским языком для обеспечения межкультурного общения в различных профессиональных сферах.

**Задачи раздела** «Практическая грамматика» дисциплины «Практический курс первого иностранного языка»:

1. Ознакомить с основными особенностями языковой системы знаний, такими как грамматические, словообразовательные явле-

ния и закономерности английского языка, его функциональные разновидности (в рамках изучения дисциплины).

2. Сформировать умения реализовывать коммуникативную интенцию, руководствуясь нормами языка и особенностями речевой ситуации, используя при этом необходимые этикетные формулы.

3. Сформировать навыки успешного взаимодействия с англоговорящими в англоязычной среде, то есть способность решать разнообразные коммуникативные задачи посредством свободного общения на изучаемом языке.

4. Сформировать навыки логического структурирования устной речи (монологической и диалогической, спонтанной и подготовленной, для выражения собственного мнения, представления информации, обсуждения прочитанного, прослушанного или просмотренного материала) и письменной речи (оформленной в соответствии с правилами орфографии и пунктуации); навыки эффективного использования различных регистров общения в устной и письменной речи для достижения поставленной цели.

### **Место дисциплины в структуре ОПОП ВО**

Дисциплина относится к блоку Б1 «Дисциплины (модули)» (обязательная часть). Дисциплины, учебные курсы, для которых необходимы знания, умения, навыки, приобретаемые в результате изучения данной дисциплины, — «Теория и практика межкультурной коммуникации», «Теоретическая грамматика», «Лексикология и терминоведение», «Стилистика и основы редактирования», «Практикум по культуре речевого общения первого иностранного языка».

Преподавание английского языка в рамках дисциплины «Практический курс первого иностранного языка» осуществляется на основе принципов компетентностного подхода. Согласно ФГОС к учебным и общепрофессиональным компетенциям по дисциплине относятся:

- способность осуществлять социальное взаимодействие и реализовывать свою роль в команде;
- способность управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни;
- способность применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообра-



зовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях;

- способность порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения.

В результате изучения раздела «Практическая грамматика» дисциплины «Практический курс первого иностранного языка» студент должен

– *знать*:

- закономерности изучаемого языка как системы, включая когнитивную организацию и способы хранения знаний о языковых явлениях в сознании индивида (например, ассоциативные; парадигматические и другие виды связей языковых явлений);
- грамматические структуры и этикетные формулы, характерные для различных ситуаций; различные регистры и стили;
- об уместном употреблении грамматических явлений; правила использования грамматических структур в различных ситуациях общения;

– *уметь*:

- распознавать и употреблять лексические и грамматические явления в речи, грамотно оформлять письменный текст согласно орфографическо-пунктуационным нормам;
- осмысливать грамматические явления в речи и правильно применять их для построения текстов, продуктивного участия в процессе общения, достижения своих коммуникативных целей;
- осуществлять коммуникацию в условиях официального, неофициального и нейтрального контекста; применять на практике этикетные формулы в разных ситуациях;

– *владеть*:

- навыками адекватной реализации коммуникативного намерения в соответствии с языковой нормой английского языка;
- официальным, нейтральным и неофициальным регистром общения; навыками использования этикетных формул в устной и письменной коммуникации;

- навыками свободной коммуникации на английском языке (включающими как восприятие, так и продуцирование) для решения различных коммуникативных задач.

### **Формы контроля текущей успеваемости студентов по дисциплине (раздел «Практическая грамматика»)**

**1. Текущий контроль проводится в форме тестирования по изученным темам.** Тест позволяет проконтролировать, насколько студент усвоил грамматические явления по изученной теме. После выполнения текстовых заданий учащемуся выдается результат в соответствии с критериями оценки и тест с помеченными ошибками, над которыми проводится работа (самостоятельное исправление ошибок после консультации с учебной и справочной литературой, групповое обсуждение, комментарий преподавателя по типичным ошибкам и трудным случаям). Это позволяет учащемуся овладеть навыками самоорганизации и планирования, умением распределять силы и время в процессе написания теста, умением работать над ошибками как самостоятельно, так и в группе. Данный вид работы также способствует саморазвитию студента, так как предполагает дальнейшую работу над проблемными аспектами.

#### ***Процедура оценивания***

- Форма проведения: электронная.
- Время выполнения теста: около 40 минут.
- Процедура: студенту необходимо выполнить задания теста на компьютере. Оценивание производится в баллах в соответствии с указанными ниже критериями.

***Максимальное количество баллов за задание: 10.***

Критерии оценивания:

<b>Баллы</b>	<b>% правильно выполненных заданий</b>
10	95–100
9	85–94
8	75–84
7	65–74
6	55–64
5	45–54

Баллы	% правильно выполненных заданий
4	35–44
3	25–34
2	15–24
1	5–14
0	0–4

## **2. Индивидуальное домашнее задание (ИДЗ)**

### ***Характеристика заданий:***

а) тренировочные задания репродуктивного уровня, позволяющие диагностировать знание фактического материала в рамках раздела «Практическая грамматика»;

б) тренировочные задания реконструктивного уровня, позволяющие диагностировать умения употреблять изучаемые грамматические конструкции в заданном контексте;

в) тренировочные коммуникативные упражнения, направленные на личностное освоение материала и на ситуативное употребление грамматических структур, в результате чего уменьшается разрыв между теоретическими познаниями и практическим навыком свободного, осознанного и беглого использования структур современного английского языка.

### ***Ожидаемый результат***

Разноуровневые задания являются полностью самостоятельной деятельностью и позволяют студенту систематически работать над усвоением грамматических явлений по изучаемой теме. При этом отрабатывается не теоретическое знание грамматических явлений, а их функционирование в реалистичных коммуникативных ситуациях в условиях англоязычной культурной среды, в том числе функционирование единиц лексико-грамматического континуума, включая структурирование дискурсивных маркеров и этикетных формул.

На занятии проводится групповое обсуждение заданий с коллективным разбором ошибок и комментариями преподавателя по типичным ошибкам и трудным случаям. Это позволяет учащемуся овладеть навыками самоорганизации и планирования систематической самостоятельной работы, умением работать над ошибками как самостоятельно, так и в группе. Данный вид работы способствует само-

развитию студента, так как предполагает работу с учебными и справочными материалами в ходе самостоятельного выполнения заданий и дальнейшую работу над выявленными проблемными аспектами.

Критерии оценивания:

Баллы	% выполнения ИДЗ
2	Выполнено все ИДЗ
1	Выполнено > или = 50 % ИДЗ
0	Выполнено < 50 % ИДЗ / ИДЗ не выполнено

### 3. Форма промежуточной аттестации по дисциплине: экзамен

На экзамене выполняется грамматический тест, который является частью итогового теста по курсам «Практический курс первого иностранного языка 1» и «Практический курс первого иностранного языка 2». Итоговая оценка выводится по существующей схеме расчета итоговой оценки по дисциплине суммарно по всем разделам дисциплины («Практическая грамматика», «Практическая фонетика», «Домашнее чтение» и «Практика устной и письменной речи»).

Форма проведения промежуточной аттестации	Критерии и нормы оценки	
Экзамен (по накопительному рейтингу). Схема расчета итогового балла. Приведение к 100 + 20 ББ	«Отлично»	80–100 итоговых баллов, что говорит об освоении компонентов курса студентом на продвинутом уровне
	«Хорошо»	60–79 итоговых баллов, что свидетельствует об освоении компонентов курса студентом на базовом уровне
	«Удовлетворительно»	40–59 итоговых баллов, что говорит об освоении компонентов курса студентом на пороговом уровне
	«Неудовлетворительно»	0–39 итоговых баллов, что свидетельствует об освоении компонентов курса студентом на уровне ниже порогового, то есть курс не освоен

## Структура пособия

Учебно-методическое пособие состоит из введения, методических рекомендаций для преподавателей и студентов по изучению материала, тринадцати разделов, тестов для самоконтроля и приложений.

В начале каждой темы (UNIT) представлен теоретический справочник по грамматике современного английского языка. В пособии выбран способ представления информации в виде таблиц, схем, списков, комиксов, инфографик и понятийных модулей, поскольку, как показывает практика, именно такая форма помогает сделать изучение материала более наглядным и эффективным, а также реализует психолого-педагогические приемы усиления внимания и запоминания материала. В пособии приводится теоретический материал по грамматике английского языка, охватывающий темы и глубину их рассмотрения на уровнях от A1 до C1 по шкале CEFR, что, начиная с первого курса, готовит студентов к тому, чтобы решать разнообразные коммуникативные задачи посредством свободного общения на изучаемом языке.

После теоретических положений представлены задания, направленные на отработку полученных знаний на практике посредством упражнений различного типа (Exercises). Необходимо отметить, что упражнения ко всем разделам строятся от простого к сложному, что позволяет осмыслить и посредством тренировки автоматизировать навык правильного употребления лексико-грамматических структур. В каждом разделе наряду с традиционными упражнениями имеются коммуникативные упражнения, направленные на ситуативное употребление изученных грамматических структур. Каждый раздел сопровождается тестом для самоконтроля в конце пособия (TEST YOURSELF). Также в конце пособия приводятся приложения, которые обеспечивают студентов дополнительными справочными материалами по изучаемым темам.

В основе структуры пособия лежит принцип сопоставления моделей русского и английского языков, а также дифференциации сходных, но различающихся по сути англоязычных грамматических конструкций, что позволяет избежать возникновения интерференции.

# МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ ПО ОРГАНИЗАЦИИ ЗАНЯТИЯ

## **Организация аудиторной работы**

Изучение материала предлагается проводить в той последовательности, которая заложена в пособии. Преподаватель может сам определить время, необходимое для усвоения материала студентами, подбирая те упражнения (из всех доступных по определенной теме), которые соответствуют уровню конкретной группы студентов.

*При освоении каждой темы необходимо* ориентировать студентов:

- на изучение учебного материала по темам;
- выполнение предлагаемых заданий;
- выполнение теста по каждой из изученных тем.

Каждое занятие может состоять:

- из обсуждения теоретического вопроса (с использованием грамматического справочника учебно-методического пособия, представляющего всю необходимую информацию в виде таблиц, схем, контекстных примеров и моделей для выполнения упражнений);
- устной разминки — устного перевода предложений, содержащих изучаемые грамматические явления, с английского на русский язык и с русского на английский язык;
- проверки домашних упражнений из учебно-методического пособия;
- дальнейшей отработки грамматических конструкций, представляющих особую трудность для усвоения с точки зрения их речевого употребления, или объяснения нового грамматического материала.

Упражнения построены по принципу нарастания языковых трудностей.

## **Интерактивные формы проведения занятий**

Формирование у студентов определяемых ФГОС компетенций предусматривает широкое использование в учебном процессе активных и интерактивных форм проведения занятий в сочетании с внеаудиторной работой.

Наряду с технологиями традиционного изучения материала (представление и объяснение материала преподавателем; выполнение тренировочных упражнений в группе, затем – индивидуально) в данном пособии описываются варианты применения активных и интерактивных технологий, таких как технология обучения в сотрудничестве и применение информационных технологий.

**Технология обучения в сотрудничестве** предполагает обучение в малых группах или парах с распределением ролей между студентами. Форма проведения – практическое занятие, предполагающее совместное решение коммуникативных задач в парах или малых группах (в том числе в форме диалогов, полилогов, проблемных заданий, которые прописываются в соответствующих разделах пособия).

**Применение информационных технологий** предполагает использование компьютера и сети Интернет для самостоятельной тренировки в режиме тренажера и оптимизации поиска информации при подготовке к занятиям за счет использования студентом современных источников.

Интерактивные формы проведения занятий представлены в виде различных коммуникативных упражнений и самостоятельной аналитической работы с материалами Интернета с последующим представлением материала на занятии и т. д.

Более подробно интерактивные формы проведения занятий и рекомендации по их проведению прописываются в конце каждого раздела и графически отмечаются мнемоническим знаком, представленным ниже.



### Communication & Writing Practice

Также в пособии широко представлены упражнения на развитие навыков перевода, которые направлены на формирование переводческих компетенций студентов-лингвистов на начальном этапе. Графически данные задания отмечаются мнемоническим знаком, представленным ниже.



### Translation Practice

## Организация самостоятельной работы

Самостоятельная работа студентов заключается:

- в работе с учебно-методическими материалами курса;
- выполнении тестовых заданий для самоконтроля из учебно-методического пособия;
- выполнении внеаудиторных заданий (индивидуальные домашние задания);
- выполнении упражнений в виде тренажеров на внешних ресурсах (например, LearningApps, Quizlet) и изучении инфографик по темам.

Задания на внешних ресурсах отмечаются мнемоническим знаком, представленным ниже.



### Self-study

В заключение мы считаем необходимым привести ряд рекомендаций по улучшению процесса преподавания грамматики английского языка:

1. Освоение грамматических конструкций не должно ограничиваться лишь их аналитическим изучением в отрыве от их непосредственного использования в речи.

2. Необходимо обеспечить студентов абсолютно достоверной и современной информацией о фактах в рамках изучаемого языка. Не следует использовать при обучении только те английские грамматические конструкции, которые структурно наиболее близки к конструкциям русского языка, так как это может привести к расхождению с нормами и узусом английского языка.



## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ

В процессе изучения данного курса развиваются и совершенствуются языковые и коммуникативные умения и навыки, необходимые для дальнейшей профессиональной деятельности, поэтому необходимо планомерно и последовательно работать над каждой темой изучаемых разделов.

### *При освоении каждого раздела необходимо:*

- изучить учебный материал по теме, используя основные положения по грамматике современного английского языка, представленные в пособии в виде таблиц, схем и иллюстративных материалов;
- акцентировать внимание на понятиях и терминах, связанных с изучаемой темой, а также на правилах употребления изученных грамматических конструкций непосредственно в речи;
- быть готовым ответить на контрольные вопросы преподавателя на занятии;
- изучить модели выполнения упражнений;
- выполнить тренировочные упражнения в виде ИДЗ;
- быть готовым выполнять на занятии упражнения и задания различного типа, в том числе коммуникативные, по изученной теме;
- проходить итоговое тестирование по каждому изученному разделу.

### *Формула успешного прохождения курса:*

1. Посещение практически всех аудиторных занятий, поскольку на практических занятиях проводится закрепление полученной информации посредством выполнения различных практических заданий.
2. Изучение учебного материала по каждой теме.
3. Выполнение ИДЗ, которые представлены в каждой теме под заголовком **Exercises**.
4. Выполнение коммуникативных заданий, представленных в каждой теме.
5. Написание итоговых тестов по завершении изучения каждой темы.

Итоговая аттестация по курсу осуществляется согласно балльно-рейтинговой системе с выставлением баллов на образовательном портале ТГУ. Подробно критерии оценивания прописаны на с. 10–12 данного пособия.

## Unit 1. THE VERBS 'TO BE' / 'TO HAVE GOT' / CONSTRUCTION 'THERE IS' / 'THERE ARE'

### Recommendations for study: Unit 1

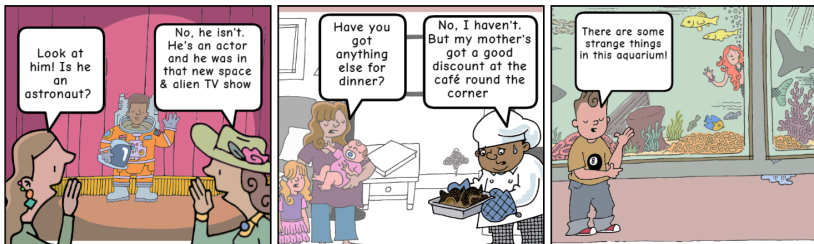
**Unit objectives:** study the information about the formation of the verb 'to be' / 'to have (got)' / construction 'there is / there are' and do the exercises provided.

### After this unit students will:

- learn about the formation of the verb 'to be' in various types of sentences and tenses;
- learn about the formation of the construction 'there is (are)' in various types of sentences and tenses as well as its usage peculiarities, the difference between 'there' and 'it';
- learn about the formation of the verb 'to have (got)' in various types of sentences and tenses as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



This comic was created at [www.MakeBeliefsComix.com](http://www.MakeBeliefsComix.com)

## 1.1. The Verb 'to be' in the Present Simple Tense

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I <b>am</b> (I'm) You <b>are</b> (you're)	I <b>am not</b> (I'm not) You <b>are not</b> (you're not / you <b>aren't</b> )	<b>Am</b> I? <b>Are</b> you?
He/she/it <b>is</b> (he's/she's/it's)	He/she/it <b>is not</b> (he's/she's/it's not or he/ she/it <b>isn't</b> )	<b>Is</b> he/she/it?
We/you/they <b>are</b> (we're/you're/they're)	We/you/they <b>are not</b> (we're/you're/they're not or we/you/they <b>aren't</b> )	<b>Are</b> we/you/they?

*I'm small but I'm not helpless.*

*'Are you a university student?' – 'Yes, I am.'*

*'Is he at home?' – 'No, he isn't.'*

*How much are these sunglasses? Where are you from?*

### Exercises

**Ex. 1.** Write short forms (she's/we're etc.).

- |               |                 |                  |
|---------------|-----------------|------------------|
| 1) he is –    | 3) she is not – | 5) I am not –    |
| 2) they are – | 4) it is not –  | 6) you are not – |

**Ex. 2.** Fill in the gaps with 'am, is, are'.

*Model: The book \_\_\_ on the table. – The book is on the table.*

- Amy \_\_\_ at home but her parents \_\_\_ in the shopping mall.
- I \_\_\_ a student of Togliatti State University.
- The sky \_\_\_ blue today.
- I \_\_\_ tired of my work.
- Look! This \_\_\_ Sarah.
- My brother and I \_\_\_ good tennis players.
- I \_\_\_ cold. Can you shut the window, please?
- My sister \_\_\_ an accountant.
- The castle \_\_\_ one thousand years old.
- The child \_\_\_ asleep.
- These shelves \_\_\_ very heavy.
- He \_\_\_ not ready to get married.

**Ex. 3.** Write full sentences. Use ‘am/is/are’ each time.

*Model: the students at the lecture – The students are at the lecture.*

1. I not very clever today
2. Mr. Smith’s grandson six years old
3. my desk very comfortable
4. my grandparent very old
5. the exam not difficult
6. the houses in this street very big
7. the shops not open today
8. this house very expensive
9. those flowers very beautiful
10. your glasses in your bag

**Ex. 4.** Write positive or negative sentences. Use ‘am/is/are’ or ‘am not / isn’t / aren’t’. Correct the sentences if they are wrong.

*Model: Leonardo DiCaprio \_\_\_ a German actor. – Leonardo DiCaprio isn’t a German actor. He’s an American actor.*

1. Brussels \_\_\_ the capital of Belgium.
2. Diamonds \_\_\_ cheap.
3. I \_\_\_ afraid of dogs.
4. I \_\_\_ angry now.
5. I \_\_\_ interested in hockey.
6. It \_\_\_ cold today.
7. Motor racing \_\_\_ a dangerous sport.
8. My hands \_\_\_ dirty.
9. The Russian Federation \_\_\_ a very big country.
10. Hamsters \_\_\_ big animals.
11. The Amur \_\_\_ in Europe.
12. The Hague \_\_\_ in Switzerland.

**Ex. 5.** Write questions with ‘what/who/how/where/why’. Use ‘am/is/are’.

*Model: what colour his new car? – What colour is his new car?*

1. what colour his hair?
2. how much these shoes?
3. how old your grandmother?
4. what colour your house?
5. where my phone?

6. where my trousers?
7. who your favourite actor?
8. why you always late?

**Ex. 6.** Ask questions. Read the answers to the questions first.

*Model: where/your uncle? – ‘He’s at home.’ – ‘Where is your uncle?’ – ‘He’s at home.’*

1. a student? – ‘No, I’m a receptionist.’
2. British? – ‘No, I’m not.’
3. her name? – ‘Kate.’
4. how old? – ‘I’m 18.’
5. how old? – ‘She’s 40.’
6. single or married? – ‘I’m single.’
7. where/from? – ‘From New Zealand.’
8. where/from? – ‘She’s Italian.’
9. your mother a doctor? – ‘No, she’s a lawyer.’
10. your name? – ‘Jacob.’

**Ex. 7.** Write positive and negative short answers (‘Yes, I am / No, he isn’t,’ etc.).

*Model: ‘Are you a fan of K-pop?’ – ‘Yes, I am. / No, I am not.’*

1. Are you married?
2. Is your best friend tall?
3. Is it hot today?
4. Are you an engineer?
5. Are you hungry?
6. Is your friend sad now?
7. Are your hands warm?
8. Are you thirsty?
9. Is your phone Chinese?
10. Is it sunny today?



### Translation Practice

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

1. Все магазины сегодня открыты.
2. Мне жарко, и я хочу пить.

3. Моя сестра журналист.
4. Музей сегодня открыт?
5. Они не студенты, они врачи-практиканты.
6. Сколько стоят эти журналы?
7. «Твой брат дома?» – «Да».
8. Тебе интересны иностранные языки?
9. Эта гостиница очень дорогая.
10. Я не интересуюсь искусством.



### Communication & Writing Practice

**Ex. 9.** Choose some ‘family’ lexis (nationality, surname, age, mother’s maiden name, patronymic, father’s age, single/married, good at languages, uncle’s job, be in love with someone, etc.).

1. Make up 10 questions using ‘your’ and the verb ‘to be’ in the Present Simple in the correct form (*What’s your surname?*).
2. Ask your partner. Try to remember his/her answers.
3. Tell your partner everything that you remember (*Your surname’s Ivanov*).
4. Listen to your partner and correct any mistakes (facts or grammar). Who’s got more correct answers?
5. Share any interesting facts with your classmates / your teacher.

## 1.2. The Verb ‘to be’ in the Past Simple Tense

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I/he/she/it <b>was</b>	I/he/she/it <b>was not</b> ( <b>wasn’t</b> )	<b>Was</b> I/he/she/it?
You/we/they <b>were</b>	You/we/they <b>were not</b> ( <b>weren’t</b> )	<b>Were</b> you/we/they?

*I was tired last night. The weather was good when we were on holiday. Where were you at 5 o’clock yesterday?*

## Exercises

**Ex. 10.** Fill in the gaps with ‘am/is/are’ (present) or ‘was/were’ (past).

*Model: Lionel Messi \_\_\_ a great soccer player. – Lionel Messi is a great soccer player.*

1. Anton Chekhov died in 1904. He \_\_\_ a famous Russian writer.
2. Don't buy these shoes. They \_\_\_ too expensive.
3. I \_\_\_ cold. Can I have something hot to drink?
4. I \_\_\_ hungry last night, so I had something to eat.
5. Last year their son \_\_\_ 16, so he \_\_\_ 17 now.
6. This time last year I \_\_\_ in Finland.
7. Today the weather \_\_\_ nice, but yesterday it \_\_\_ cold.
8. We \_\_\_ tired when we arrived home, so we went to bed.
9. We must go now. It \_\_\_ very late.
10. ‘Where \_\_\_ the dogs?’ – ‘I don't know. They \_\_\_ in the garden ten minutes ago.’
11. Where \_\_\_ you at 10 o'clock last Friday?
12. Why \_\_\_ you so tired yesterday?

**Ex. 11.** Fill in the gaps with ‘was/were’ or ‘wasn't/weren't’.

*Model: They helped the woman, so they were real heroes.*

1. We didn't like that house. It \_\_\_ very old and it \_\_\_ large enough.
2. Joanna got married when she \_\_\_ 21 years old.
3. Last weekend \_\_\_ great. My friends and I \_\_\_ together all day on Saturday. We \_\_\_ at the local history museum and at the café.
4. My son \_\_\_ at work last week because he \_\_\_ ill. He's better now.
5. Many shops \_\_\_ open in 2020 because there \_\_\_ a lockdown.
6. ‘\_\_\_ you at home at 9.30?’ – ‘No, I \_\_\_. I \_\_\_ at work.’



## Translation Practice

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

1. Где они были вчера вечером?
2. Его вчера не было в университете, он болел.
3. Меня там не было, я был на почте.
4. Её не было дома в 5 часов.
5. Вчера было ветрено.

6. Джон вчера был на собеседовании, оно было в 11.00.

7. Почему ты вчера опоздал?



### Communication & Writing Practice

**Ex. 13.** Do the following tasks.

1. Make up 10 questions using 'your' and the verb 'to be' in the Past Simple in the correct form (*Were you happy at school?*).
2. Look at your partner and try to guess his/her answers. Make some notes about your predictions.
3. Ask your partner to check your predictions. Answer your partner's questions.
4. Share any interesting facts with your classmates / your teacher.

### 1.3. Construction 'there is (are)'

We use 'there is/are' to talk about the existence of people, things, etc., meaning «есть, имеется, находится, существует». This construction can be used in different tense forms.

TENSES	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
Present Simple	there is/are (there's)	there is not (there's not / isn't) / are not (aren't)	Is/Are there?
Past Simple	there was/were	there was not (wasn't) / were not (weren't)	Was/Were there?
Future Simple	there will be (there'll be)	there will not be (won't be)	Will there be?
Present Perfect	there has/have been (there's been)	there has not / have not been (hasn't/ haven't been)	Has/Have there been?
Past Perfect	there had been (there'd been)	there had not been (hadn't been)	Had there been?



**There are** many French books in our library.

**'Is there** an air conditioner in your room?' – **'No there isn't.** / **No, there is no** air conditioner in my room.'

**There was** a meeting at the students' club yesterday.

**'Was there** a meeting at the university?' – **'No, there wasn't.'**

**There will be** a new festival in this region this year.

**'Will there be** many people there?' – **'No, there won't.** / **No, there won't be** any people there.'

**There hasn't been** any rain for some days.

### Notes

1. The verb 'to be' can be used with modal verbs (can, may, must, etc.).

**There must be** a dictionary on the shelf. **There can be** no doubt about it.

**There ought to be** more books on the subject in our library.

2. We can also use some other verbs after 'there' – *to live, to exist, to stand, to lie, etc.*

In this case it is typical for literary, old-fashioned style.

**There lived** an old doctor in the village. **There exist** different opinions on this problem.

3. If the subjects are of different number, the predicate agrees with the subject that goes first.

**There is** a table and six chairs in the room. **There were** some books and a dictionary on the table.

4. The English and Russian word order is different in such sentences.

The English word order: there is/are + subject + adverbial of place/time.

The Russian word order: adverbial of place/time + (the predicate) + the subject.

English	Russian
<i>There is a picture <u>in my room</u>.</i>	<u>В моей комнате</u> есть/имеется картина.
<i>There are many apple trees <u>in the garden</u>. There was a meeting <u>at the University yesterday</u></i>	<u>В саду (имеется)</u> много яблонь. <u>Вчера в университете</u> было собрание

## There and It

There	It
1. We use 'there' when we talk about something for the first time, to say that it exists. <i>There's a new restaurant in King Street</i>	1. We use 'it' to express our opinion about places, events, situations, specific things, etc. <i>We went to the new restaurant. It's very good</i>
2. You can also say 'there is sure/certain/likely/bound to be...' <i>There is sure to be a flight to Paris this evening</i>	2. We also use 'it' to talk about time, day, distance and weather. <i>It's half past ten. It's Thursday. How far is it from London to Bristol? It was very cold</i>

### Exercises

**Ex. 14.** Use 'there is/are' in the necessary tense form.

*Model: There were some apples on the table when I came home.*

1. \_\_\_ 24 hours in a day.
2. \_\_\_ a football match on TV last night.
3. \_\_\_ many people at the meeting?
4. \_\_\_ somebody at the airport to meet you when you arrive tomorrow.
5. Excuse me, \_\_\_ a restaurant near here?
6. How many students \_\_\_ in your group?
7. I was hungry, but \_\_\_ anything to eat.
8. Look! \_\_\_ an accident. Call the ambulance!
9. Look! \_\_\_ their phone number in the email.
10. This box is empty. \_\_\_ nothing in it.
11. When we arrived at the cinema, \_\_\_ a long queue at the box office.
12. Wiltshire is the oldest town in the UK. \_\_\_ many old buildings there.

**Ex. 15.** Ask questions to the following statements, then answer them according to the model.

*Model: There is a good programme on TV tonight.*

*You: 'Is there a good programme on TV tonight?' – 'Yes, there is. / No, there isn't.'*

*There aren't any historical monuments in our town.*

*You: 'Are there any historical monuments in your town?' – 'No, there aren't'.*

1. There are a few changes in my native town.
2. There are some difficult exercises in this book.
3. There are plenty of apples to make an apple pie.
4. There are several empty seats in the room.
5. Look! There is a cat on the kitchen table!
6. There is something on the shelf, I can't see from here.
7. There isn't anything left for dinner.
8. There wasn't anybody at the office.
9. There were a lot of people at the show.
10. There weren't any pears on the plate when I came back.
11. There will be some interesting shows on TV next season.

**Ex. 16.** Put in 'there is' or 'it is' in the suitable form.

*Model: There was a heavy rain two days ago.*

1. \_\_\_ a bus at 10.30. \_\_\_ a big bus?
2. I'm not going to buy this dress. \_\_\_ too short.
3. 'What's wrong?' – '\_\_\_ something in my ear.'
4. \_\_\_ a new bike outside the office. \_\_\_ yours?
5. '\_\_\_ anything interesting at the cinema tonight?' – 'Yes, \_\_\_ a cool horror film at 6 pm. Let's go.'
6. 'What's that building?' – '\_\_\_ a theatre.'
7. '\_\_\_ a public swimming pool in your city?' – 'No, I'm afraid not.'
8. \_\_\_ was a good day yesterday.
9. We can't go skating. \_\_\_ isn't any ice.
10. \_\_\_'s chilly in this room. Close the window, please.
11. I was happy because \_\_\_ was sunny.
12. \_\_\_ was a flash of lightning last night. Did you see it?
13. \_\_\_'s a long way from here to the station.



### Translation Practice

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

1. В городе несколько театров. – Театры находятся в центре города.
2. В нашем городе мало музеев и театров.

3. В театре много детей. — Дети сейчас в театре.
4. В чашке не было чая.
5. В этой комнате два окна.
6. В этой гостинице есть кондиционеры?
7. На этом сайте много интересных статей.
8. «Сколько статей на вашу тему было в этом журнале?» — «Там было несколько статей, я не помню точно».
9. На этой улице раньше была школа?
10. Рядом с нашим домом будет парк.
11. Рядом с нашим домом есть школа. — Школа находится рядом с нашим домом.
12. «Сколько студентов в аудитории?» — «Двадцать».
13. Существует несколько способов решения этой задачи. — Способы решения этой задачи приведены на странице 5.
14. В вазе стояли цветы. — Цветы стояли в красивой вазе.
15. На столе лежит несколько книг.



### Communication & Writing Practice

**Ex. 18.** Do the following tasks.

1. Choose a favourite place (a town/city/village in your country or a holiday place you know).
2. Think about five things there are and five things there aren't in this place (e.g., nice parks/cafes, interesting markets/shops/streets, an airport, a beach, mountains, a river, beautiful squares, a university, good places to go at night, museums, a station, a lake, cheap/expensive restaurants, good/big hotels, etc.).
3. Work in groups of three or four. Tell the other students about your favourite place (*There isn't an airport, but there are a lot of nice cafes*).
4. When somebody tells about his/her favourite place, ask 1-2 follow-up questions (*Is there a university?*).
5. Choose one of your group's places you would like to visit. Tell the class why you want to go there.

## 1.4. The Verb 'to have (got)'

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
<b>Present Simple</b>		
I/you/we/they <b>have (got)</b> (I/you/we/they've got)  He/she/it <b>has (got)</b> (he/she/it's got)	I/you/we/they <b>have not got (haven't got) / do not have (don't have)</b> He/she/it <b>has not got (hasn't got) / does not have (doesn't have)</b>	<b>Have I/you/we/they got? /</b> <b>Do I/you/we/they have?</b> <b>Has he/she/it got? /</b> <b>Does he/she/it have?</b>
<b>Past Simple</b>		
<b>I had</b>	<b>I did not have (didn't have)</b>	<b>Did I have?</b>

### Short answers

Have you got a pen?	Yes, I/we have	No, I/we haven't
Has he/she/it got a pen?	Yes, he/she/it has	No, he/she/it hasn't
Have we/they got a pen?	Yes, we/they have	No, we/they haven't
Did you have a pen?	Yes, I did	No, I didn't

*I've got a cat, but I **haven't got** a dog. What **have** you **got** in your bag?*

*They **don't have** any children. = They **haven't got** any children.*

*It's a nice house, but it **doesn't have** a garden = it **hasn't got** a garden.*

***Do** they **have** a service department? = **Have** they **got** a service department?*

*How much money **do** you **have**? = How much money **have** you **got**?*

### Notes

1. In British English, we often use 'have' or 'have got' to mean 'possess'.

*I **have** a new car. / I **have got** a new car.*

2. *Do you have...?* and *I don't have...* are common especially in American English.

*They **don't have** any children. = They **haven't got** any children.*

*It's a nice house but it **doesn't have** a garden = it **hasn't got** a garden.*

***Does** Kate **have** a new phone? = **Has** Kate **got** a new phone?*

*How many classes **do** you **have** every Monday? = How many classes **have** you **got**?*

3. Got-forms are most common in the present tense. We use the correct forms of 'have' in the past and future tenses to mean 'possess'.

*I **have** a cup of tea for breakfast in the morning (usually). I **haven't got** tea for breakfast this morning.*

*I **had** a bad cold last week. We **will have** a new apartment soon.*

4. Got-forms are not generally used to talk about habits and repeated actions.

*We **have** meetings on Mondays.*

*Do you often **have** colds?*

5. You can use 'have got' or 'have' (without 'got') for possessions, relationships, illnesses, etc. There is no difference in meaning. With these meanings, you cannot use continuous forms.

*They've **got** a new car. = They **have** a new car.*

*I've **got** a headache. = I **have** a headache.*

*We've **got** a nice room in the hotel. = We **have** a nice room in the hotel (We're **having**).*

6. When the verb 'to have' is used in the following expressions, you cannot use 'have got' in the affirmative form, and it takes the auxiliary verb 'to do' in negative and interrogative forms, as these phrases don't denote possession, but real action. For example, 'have breakfast' means «завтракать». You can use continuous forms with these expressions.

Have	breakfast / lunch / dinner / a cup of tea/coffee / something to eat, etc. a bath / a shower / a swim / a shave / a wash a break / a rest / a party / a holiday / a sleep / a walk / a game (of tennis) an accident / an experience / a dream a look (at something) a chat / a conversation / a discussion (with somebody) difficulty / trouble / fun / a good/nice time / a good journey etc. a baby (= give birth to a baby)
------	--

*Do you **have** tea or coffee for breakfast? Did you **have** difficulty finding a place to live? I **don't** usually **have** a big breakfast. 'Where's Ann?' – 'She's **having** lunch.'*

## Exercises

**Ex. 19.** Write the short form (we've got / he hasn't got etc.).

- 1) we have got —            3) they have got —            5) it has got—  
2) he has got —            4) she has not got —            6) I have not got —

**Ex. 20.** Write questions.

*Model: your father / a car? – Has your father got a car?*

1. your cat / toys?
2. you / a bicycle?
3. you / a laptop?
4. your mother / many friends?
5. your aunt and uncle / many children?
6. how much money / you?
7. what kind of car / your relative?
8. you / a new mobile phone?

**Ex. 21.** What have Alice and Oliver got? What have you got? Look at the information and write sentences about Alice, Oliver and yourself.

*Model: your friend / a bicycle (-) – My friend hasn't got a bicycle.*

1. Oliver / a fitness tracker (+)
2. Alice / a laptop (-)
3. Oliver / a car (-)
4. Alice / a car (+)
5. Alice / black hair (-)
6. Oliver / red hair (-)
7. Alice / brothers/sisters (+, 2 brothers)
8. Oliver / brothers/sisters (+, 1 sister)
9. You / brothers or sisters (?)
10. You / a tablet (?)
11. You / a car (?)
12. Your mother / curly hair (?)

**Ex. 22.** Put in 'have got / 've got, has got / 's got, haven't got / don't have' or 'hasn't got / doesn't have'.

*Model: Jane is a doctor. She has got a stethoscope.*

1. Ben doesn't read much. He     many books.
2. Everybody likes Tom. He     a lot of friends.

3. They like flowers. They \_\_\_ a lot of roses.
4. I can't open the door. I \_\_\_ a key.
5. I'm not going to work today. I \_\_\_ a bad cold.
6. It's a nice town. It \_\_\_ a very nice shopping centre.
7. Jane \_\_\_ a car. She goes everywhere by bicycle.
8. Julia wants to go on holiday, but she \_\_\_ any money.
9. Mr. and Mrs. Eastwood \_\_\_ two children, a boy and a girl.
10. Quick! Hurry! We \_\_\_ much time.
11. This insect \_\_\_ six legs.
12. 'What's wrong?' – 'I \_\_\_ something in my eye.'

**Ex. 23.** Extend the sentences according to the model.

*Model: I always have new sandals in summer (this summer). – But I haven't got any sandals this summer.*

1. He often has a sore throat (today).
2. I often have a headache in the evening (tonight).
3. They have a lot of flowers in their garden every summer (this summer).
4. I usually have warm boots in winter (this winter).
5. She has new jeans every summer (this summer).
6. They always have a light meal in the evening (tonight).
7. They have seminars on History every week (this week).
8. I often have fish for dinner (today).
9. We have a package from home every week (this week).

**Ex. 24.** Complete the sentences. Use 'have' + an expression from the list and put the verb into the correct form.

lunch / a shower / a look / a nice time / breakfast / a baby / a party / a biscuit / a good time / cups of coffee

*Model: 'Where's Andrea?' – 'It's 12 o'clock. She is having lunch at the university canteen.'*

1. I (not) \_\_\_ usually \_\_\_. I just have a cup of tea and go to work.
2. I \_\_\_ three \_\_\_ in the morning. It was too much caffeine!
3. '\_\_\_!' – 'Oh, thank you. It smells of chocolate and looks really delicious.'
4. I \_\_\_ this morning and then left home in a hurry. I never have a bath in the mornings.



5. New Year's coming. We \_\_\_ next week. You must come.
6. Enjoy your holiday. \_\_\_!
7. \_\_\_ you \_\_\_ in London last week?
8. Sandra \_\_\_ just \_\_\_. It's a boy.
9. Can I \_\_\_ at your newspaper?



### Translation Practice

**Ex. 25.** Translate into English.

1. У нас не было машины в прошлом году, а теперь есть.
2. «Когда вы пьёте чай?» – «Утром, мы никогда не пьём чай вечером».
3. У неё большие зеленые глаза и длинные светлые волосы.
4. Мы хорошо провели время вчера в караоке.
5. У них нет терпения в преодолении сложностей.
6. Она хорошо провела отпуск на юге.
7. У вас есть книги по истории Англии?
8. У меня вчера болела голова.
9. У моего брата голубая машина.
10. У них есть 3 собаки, 3 кошки и много проблем с соседями.



### Communication & Writing Practice

**Ex. 26.** Do the following tasks.

1. Guess the things your partner has got, but don't talk to him/her.  
**Student A:** a mobile phone / a digital camera / a big TV / a tablet / a dog / a car / an umbrella / a diary  
**Student B:** a computer / a foreign passport / a summer dress / a printer / a cat / a bike / a credit card / a watch
2. Write questions with 'you' (*Have you got a book?*).
3. Work with your partner. Take turns to ask and answer your questions. Are your guesses correct?  
 Work with a new partner. Tell him/her the things your first partner has/hasn't got.

## Unit 2. THE INDEFINITE (SIMPLE) FORMS

### Recommendations for study: Unit 2

**Unit objectives:** study the formation of Indefinite verb forms in various types of sentences and tenses and do the exercises provided.

### After this unit students will:

- learn about the formation of the Present Indefinite Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Past Indefinite Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Future Indefinite Tense in various types of sentences and tenses as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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## 2.1. The Present Indefinite (Simple) Tense

V(s)

### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I work	I do not work	Do I work?
He works She works It works	He does not work She does not work It does not work	Does he work? Does she work? Does it work?
We work You work They work	We do not work You do not work They do not work	Do we work? Do you work? Do they work?

**do not = don't** /dəʊnt/

**does not = doesn't** /'dʌz(ə)nt/

### 2. Spelling

Verbs ending in <i>-ss, -sh, -ch, -x, -o</i> add <b>-es</b>	Verbs ending in consonant and <i>-y</i> add <b>-ies</b>
<i>I wash – he washes</i> <i>I go – he goes</i>	<i>I cry – he cries</i> <i>but I play – he plays</i>

### 3. Pronunciation

<b>[s]</b> – after voiceless consonants	<b>[z]</b> – after voiced consonants and vowels	<b>[ɪz]</b> – after [s], [z], [ʃ], [tʃ], [dʒ]
<i>works, talks, visits</i>	<i>drives, knows, sings</i>	<i>washes, mixes, kisses</i>

### 4. The usage

The Present Indefinite may be used for	Examples
1. a permanent action, a fact	<i>He lives in Togliatti</i>
2. the general truth	<i>Water boils at 100 °C</i>
3. a repeated, customary action	<i>I always do my homework.</i> (Here 'always' means every day)
4. a future action, if planned beforehand	<i>The train to Moscow leaves at 6:24 pm</i>

5. reviews / sports commentaries / narrations	<i>Adele sings wonderfully in this recording</i>
6. some set phrases	<i>Here comes the bride!</i> <i>There goes my bus</i>

**Examples of time words and phrases we use with the Present Indefinite:**

*every day/week/month/year, usually, sometimes, always, rarely, never, often, in the morning/evening/afternoon, at night, on Mondays, etc.*

As you see we use **adverbs of frequency** with the Present Indefinite to say how often somebody does something or how often something happens (you can find more information on adverbs of frequency on p. 348).

Adverbs of frequency have fixed position in the sentence:

a) they come after the verb ‘be’, but before other verbs:

*I’m **usually** energetic in the mornings. We **never** drink coffee at this cafe.*

b) in negative sentences and questions, they come before the main verb:

*I don’t **often** see my brother now. Do you **always** walk to work?*

c) we can put ‘occasionally’, ‘often’, ‘sometimes’ and ‘usually’ at the beginning or the end of a sentence:

***Sometimes** he works on Saturdays. We go out for dinner **occasionally**.*

d) such expressions as: *every day/week/month/year; once / twice / three times a week/month/year, etc.* usually come at the end of a sentence:

*We eat healthy food **every day**.*

*He goes to the local gym **twice a week**.*

**5. Asking questions**

There are several types of questions in the English language.

**1) General questions (Yes/No questions)**

These are questions that we can answer with ‘yes’ or ‘no’. They begin with an auxiliary verb ‘do/does’ and we put the subject after the auxiliary verb.

	He <b>travels</b> to London every year.	
<b>Does</b>	he <b>travel</b> to London every year?	Yes, he does. No, he doesn’t

*Does it rain a lot in Scotland?*

*Do you study at Togliatti State University?*

## 2) Special questions (Wh-questions)

These questions begin with a question word (e.g. when, where, why). After the question word, we use the same word order as in Yes/No questions.

		They <b>play</b> tennis once a week
<b>How often</b>	<b>do</b>	they <b>play</b> tennis?

*Which coat do you prefer? What does your mother usually eat for breakfast? What do you do on Sundays?*

## 3) Subject questions (who, what)

‘Who’ and ‘what’ can be the subject or object of a question.

Subject	Object
<b>Who</b> saw you? <b>Alice</b> saw me	<b>Who</b> did you see? I saw <b>Alice</b>
<b>What</b> happened? <b>Nothing</b> happened	<b>What</b> did you do? I didn't do <b>anything</b>

- When ‘who’ or ‘what’ is the subject, the word order is like a statement:

**subject + verb(s) + object**

*She **watches** this video when she feels sad. – Who **watches** this video?*

- When ‘who’ or ‘what’ is the object, we put an auxiliary ‘do/does’ before the subject:

**do/does + subject + verb + object**

*I **see** her every day on the bus. – Who **do you see** every day on the bus?*

## 4) Tag questions (disjunctive questions)

**Tag questions** are short questions we add to the end of statements. We use them to ask for confirmation of (or agreement with), our statement:

*‘They **live** in Manchester; **don’t** they?’ – ‘Yes, they do. / No, they don’t.’*

Question tags are formed with an auxiliary verb and an appropriate pronoun. They take the same auxiliary verb as in the statement if there is one, otherwise they take ‘do/does’ (Present Simple):

*He **works** in a bank, **doesn’t** he?*

As for formation, a positive statement is followed by a negative question tag, whereas a negative statement is followed by a positive question tag:

*She plays tennis well, doesn't she? She doesn't play tennis well, does she?*

*You never listen to pop music, do you?*

*Everyone / someone / anyone / no one* form their question tags with an auxiliary verb + 'they':

*Somebody lives in this house, doesn't they?*

### 5) Negative questions

We make questions negative by adding 'not' to the auxiliary verb. We use negative yes-no questions to ask for confirmation, express surprise or annoyance:

*Doesn't the room look nice? (= I think it looks nice.) Don't you like cute kittens? (= Are you a cat hater?)*

We use negative wh-questions to ask for information, make suggestions or criticize some actions:

*Why don't we go out for a meal?*

### 6) Emphatic forms

We can use 'do/does' in affirmative sentences where there is normally no auxiliary verb:

*She does work hard. I do like sushi.*

## Exercises

**Ex 1.** Write the following sentences: a) in the negative; b) in the interrogative.

*Model: He drinks a litre of milk every day. — He doesn't drink a litre of milk every day. Does he drink a litre of milk every day?*

1. She leaves home at 10 o'clock every day.
2. Ann misses you badly.
3. The last bus goes at 10 o'clock.
4. He usually has his breakfast at 8 o'clock.
5. Jane usually walks her dog in the morning.
6. She understands the rule.
7. Strange, but my mom has coffee in the evening.
8. The lecture starts at 10:15 am.
9. These flowers look fresh.
10. She remembers them well.
11. They feel very cold.
12. Tom looks sick.

**Ex. 2.** Put the verb in brackets into the Present Indefinite.

*Model: My brother cooks dinner for us every Saturday.*

1. Anything that he \_\_\_ (say) \_\_\_ (be) worth listening to.
2. Fishermen often \_\_\_ (tell) tales about their catches.
3. I \_\_\_ (live) in Togliatti, which \_\_\_ (be) my native town.
4. In England the traffic \_\_\_ (keep) to the left, but on the Continent it \_\_\_ (keep) to the right.
5. Let's go outside. It \_\_\_ (be) terribly stuffy inside.
6. Little Agnes Gru \_\_\_ (collect) all sorts of toy unicorns.
7. My brother \_\_\_ (sing) in shower, it's funny.
8. My English friends \_\_\_ (live) in a nice detached house that \_\_\_ (stand) on a hill that \_\_\_ (overlook) the river.
9. My father \_\_\_ (like) a lot of milk in his tea and a few lumps of sugar.
10. My sister \_\_\_ (have) a good appetite and she always \_\_\_ (eat) heartily.
11. Oscar Wilde and Bernard Shaw \_\_\_ (be) British writers.
12. Their children \_\_\_ (go) to a private school in the suburbs.
13. They often \_\_\_ (come) to see me when I \_\_\_ (be) in my home town.
14. This cell phone \_\_\_ (have) the largest screen and a large screen \_\_\_\_\_ (mean) increased productivity and impressive resolution.
15. We usually \_\_\_ (spend) our holidays in Turkey.
16. What \_\_\_ (this sentence mean)? I can't make it out.
17. What \_\_\_ (you see) over there?

**Ex. 3.** Answer the questions using the Present Indefinite.

*Model: 'What do you usually eat for lunch?' – 'I usually eat soup for lunch.'*

1. How do you nearly always celebrate your birthday?
2. How do you usually help your parents?
3. How do you usually spend your leisure time?
4. What do you often do on Sunday mornings?
5. What do you usually do if you have a headache?
6. What sort of films do you generally enjoy?
7. What sort of YouTube channels do you often watch?
8. What time do you usually go to the University?
9. Where do you sometimes have your meals?

**Write your own question and ask your groupmates.**

**Ex. 4.** Ask all types of questions to the following sentences (general, special, subject, tag, negative).

1. Emma lives in an old house on the beach with her family.
2. I usually get up early because I hate being late to university.
3. No one lives in that house now. They believe it's haunted.
4. Bryan always checks if his friends uploaded anything to any of social nets before going to bed.
5. We seldom see each other these days... I don't even know why.
6. Gerry plays RPG every day.
7. It takes him hours to get to his office.
8. This news is two days old.
9. Lots of people enter this University every year.
10. I enjoy reading something light before going to bed.



### Translation Practice

**Ex. 5.** Translate the sentences into English using the Present Indefinite Tense.

1. Я обычно делаю домашнее задание поздно вечером, мне так удобнее.
2. Мой друг живет на Сахалине, поэтому мы с ним общаемся только по телефону.
3. Твоя сестра ведь учится на ветеринара?
4. У них два урока иностранного языка в неделю, это мало.
5. Он всегда навещает нас, когда приезжает домой к родителям.
6. «Сколько времени вы тратите на дорогу домой?» — «Как правило, я трачу на дорогу домой около тридцати минут».
7. Он теперь редко путешествует — у него семья.
8. Вы часто ходите в кино?
9. Билл редко гуляет с собакой (to walk smb's dog). У него очень мало свободного времени.
10. «Где Гордон?» — «Не знаю. В это время он обычно сидит дома». — «Но его там нет».
11. Почему Вы никогда не приходите на занятия вовремя?
12. Кто знает перевод этого слова?



13. Что означает это выражение?
14. Для приготовления этого блюда я выбираю самые свежие баклажаны, нарезаю их ломтиками, солю, перчу и обжариваю в масле.
15. Мечтать не вредно; например, мой друг ставит перед собой цель, а потом делает всё, чтобы её добиться.
16. Разве успех нашего дела зависит от одного человека?
17. Неужели ты не понимаешь, что он тебя не ценит?
18. Волосы растут со скоростью примерно полдюйма в месяц, но, помимо прочего, длина волос зависит от наследственности и от питания человека.
19. «Как часто Вы смотрите фильмы на английском языке?» — «Примерно два раза в неделю. Мой брат предпочитает смотреть фильмы на русском, он ещё не настолько хорошо знает английский. А я понимаю практически всё, что говорят в фильмах». — «А в каком классе учится Ваш брат?» — «В одиннадцатом».



### Communication & Writing Practice

**Ex. 6.** Work in pairs. Find out information about your groupmate.

*Model: Find out if your groupmate likes music.*

*'Do you like music? (You like music, don't you?)' – 'Yes, I do. And what about you?'*

Find out if your groupmate:

- 1) lives in dorm; lives far from the University; gets to the University by bus or on foot; returns home late; is usually tired;
- 2) has a large family; lives with his/her family; spends much time with his/her relatives; visits his grandparents every summer; helps his mum around the house.
- 3) Find out the time of his/her getting up; having breakfast; leaving home; coming to the University; returning home.

**Ex. 7.** Speak about some modern actor/actress, musician, singer, politician, etc. without mentioning his/her name. Your groupmates are to guess who this person is. Use the Present Simple Tense. Do not use more than five sentences. If your groupmates fail to guess correctly, they should ask you questions. Take turns.

## 2.2. The Past Indefinite (Simple) Tense

### 1. The formation

<b>Regular Verb V<sub>ed</sub></b> <b>Irregular Verbs V<sub>2</sub></b>
--

**Regular verbs** form the Past Indefinite and Participle II by adding -ed to the stem of the verb.

*to want – wanted*                      *to unite – united*

The list of **Irregular verbs** can be found in Appendix 1 (p. 426).

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I worked I wrote	I <b>did</b> not work I <b>did</b> not write	<b>Did</b> you work? <b>Did</b> you write?

**did not = didn't**

### 2. Pronunciation

There are three different ways to pronounce the letters -ed for regular verbs in the Past Indefinite and the pronunciation depends on the final sound of the infinitive.

/t/ verbs that end in an unvoiced sound	/d/ verbs that end in a voiced sound or a vowel sound	/ɪd/ verbs that end in the sound /t/ or /d/
<i>shopped</i> <i>picked</i> <i>wished</i>	<i>lived</i> <i>chilled</i> <i>enjoyed</i>	<i>skated</i> <i>hated</i> <i>needed</i>

### 3. Spelling

The following *spelling rules* should be observed:

a) If the verb ends in -e we add only -d:

*to like – liked;*    *close – closed.*

b) Final -y is changed into -i- before the addition of -ed if it is preceded by a consonant:

*to carry – carried;*    *to reply – replied.*

But -y remains unchanged if it is preceded by a vowel:

*to enjoy – enjoyed;*    *to play – played.*

c) If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled:

*to stop – stopped; to sob – sobbed;*

*to plan – planned; to stir – stirred.*

Final *-r* is doubled if it is preceded by a stressed vowel:

*to occur – occurred; to prefer – preferred.*

Final *-r* is not doubled when preceded by a diphthong:

*to appear – appeared.*

Final *-l* is doubled if it is preceded by a short vowel, stressed or unstressed:

*to compel – compelled.*

#### 4. The usage

The Past Indefinite may denote	Examples
1. An action performed in the past (a definite time in the past is usually given)	<i>She passed her exam last week.</i> (When? ‘Last week’ – stated time in the past)
2. A succession of past actions as in a story	<i>He got in the car, started the engine and drove off</i>
3. A repeated action in the past, past habit or routine	<i>When he was young, he rode his bike to school</i>
4. Complete past actions not connected to the present with a stated or implied time reference (≈ history)	<i>Elvis Presley made lots of records.</i> (Elvis is dead; he won’t record any more – period of time now finished – history)

#### 5. Examples of time words and phrases we use with the Past Simple:

*yesterday, on Tuesday, in 1861, last night, at 6.30, in September, last week, an hour ago, last year, after that, when he came, etc.*

6. Asking questions (for more detailed information on the formation go to p. 36. Mind the Past Simple questions for the verb ‘to be’, see p. 22).

General question	<i>Did you pass your exam?</i>
Special question	<i>Why did he leave his last job?</i> <i>Who did you see when you entered the room?</i>

<b>Subject question</b>	<i>Who phoned you yesterday? What happened there?</i>
<b>Tag question</b>	<i>Your sister studied French at university, didn't she?</i>

## 7. Used to / would

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I used to do	I didn't use to do	Did you use to do?
I would do	—	—

**Pronunciation:** used to = /'ju:st tə/

### Notes

- When you want to talk about things you did regularly in the past, but which you don't do anymore, you can use 'used to / would' instead of the Past Simple.

*She **used to smoke** when she lived in New York. They **used to eat** meat, but now they are vegetarians. I **didn't use to walk** anywhere, it was dangerous. **Did you use to go** to the gym when you were a student? In his childhood, when he was ill, he **would spend** all days locked in his room.*

- 'Would' is used only with action verbs; 'used to' can be used with both action and state verbs.

*When I was young, I **used to / would work** a lot. When I was a small boy, I **used to hate** music lessons (~~would hate~~).*

- 'Would' usually requires a clear time reference. For that reason, stories about the past often start with 'used to' (to set the time frame), and then 'used to', 'would' and the Past Indefinite alternate.

- 'Would' often has a feeling of longing or nostalgia.

*When I was a child, I **used to have** very long hair. In the mornings, I **would sit** on a chair, and my mum **would comb** my hair thoroughly. It **was not** really pleasant, so I utterly **hated** it. However, now it's one of my treasured childhood memories.*

## Exercises

**Ex. 8.** Read a sentence about the present and then write a sentence about the past.

*Model: Granny usually gets up at 6.30. Yesterday she got up at 6.00.*

1. Granny usually wakes up early. Yesterday morning \_\_\_\_.
2. Granny usually walks in the garden. Yesterday \_\_\_\_.
3. Granny usually has a ham sandwich for lunch. Yesterday \_\_\_\_.
4. Granny usually watches TV in the evening. Yesterday evening \_\_\_\_.
5. Granny usually sleeps very well. Yesterday \_\_\_\_.

**Ex. 9.** Put one of these verbs in each sentence: *hurt, teach, spend, sell, throw, fall, catch, buy, cost.*

*Model: I was thirsty, so I bought apple juice in the shop.*

1. James \_\_\_\_ down the stairs and \_\_\_\_ his leg.
2. They \_\_\_\_ a lot of money yesterday. They \_\_\_\_ a dishwasher which \_\_\_\_ about 200 pounds.
3. The boy \_\_\_\_ the ball to the dog, and the dog \_\_\_\_ it.
4. We needed some money, so we \_\_\_\_ a summer house.
5. My father \_\_\_\_ me how to drive when I was 17.

**Ex.10.** Make Past Simple questions.

*Model: Jake and his wife went to Moscow. – Where did Jake and his wife go?*

*Somebody heard me. – Who heard you?*

*I heard somebody. – Who did you hear?*

1. Mrs. Potter's two boys played football yesterday. (When)
2. All the people in the class felt tired. (Why)
3. The big man with the grey beard said something. (What)
4. The people who were sitting at the back of the bus started to sing. (Why)
5. I phoned somebody. (Who)
6. Somebody wrote to me. (Who)
7. Something broke the window. (What)
8. I broke something. (What)
9. Mary played something. (What)
10. Something fell off the table. (What)
11. You played Minecraft at school. (tag question)

**Ex. 11.** Put the verb into the correct form. All the sentences are past.

*Model: I didn't go (not/go) to the park yesterday because the weather wasn't (not/be) very good.*

1. I \_\_\_ (not / have breakfast) this morning because I \_\_\_ (not/have) time.
2. We \_\_\_ (not/buy) anything because we \_\_\_ (not/have) any money.
3. I \_\_\_ (not/sleep) because I \_\_\_ (not/feel) sleepy.
4. She \_\_\_ (not/be) interested in the book because she \_\_\_ (not/ understand) it.
5. I \_\_\_ (decide) to go with them only because I \_\_\_ (not/have) anything better to do.
6. I \_\_\_ (not/know) what to do because I \_\_\_ (not/have) information about the condition of the building when we moved house.

**Ex. 12.** Complete the sentence with 'used to' (or the negative form).

*Model: He doesn't play the piano any more, but he used to play every day.*

1. She doesn't eat sweets now, but she \_\_\_ them every day.
2. Jason \_\_\_ my colleague, but we don't work at the same company any longer.
3. We live in Wales now, but we \_\_\_ in Scotland.
4. When they were young, they \_\_\_ our garden, but they don't like it now.
5. Her hair looks fabulous short, but she \_\_\_ really long hair.
6. It's strange that she works with dogs now because she \_\_\_ animals.
7. Now he never goes to sunny places on holidays, but he \_\_\_ beach holidays.
8. I love Thai food now, but I \_\_\_ spicy food.

**Ex. 13.** Use the Past Simple Tense instead of the infinitives in brackets.

*Model: I (not to go) to work yesterday because I (not to be) very well. – I didn't go to work yesterday because I wasn't very well.*

1. '\_\_\_ (you to go) anywhere yesterday?'
2. 'I \_\_\_ (not to understand) anything during the lecture on Philosophy.' – 'Why? \_\_\_ (the lecture to be) complicated or simply boring?'
3. 'Why \_\_\_ (you not to come) to the party?' – 'I \_\_\_ (to have) a fit of the blues.'

4. Aiden \_\_\_ (to be) very upset yesterday. His parents \_\_\_ (not to allow) him to go out.
5. She \_\_\_ (not to smile) when she \_\_\_ (to see) him.
6. The stranger \_\_\_ (to climb) into his car and \_\_\_ (to drive away), and when he \_\_\_ (to notice) later that his speedometer \_\_\_ (to indicate) seventy-five, he \_\_\_ (to laugh) at himself but \_\_\_ (not to slow down).
7. Tom \_\_\_ (not to shave) this morning because he \_\_\_ (not to have) time.
8. I \_\_\_ (not to eat) anything at this cafe because I \_\_\_ (not to like) local food.
9. Jacob \_\_\_ (to look) at her for a moment with something like horror.
10. Where \_\_\_ (you to go) last Christmas?

**Ex. 14.** Complete the sentence with the Past Indefinite form of the verb in brackets. Then decide if each sentence is true or false.

1. Greek actors (wear) wore masks and special boots. (*True*)
2. Spartan children \_\_\_ (take) baths only two or three times a year.
3. The philosopher Socrates \_\_\_ (drink) poison and died.
4. Alexander the Great's army \_\_\_ (go) as far as China.
5. Heron of Alexandria \_\_\_ (make) a kind of jet engine.
6. The Roman Emperor Caligula's name \_\_\_ (mean) 'Happy Soldier'.
7. Roman mathematics \_\_\_ (have) no zero.
8. Most Roman girls \_\_\_ (get) married at the age of 18.
9. Roman soldiers \_\_\_ (pay) for their own equipment and food.
10. The Romans \_\_\_ (know) how to make soap and cement.

**Ex. 15.** Some of the sentences contain historical errors. Guess which ones are wrong and rewrite them with a negative Past Indefinite form.

*Model: Peter the Great of Russia travelled to Spain to learn about shipbuilding. – WRONG. He didn't go to Spain to learn about shipbuilding.*

1. Alexander the Great married Cleopatra.
2. Nelson Mandela became President of South Africa in 1994.
3. Leonardo da Vinci invented the Internet.
4. Confucius the Chinese philosopher died in 1900.
5. Marco Polo stayed in China for five years.
6. The ancient Romans used steam engines in their battles.
7. Genghis Khan invaded Italy and captured Rome.

8. Christopher Columbus reached America by accident.
9. William Shakespeare wrote 'Don Quixote'.



### Grammar in Context

**Ex. 16.** Complete the text with the past simple affirmative, negative or interrogative forms of the verbs in brackets.

#### Louis Pasteur (1822–1895)

As a young man, Pasteur 1) **studied** (study) at the Ecole Normale in Paris. Then at the age of just 32, he 2) \_\_\_ (become) a professor at the University of Lille. In 1856, Pasteur 3) \_\_\_ (receive) a visit from a man called Bigo who 4) \_\_\_ (own) a factory that 5) \_\_\_ (make) alcohol from sugar beet. He 6) \_\_\_ (have) a question for Pasteur: why 7) \_\_\_ (the alcohol / turn / to acid)? When this 8) \_\_\_ (happen), they 9) \_\_\_ (not can) use it and 10) \_\_\_ (throw) it away. Bigo 11) \_\_\_ (ask) Pasteur to find out the reason for this.

At first, Pasteur 12) \_\_\_ (not know), but when he 13) \_\_\_ (examine) the alcohol under a microscope, he 14) \_\_\_ (find) thousands of tiny micro-organisms. He 15) \_\_\_ (believe) that they 16) \_\_\_ (cause) the problem. 17) \_\_\_ (milk, wine and vinegar / behave / in the same way)?

Other scientists 18) \_\_\_ (disagree) with him, and newspapers 19) \_\_\_ (make) fun of him. However, Pasteur 20) \_\_\_ (continue) with his work, he 21) \_\_\_ (invent) methods of testing his theory and 22) \_\_\_ (prove) that he was right. Later he 23) \_\_\_ (work) together with two doctors and 24) \_\_\_ (develop) vaccines for diseases such as anthrax and rabies.



### Translation Practice

**Ex. 17.** Translate into English using the Past Indefinite Tense.

1. «В котором часу вы начали работать вчера?» – «После обеда. У нас было мало работы».
2. Они вернулись домой в 7 часов вечера.
3. Мы решили отправить этот перевод на конкурс вчера.
4. Кому вы отдали эти документы?
5. Вчера я встретил Джейсона в кафе.



6. «Когда вы его видели в последний раз?» — «В прошлый вторник».
7. В прошлом году мы не изучали французский. Мы изучали английский.
8. Мы начали этот опыт на прошлой неделе.
9. Погода была хорошая, и мы с друзьями решили пойти в парк.
10. «Где вы были час тому назад?» — «Я был в университете».
11. Я встретил ее позавчера, и она рассказала мне об этом случае.

**Ex. 18.** Translate into English using 'used to' and 'would' + infinitive.

1. Я лично думаю, что теперь вы говорите по-английски лучше, чем в прошлом году.
2. Он, бывало, появлялся в доме своей матери неожиданно и так же неожиданно исчезал.
3. Она, бывало, часами сидела у открытого окна, глядя на лес за холмом.
4. Иногда она жаловалась на свою трудную жизнь, и тогда ей становилось легче.
5. Теперь она избегает ходить в людные места, как раньше.
6. Теперь он совсем не курит, так как у него плохое здоровье, а ведь раньше он курил сигарету за сигаретой.
7. Он начал изучать французский, а в детстве он занимался английским с репетитором.
8. Когда-то он был весьма состоятельным человеком.
9. Когда-то в молодости он, бывало, танцевал до утра и не уставал.

**Ex. 19.** Translate into English.

1. «Почему ты вчера не отвечал на мои сообщения? Ты забыл телефон?» — «Я был дома и уснул, а телефон поставил в беззвучный режим».
2. «Почему Вы вчера так с ним разговаривали?» — «Простите, я плохо себя чувствовал. Я не помню, что говорил».
3. Она взяла телефон и набрала номер Алисы, но никто не ответил.
4. Он хорошо написал контрольную работу, и преподаватель похвалил его.
5. Он вернулся позавчера, да ведь?
6. Это был незабываемый вечер.

7. Кто вчера уходил из кабинета последним, не выключил свет и компьютер и не закрыл дверь?
8. «Когда Саймон уехал в Лондон?» – «Позавчера. Я проводил его. Он не хотел уезжать и выглядел очень расстроенным».
9. «Когда они уехали?» – «Не знаю. Меня не было дома».
10. «Как ты провел вчерашний вечер?» – «Как обычно. Только по дороге домой попал в пробку».
11. Её семья переехала в Австралию прошлым летом.
12. Где ты припарковал машину? Неужели не нашлось места получше?
13. Вчера мы потеряли много времени, но так и не приняли никакого решения.
14. В дверь снова постучали. Они не ответили, и вскоре стук прекратился.
15. Этот предприниматель в прошлом году потратил более миллиарда долларов на коллекцию произведений современного искусства.



### Communication & Writing Practice

**Ex. 20.** Pair work. Write questions. You have just come back from a holiday and your friend is asking you about it. Add two more questions and act it out as a dialogue.

*Model:* What place/go? What place did you go to? The weather/fine?  
Was the weather fine?

1. How long / stay there?
2. How / go there?
3. Stay in a hotel?
4. Hotel/good?
5. The weather / fine?
6. What / do in the evenings? (at daytime? at weekends?)
7. Meet any interesting people? (new friends?)
8. Who / go there with you?
9. What / do in bad weather?
10. Food/good?
11. Excursions/interesting?
12. Be satisfied?

**Ex. 21.** The ‘Long sentence’ game.

Begin the game by saying ‘*I went to town and saw a film*’. The next player is to repeat this sentence and to add something new, e.g. ‘*I went to town, saw a film and bought a hamburger*’, and so on. Players get minus points for: – memory mistakes; – grammar mistakes.

When the story becomes too long (e.g. 10 verbs), begin a new round. The player with the least number of minus points at the end of the game is the winner.

**Ex. 22.** The ‘Twenty questions’ game.

One player chooses a famous person in history. The others try to guess who he/she was by asking the first player questions. If they fail to guess correctly, the first player gives them hints. Play this game asking:

- only general questions;
- all sorts of questions.

Use the Past Simple in your questions.



### Self-study

1. Quizlet set: Irregular Verbs (Infinitive + Past Simple) – [quizlet.com/157006889/irregular-verbs-infinitive-past-simple-flash-cards/](https://quizlet.com/157006889/irregular-verbs-infinitive-past-simple-flash-cards/).
2. Quizlet set: Irregular Verbs – [quizlet.com/155864667/irregular-verbs-flash-cards/](https://quizlet.com/155864667/irregular-verbs-flash-cards/).

## 2.3. The Future Indefinite (Simple) Tense

### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will work	I will not work	Shall I/we work? Will you/he/she/it/they work?
I'll work	I will not = won't /wəʊnt/	

## Notes

Nowadays ‘shall’ is mostly used with **I** or **We** in questions, suggestions and offers or when asking for advice while ‘will’ is used for asking about the future. Compare:

**Shall** *we go by train?* (suggestion)

**Shall** *I help you with your bags?* (offer)

When **will** *I find my soulmate?* (prediction)

## 2. The usage

The Future Indefinite may denote	Examples
1. actions or predictions which we think may (not) happen in the future	<i>She <b>will</b> probably <b>win</b> in the next competition</i>
2. on-the-spot decisions	<i>It's cold in here. I'll <b>turn</b> on the heating</i>
3. fears, threats, offers, promises, warnings, predictions, requests, comments, planned actions, etc. Esp. with: <i>expect, believe, I'm afraid, I'm sure, I (don't) think, I wonder/bet/imagine/reckon, probably, etc.</i>	<i>I think he <b>will like</b> his birthday present. I'm afraid we <b>won't go</b> anywhere next summer</i>
4. things we are not yet sure about or we haven't decided to do yet	<i>Maybe I'll <b>buy</b> a car</i>

### Examples of time words and phrases we use with the Future Indefinite:

*tomorrow, tonight, next week/Monday/month, in two days, in a week, the day after tomorrow, in 2030, in the future, soon, etc.*

## Notes

1. The Future Indefinite (Simple) Tense is **not used** in adverbial clauses of time and condition after the conjunctions:

<i>till/until</i>	<i>in case</i>	<i>as long as</i>
<i>as soon as</i>	<i>before</i>	<i>after</i>
<i>by the time, while</i>	<i>unless</i>	<i>on condition that</i>

*I won't come to you **unless** you apologize. **As soon as** you get home, I'll call a doctor.*

2. Be careful in the clauses after:

a)

<b>when</b>	
introduces an object → the Future Indefinite is used	introduces an adverbial clause of time → the Future Indefinite is not used
<i>I don't know (what?) <b>when</b> they <u>will arrive</u></i>	<i>I'll inform you (when?) <b>when</b> they <u>arrive</u></i>

b)

<b>if</b>	
«если» → the Future Indefinite is not used	«ли» → the Future Indefinite is used
<i><b>If</b> he <u>agrees</u>, I'll call you. – Если он согласится, я тебе позвоню</i>	<i>I don't know <b>if</b> he <u>will agree</u>. – Я не знаю, согласится ли он</i>

### Exercises

**Ex. 23.** Put the verb in brackets into the Future Indefinite.

*Model: People will travel to space in future.*

1. He \_\_\_ (be) here soon.
2. We \_\_\_ (have) lunch break tomorrow.
3. They \_\_\_ (be) at the station in time for the 10.30 train.
4. I \_\_\_ (learn) the result in a day.
5. I \_\_\_ (be) nineteen years old next year.
6. I think they \_\_\_ (remember) you well.
7. When \_\_\_ (he come) back?
8. When he comes, I \_\_\_ (apologize) to him.
9. I \_\_\_ (not see) this beautiful city again.
10. I \_\_\_ (recognize) his pictures anywhere.

**Ex. 24.** Put the verb in brackets into the Present Indefinite and the Future Indefinite.

*Model: We 'll phone you when we get there.*

1. When he \_\_\_ (call), I \_\_\_ (tell) him everything.
2. I'd like to ask you a few more questions before you \_\_\_ (go).
3. I \_\_\_ (wonder) if we ever \_\_\_ (see) each other again.
4. If she \_\_\_ (want) your advice, she \_\_\_ (get) in touch with you.
5. If you \_\_\_ (have) anything to report, send it to me via email.
6. I \_\_\_ (write) you about it when I \_\_\_ (have) time.
7. He \_\_\_ (wait) until they \_\_\_ (settle) everything down.
8. He \_\_\_ (be) all right when this \_\_\_ (be) over.
9. I \_\_\_ (be) at home if you \_\_\_ (need) anything.
10. I \_\_\_ (not know) when they \_\_\_ (come) to see us.
11. Ask him if he \_\_\_ (stay) for dinner.
12. They \_\_\_ (be) in the canteen if you \_\_\_ (decide) to speak to them.
13. I can't tell you when the ceremony \_\_\_ (start).

**Ex. 25.** Put the verb in brackets into the Present Indefinite and the Future Indefinite.

*Model: She'll travel round the world when she finishes school.*

1. When the weather \_\_\_ (get) warmer, I \_\_\_ (go) fishing again.
2. 'Come in,' she said. – 'I \_\_\_ (see) if he \_\_\_ (be) at home.'
3. Come and see me when you \_\_\_ (come) up to town, and we \_\_\_ (talk) everything over.
4. If my friends \_\_\_ (come) in, please ask them to wait.
5. He \_\_\_ (want) to know if you \_\_\_ (be) free tomorrow morning at 10.00.
6. I \_\_\_ (wonder) when they \_\_\_ (text) us.
7. I \_\_\_ (be) down at your office at noon.
8. They can't tell me when they \_\_\_ (be) free.
9. Go straight on till you \_\_\_ (come) to a fountain at the corner of the street; then turn left and you \_\_\_ (find) this shop on your right.
10. When you \_\_\_ (come) to the main road, remember to stop and look both ways before you \_\_\_ (cross).
11. Ask them when they \_\_\_ (move) to a new flat.
12. I \_\_\_ (be) glad when I \_\_\_ (get) to the top!
13. He doesn't say when he \_\_\_ (come) back.

**Ex. 26.** All the sentences are future. Put the verbs into the correct form: 'will/won't' or the Present Simple.

*Model: As soon as I see him, I'll tell him everything.*

1. There is a surprise waiting for him when he \_\_\_ (get) home.
2. If you \_\_\_ (feel) better on Friday, I \_\_\_ (drive) you to the coast.
3. If we \_\_\_ (come) in time, we \_\_\_ (find) them there.
4. If they \_\_\_ (get) here on time, we can make it.
5. If I \_\_\_ (be) lucky, I \_\_\_ (get in) without a ticket.
6. Give him this message when you \_\_\_ (see) him.
7. Before you \_\_\_ (leave), I \_\_\_ (give) you your present back. I can't take it.
8. \_\_\_ (you/be) lonely without me while I \_\_\_ (be) away?



### Grammar in Context

**Ex. 27.** Read these famous failed predictions. Then complete the sentence using 'will' + the verb in brackets. Give one more example of some failed prediction.

1. We are in September 1914: according to most newspapers in Britain and Germany, the war **will be** (be) over by Christmas. They cannot imagine that the war \_\_\_ (continue) until 1918 and \_\_\_ (claim) the lives of about 9 million in the military and a further 7 million civilians.
2. We are in 1919: according to geologist Albert Porta, the conjunction of six planets \_\_\_ (cause) the Sun to explode. In fact, the Sun \_\_\_ (probably destroy) the Earth one day when it becomes a red giant in about 4.5 billion years.
3. We are in 1977: according to Ken Olson, the head of a computer company, people \_\_\_ (never want) a computer in the home.
4. We are in 1999: according to many scientists, computers \_\_\_ (crash) and \_\_\_ (cause) chaos on the first day of the new millennium.
5. We are in 2012: according to the Aztec calendar, the world \_\_\_ (come) to an end on 22<sup>nd</sup> December, 2012.



## Translation Practice

**Ex. 28.** Translate into English.

1. В следующем году мне будет 20 лет.
2. Возможно, он придёт сегодня, я не знаю точно.
3. Финальная встреча этих команд будет очень интересной.
4. Он думает, вам не понравится новый сезон этого сериала.
5. «Она будет дома в 6 часов?» — «Нет».
6. Я надеюсь, вы хорошо напишете контрольную работу по временам группы Indefinite.
7. «У вас завтра будет много работы?» — «Да».
8. Экзамены начнутся 1 июня.
9. Мы увидимся с ним на следующей неделе и всё сами расскажем.

**Ex. 29.** Translate the sentences into English.

1. Они не начнут совещание, пока не придёт генеральный директор.
2. Если вы сейчас не вызовете такси, вы опоздаете на самолёт.
3. Вы сразу узнаете Джемму, как только увидите её.
4. Интересно, когда они вернуться.
5. Я загляну к вам перед отъездом.
6. Как только он приедет, он позвонит вам.
7. Он будет очень счастлив, когда ты приедешь в Нью-Йорк.
8. Если вы будете пить эту воду без кипячения, вы заболете.
9. Я не помню, когда они возвращаются.
10. Если вы встретите их, попросите их позвонить нам.
11. Когда вы захотите увидеть меня, позвоните.
12. Вы не выучите английский язык, пока не начнёте упорно заниматься.
13. Не переходите улицу, пока не загорится зелёный свет.
14. Когда наступит зима, я уеду в Таиланд.
15. Я не знаю, когда я его снова увижу.





## Communication & Writing Practice

**Ex. 30.** Imagine you are a travel agent advertising a dream vacation in space. Use your imagination to write about what your clients will do, what they will see, and how they will feel. What will hotel accommodation look like? What kinds of activities will there be? What types of food will people eat? Be creative! Your story should contain 100-150 words.

*Model: This is an experience you will never forget! Come with us to the Moon. We'll show you the sights and what Earth looks like from space...*

## Unit 3. THE CONTINUOUS (PROGRESSIVE) FORMS

### Recommendations for study: Unit 3

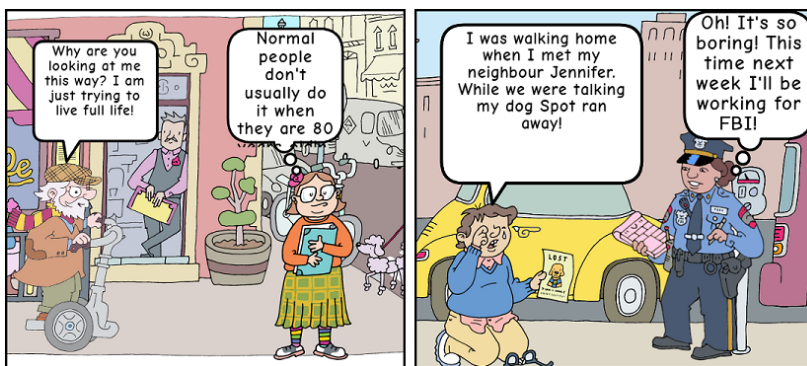
**Unit objectives:** study the formation of the Continuous verb forms in various types of sentences and tenses and do the exercises provided.

#### After this unit students will:

- learn about the formation of the Present Continuous Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Past Continuous Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Future Continuous Tense in various types of sentences and tenses as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



This comic was created at [www.MakeBeliefsComix.com](http://www.MakeBeliefsComix.com)

### 3.1. The Present Continuous (Progressive) Tense

#### 3.1.1. The Present Continuous (Progressive) Tense

am/is/are + V<sub>ing</sub>

##### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I am reading	I am not reading	Am I reading?
You are reading	You are not reading	Are you reading?
He is reading	He is not reading	Is he reading?
She is reading	She is not reading	Is she reading?
It is reading	It is not reading	Is it reading?
We are reading	We are not reading	Are we reading?
You are reading	You are not reading	Are you reading?
They are reading	They are not reading	Are they reading?
I'm reading	I'm not reading	
She's reading	She isn't reading	
We're reading	We aren't reading	

##### 2. Spelling Rules for Base Form of Verb + -ing

a) Add -ing to the base form of the verb:

*read – reading*                      *stand – standing*

b) If the verb ends in a silent -e, drop the final -e and add -ing:

*leave – leaving*                      *take – taking*

c) In verbs that end in a consonant-vowel-consonant combination, double the last consonant only if the last syllable is stressed.

*plan – planning* (The last syllable is stressed)

*admit – admitting* (The last syllable is stressed)

*refer – referring* (The last syllable is stressed)

*whisper – whispering* (The last syllable is not stressed, so don't double the -r)

But! Do not double the last consonant in verbs that end in -w, -x, or -y:

*sew – sewing*

*fix – fixing*

*play – playing*

d) If the verb ends in -ie, change the -ie to -y before adding -ing:

*die – dying*

*lie – lying*

### 3. The usage

The Present Continuous may denote	Examples
1. An action going on or around the present moment	<i>Why <b>are</b> you <b>wearing</b> that funny hat?</i> <i>‘What’s that smell?’ – ‘Something’s <b>burning</b>’.</i> <i><b>Andrew’s working</b> very hard at the moment</i>
2. Changing or developing situations	<i>Johnny <b>is not smoking</b> these days.</i> <i>Traffic <b>is getting</b> worse every year</i>
3. Arrangements, especially personal, routines (less formal)	<i><b>I am leaving</b> tonight.</i> <i>They <b>are getting</b> married in June.</i> <i>We <b>are playing</b> tennis tomorrow</i>
4. A continuous process (with the adverbs <i>always, constantly</i> )	<i>The Earth <b>is always moving</b></i>
5. Annoying habits (with the adverbs <i>always, constantly</i> ), it expresses disapproval or surprise	<i>He’s <u>always</u> <b>calling</b> me ‘Sweetie!’ I hate that name.</i> <i>She <b>is constantly laughing</b> at me!</i>

#### Time expressions used with the Present Continuous:

*now, at the moment, at present, nowadays, today, tonight, always, still, etc.*

#### Verbs Not Used in the Continuous Form

All English verbs can be divided into **state** and **action** verbs.

**Action verbs** have meanings which refer to actions like *to go, to eat, to read, to fight, etc.* They can be used in all tense forms.

**State (non-action) verbs** usually describe states or situations but not actions. They are used to:

- express emotions (*hate, like, love, want, feel, fear, trust, etc.*);
- describe mental states (*know, remember, believe, think [= believe], understand, etc.*);
- show possession (*have, own, possess, belong, etc.*);
- describe senses and perceptions (*hear, see, smell, taste, feel, sound, etc.*);
- denote abstract relations (*to be, to contain, to depend, to concern, to consist of, notice, seem, look [-seem], appear, etc.*);

- denote physical properties of objects (*to measure* [= *have length, etc.*], *to weigh* [= *have weight*]);
- denote influence (*to astonish, to impress, to please, to satisfy, to surprise, etc.*).

State verbs are not usually used in the Present Continuous form even when the verb describes a situation that exists at the moment of speaking. In this case use the Present Simple.

*Jane **wants** to go home now. — Jane ~~is wanting~~ to go home now.*

*I **hear** the telephone; somebody ~~is phoning~~ you. — I ~~am hearing~~ the telephone.*

**Be careful!** Some verbs can have both state and action meanings; in this case, they can have different translations. Such verbs can be used in the Continuous form because they denote real actions, for example, *to have breakfast* means *завтракать*:

*He **is having** breakfast now, don't phone him.*

**Compare some other similar examples:**

State verbs (can't be used in the Continuous tense forms)	Action verbs (can be used in the Continuous tense forms)
<p><b>to think</b> (думать): <i>I <b>think</b> you are right (= he has an opinion)</i></p>	<p><b>to think</b> (думать о): <i>I <b>am thinking of</b> what you have just said (a process of thought; the verb can be often accompanied by the preposition 'of' or 'about')</i></p>
<p><b>to be</b> (вести себя): <i>Today John <b>is being</b> polite (= he is behaving like that only today)</i></p>	<p><b>to be</b> (быть, являться): <i>John <b>is usually</b> rude (= that's his character)</i></p>
<p><b>to feel</b> (ощущать), <b>to taste</b> (иметь вкус), <b>to smell</b> (иметь запах), <b>to weigh</b> (весить): <i>The cheese <b>tastes</b> awful (= it has a bad flavour)</i> <i>The flower <b>smells</b> good (= it has the smell)</i></p>	<p><b>to feel</b> (щупать; чувствовать себя), <b>to taste</b> (пробовать), <b>to smell</b> (нюхать), <b>to weigh</b> (взвешивать): <i>He's <b>tasting</b> the soup; it needs some salt (= he's trying its flavour)</i> <i>She <b>is smelling</b> the rose and smiling (= trying the smell of)</i></p>

State verbs (can't be used in the Continuous tense forms)	Action verbs (can be used in the Continuous tense forms)
<b>to see</b> (видеть, понимать) <i>You can <b>see</b> the sea from my room</i> <i>(= it is visible)</i>	<b>to see</b> (встречаться) <i>I'm <b>seeing</b> Mary tonight, I'll tell her</i> <i>about your offer (= I'm visiting)</i>
<b>to look</b> (выглядеть, казаться) <i>Your hair <b>looks</b> great (= it appears)</i>	<b>to look</b> (смотреть) <i>She's <b>looking</b> at some old</i> <i>photographs (= she's examining)</i>

### Exercises

**Ex. 1.** Continue in the negative.

*Model: Mother is talking on the phone, (sleep). She isn't sleeping.*

- John is standing, (lie down).
- Father is shaving, (wash).
- The boys are playing, (fight).
- We are dancing, (jump).
- They are speaking, (shout).
- Mary is running, (walk).
- I am eating, (drink).
- The teacher is speaking, (read).

**Ex. 2.** Answer the questions using the words in brackets.

*Model: 'Are you drawing?' (write a story) – 'No. I'm not. I'm writing a story.'*

- Is she washing up? (cook)
- Is your neighbour playing the piano again? (listen to a new album of classical music)
- Is he doing his homework? (watch television)
- Is Dad sleeping? (drive home)
- Are you working at your essay? (write my assignment)
- Are you reading Byron's poems? (learn them by heart)
- Are you hurrying to work? (go home)
- Are they listening to the radio? (talk with a friend)

**Ex. 3.** Put the verb into the correct form.

*Model: Please be silent for a while. I am listening (listen) to the news.*

- You \_\_\_ (make) a lot of noise. Can you be a bit quieter?
- Why \_\_\_ (you/wear) your fur coat today? It's very warm.
- 'Why \_\_\_ (you/look) at me like that?' – 'Because you're beautiful.'

4. Please be quiet. I \_\_\_ (try) to sleep.
5. Look! It \_\_\_ (rain).
6. Listen! Can you hear these children next door? They \_\_\_ (scream) again.
7. I want to lose weight. I \_\_\_ (not/eat) sweets now.
8. I \_\_\_ (not/go) to university this week. I'm on holiday.
9. Excuse me, I \_\_\_ (look) for a tourist information centre. Where can I find one?
10. (in the theatre) It's a good play, isn't it? \_\_\_ (you/enjoy) it?

**Ex. 4.** Complete these sentences using some of the verbs given: *get, become, change, improve, fall, increase, rise.*

There could be several versions.

*Model: The water level is rising very fast.*

1. Victor has gone to work in America. When he arrived, his English wasn't very good but now it \_\_\_.
2. These days life \_\_\_ more and more expensive.
3. The weather \_\_\_ every moment: now cold, now hot.
4. The prices for food \_\_\_ at the moment.
5. The environment is already very bad and it \_\_\_ worse.
6. The cost of living \_\_\_. Every year things are more expensive.
7. He is still weak but he \_\_\_ stronger slowly.

**Ex. 5.** Choose the correct item.

*Model: Joan weighs 50 kilos.*

1. Anna is Dutch. She **is coming** / **comes** from Holland.
2. **Do you enjoy** / **Are you enjoying** this party?
3. He **has** / **is having** a Siamese cat.
4. **I don't know** / **am not knowing** where she has gone.
5. **I see** / **am seeing** that the situation is out of control.
6. If you **don't look** / **aren't looking** at that comic book, I'd like to read it.
7. Sam **is** / **is being** rude to his mother now, but he **is** / **is being** normally nice to her.
8. That dress **looks** / **is looking** nice on you.
9. Mary **is** / **is being** very naughty these days.
10. The sausages **are tasting** / **taste** delicious.
11. This perfume **is smelling** / **smells** nice.

12. Why **are you feeling** / **do you feel** your pockets? Have you lost anything?
13. Why **do you smell** / **are you smelling** the milk? Do you think it has gone off?
14. You haven't said a word all morning. What **are you thinking** / **do you think** about?
15. Peter **is** / **is being** a kind man, but at the moment he **is** / **is being** selfish.
16. Jason **listens** / **is listening** to a new podcast on the Internet.



### Grammar in Context

**Ex. 6.** Read this conversation between Molly and Fanny. Put each verb into the correct form. The first one has already been done for you. Continue the conversation.

*Molly:* Hello, Fanny. I'm so glad to see you. What are you doing (you/do) these days?

*Fanny:* I (1) \_\_\_ (train) to be a SEO specialists.

*Molly:* Really? (2) \_\_\_ (you/enjoy) it?

*Fanny:* Yes, it's quite interesting. How about you?

*Molly:* Well, I (3) \_\_\_ (get married) soon and I'm very busy. I (4) \_\_\_ (look for) a house.

*Fanny:* Really? (5) \_\_\_ (you/do) it alone?

*Molly:* No, my fiancée (6) \_\_\_ (help) me.



### Translation Practice

**Ex. 7.** Translate into English.

1. «Когда они прилетают в Курумоч?» – «Они прилетают утром».
2. «Кого встречают эти студенты?» – «Они встречают иностранную делегацию».
3. «Куда вы идёте вечером?» – «Мы идём в кино».
4. Мы уезжаем в командировку.
5. «На кого вы смотрите?» – «Я смотрю на эту девушку, она похожа на мою бывшую одноклассницу».
6. «С кем разговаривает Ваш друг?» – «Он разговаривает с нашим преподавателем».



7. «О чём вы рассказываете своим друзьям?» – «Я рассказываю им о своём отпуске».
8. «Вы сейчас пишете диктант?» – «Нет, мы делаем упражнение № 9».
9. Эти студенты делают упражнение по грамматике или по лексике?

**Ex. 8. Translate the jokes.**

**A**

Капитан корабля кричит своим матросам: «Кто внизу?» – «Это я, Билли, сэр.» – отвечает один. «Что ты там делаешь, Билли?» – «Я делаю... мм... ничего, сэр». «А Том там?» – «Да, сэр». «А что ты там делаешь, Том?» – «Я помогаю Билли, сэр».

**B**

- Почему ты идёшь под зонтом (carry an umbrella)? Ты думаешь, идёт дождь?
- Нет.
- Но солнце тоже не печёт (shine).
- Нет.
- Тогда почему же ты идёшь под зонтом?
- Видите ли, когда идёт дождь, папа берёт зонт; когда печёт солнце, мама его берёт. Сейчас единственный случай (the only time), когда я могу его взять.

### 3.1.2. The Present Continuous and the Present Indefinite (Simple)

<p><u>Present Continuous (I am doing)</u>          – <u>temporary</u> action which is happening <u>at or around the time of speaking</u>.  <i>The wind <b>is blowing</b> hard. Shut the window, please.</i>  <i>I can't understand him. What language <b>is he speaking</b>?</i>  <i>It's too late. What <b>are you writing</b>?</i>  <i>They <b>are staying</b> at the hotel until their house is ready</i></p>	<p><u>Present Simple (I do)</u> – actions in <u>general</u> or those which happen <u>repeatedly</u>.  <i>Strong wind often <b>blows</b> here in winter.</i>  <i>What language do they <b>speak</b> in Switzerland?</i>  <i>I <b>write</b> letters to my mother twice a month.</i>  <i>In summer they usually <b>go</b> to the South and <b>stay</b> at a hotel near the sea</i></p>
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## Exercises

**Ex. 9.** Say whether the underlined verbs are right. Correct those which are wrong.

*Model: I don't go there often. — RIGHT*

1. Are you believing in ghosts?
2. Do you talk about my book? I hope you like it.
3. He always goes there in the springtime.
4. I'm thinking he is a good chap.
5. Listen! Somebody tries to start the car.
6. Look! Someone is coming up to the back door.
7. Please don't interrupt him. Finally, someone talks sense here.
8. The people are worried that the traffic is increasing.
9. We're usually going to Hampton by train.

**Ex. 10.** Put the verb into the correct form, the Present Continuous or the Present Simple.

*Model: I'm planting (plant) a cherry-tree. Will you help me?*

1. \_\_\_ (it/ever/rain) on the Maldives?
2. 'Can you ride a bicycle?' – 'No, but I \_\_\_ (learn). My brother \_\_\_ (teach) me.'
3. 'What \_\_\_ (your husband / do)?' – 'He's a broker but he \_\_\_ (not/work) at the moment.'
4. I \_\_\_ (not/believe) this man's story.
5. I usually \_\_\_ (enjoy) music, but I \_\_\_ (not/enjoy) this single very much.
6. Look! He \_\_\_ (come). I \_\_\_ (want) to speak to him.
7. My brother \_\_\_ (live) in Cardiff. He has always lived in Wales. Where \_\_\_ (your sister / live)?
8. You can borrow my textbook. I \_\_\_ (not/need) it at the moment.
9. Tom is in England now. He \_\_\_ (stay) with some friends.
10. Today the river \_\_\_ (flow) much faster than usual.
11. This stream \_\_\_ (flow) to the lake at the bottom of the valley.
12. They usually \_\_\_ (grow) vegetables in their garden but this year they \_\_\_ (not/grow) any.
13. These things \_\_\_ (not/belong) to my parents.
14. She \_\_\_ (look for) a new flat at the moment.

**Ex. 11.** Choose the correct item.

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

**Ex. 12.** Use the Present Continuous or the Present Simple Tense instead of the infinitives in brackets.

*Model: I'm thinking of buying a new phone.*

1. A: I \_\_\_ (think) about visiting Jane this afternoon.  
B: I wouldn't bother. I \_\_\_ (think) she's away on holiday.
2. A: Mr. Jones \_\_\_ (have) a telephone call from his wife.  
B: Can it wait? He \_\_\_ (have) a business meeting and I don't want to disturb him.
3. A: The police \_\_\_ (still/look) for fingerprints.  
B: It \_\_\_ (look) as if they won't find the criminal.
4. A: Why \_\_\_ (you/taste) the soup? Is there anything wrong with it?  
B: Yes, it \_\_\_ (taste) too sweet. I think you've used sugar instead of salt.
5. A: Why \_\_\_ (you/feel) the baby's forehead, Mum?  
B: I think she's got a temperature. She \_\_\_ (feel) rather hot.
6. A: I \_\_\_ (see) my boss about a pay rise this afternoon.  
B: I \_\_\_ (see). That's why you're wearing a suit and tie.
7. A: Why \_\_\_ (you/smell) the inside of your car?  
B: Because it \_\_\_ (smell) of petrol and I want to check for leaks.

**Ex. 13.** Use the Present Continuous or the Present Simple Tense instead of the infinitives in brackets.

*Model: That soup tastes delicious! What have you put in it?*

1. \_\_\_ (your German / to get) better?
2. '\_\_\_ (you/to believe) it?' – 'Oh no. I never \_\_\_ (to believe) him. He always \_\_\_ (to tell) lies!'
3. 'Listen! \_\_\_ (you / to hear) that noise?' – 'That's our neighbours. They \_\_\_ (to shout) again. They never \_\_\_ (to tire) of it.' – '\_\_\_ (they / always / to shout) like that?'

4. He \_\_\_ (to understand) the rule, but he still \_\_\_ (to make) mistakes too often.
5. How many parts \_\_\_ (this text / to consist of)?
6. I \_\_\_ (to see) that you \_\_\_ (to have) some problems with this computer. Can I be of any help?
7. I \_\_\_ (to think) about your behaviour. What \_\_\_ (you / to think) you (to do) here?
8. I \_\_\_ (to think) you \_\_\_ (to behave) rather foolishly, honey. This isn't like you.
9. Now I \_\_\_ (to see) everything clearly. You \_\_\_ (to try) to cheat. That won't do!
10. Who \_\_\_ (this house / to belong to)?
11. Mom: Hello, there! Where \_\_\_ (you / to think) you \_\_\_ (to go)?  
Tom: I \_\_\_ (to want) to go to the cinema.  
Mom: No. You \_\_\_ (to do) your lessons now. And I \_\_\_ (to mean) it.
12. 'Where's Mom?' – 'She's in the kitchen. She \_\_\_ (to cook) dinner.' – 'I \_\_\_ (to think) I'll go and give her a hand.' – 'Don't! She \_\_\_ (to be) in a bad mood today. She \_\_\_ (not to want) to see anyone.'
13. 'Why \_\_\_ (he / to look) so gloomy?' – 'Oh, he \_\_\_ (to have) a toothache.'
14. 'What \_\_\_ (you / to look) at?' – 'I \_\_\_ (to look) at the girl over there. \_\_\_ (you / not to think) her dress is wonderful?'
15. Kate: What \_\_\_ (you / to think) about?  
Gerry: I \_\_\_ (to think) that I won't really enjoy the party tonight.  
Kate: \_\_\_ (you / to say) that I must go alone? You \_\_\_ (to go) with me, and that's that.'
16. \_\_\_ (you / to believe) in Santa Claus?
17. 'Tony \_\_\_ (to feel) something's wrong, but he can't say what.' – 'Well, I \_\_\_ (to believe) we'll soon learn everything.'
18. 'What \_\_\_ (Jane / to think) about it?' – 'She \_\_\_ (to find) it all very strange.'
19. 'What \_\_\_ (we / to wait for)?' – 'We \_\_\_ (to wait for) my Mom. She \_\_\_ (to choose) presents. She \_\_\_ (to think) that one of those dresses will do for Jessie, so now she \_\_\_ (to look over) them and \_\_\_ (to feel) the fabric (ткань).'
20. Gerry always \_\_\_ (to find fault with) me!



## Grammar in Context

**Ex. 14.** Put the verbs in brackets into the Present Continuous or the Present Simple.

Mark: Hi Ann! What 1) \_\_\_ (you/do) at the moment?

Ann: Hello Mark! I 2) \_\_\_ (try) to finish my project, but my little brother 3) \_\_\_ (keep) interrupting me.

Mark: Oh really?

Ann: Yes, he 4) \_\_\_ (always/ask) me to help him with his homework! I 5) \_\_\_ (get) tired of it.

Mark: I see. Look, a few of us 6) \_\_\_ (meet) at 'Cafe Nora' for coffee later. 7) \_\_\_ (you/want) to join us?

Ann: Well, my dance class 8) \_\_\_ (start) at 8 o'clock. What time 9) \_\_\_ (you/go) to the cafe?

Mark: About 6 o'clock.

Ann: That's great! My class is nearby, and I certainly 10) \_\_\_ (need) a break. See you at six.



## Translation Practice

**Ex. 15.** Translate into English.

1. «Где Лиззи?» – «Она катается верхом на лошади».
2. «Что делают дети?» – «Они слушают сказку и рисуют. Ты знаешь, наша Джейн прекрасно рисует».
3. В этой части света солнце садится рано.
4. Отец обычно ездит на работу поездом, но сегодня он на машине.
5. Некоторым людям больше всего нравится лето, другие любят весну или осень, а некоторые всё же предпочитают зиму.
6. Каждый год он проводит каникулы в горах.
7. Джойс едет в Лондон завтра, потому что её дядя хочет её видеть.
8. «Что вы здесь делаете?» – «Ничего, просто сижу здесь и никому не мешаю».
9. Я пишу, чтобы пригласить вас к нам на лето.
10. Я сижу у окна и смотрю на море. Какое-то судно плывёт к острову у самого горизонта.

**Ex. 16.** Translate into English.

1. «Когда он обычно приходит домой?» – «Он приходит домой в 7 часов вечера».
2. «Куда ты так спешишь?» – «Я бегу на десятичасовую электричку. Я встречаюсь сегодня с Ником. Он не любит, когда я опаздываю».
3. «Что Вы делаете под столом?» – «Я ищу иголку».
4. Алекс делает новую полку для книг. Он всю мебель для своей комнаты всегда делает сам, а не покупает в ИКЕА.
5. В следующее воскресенье ко мне приезжают друзья из Шеффилда.
6. В следующее воскресенье я уезжаю на море.
7. Каким поездом вы уезжаете в Петербург на следующей неделе?
8. На ней сегодня кроссовки и голубое платье.
9. Сейчас мы подходим к замку XIV века. Каждый год тысячи туристов приезжают в наш город, чтобы сделать селфи на фоне него.
10. Я не могу сейчас дать вам эту книгу, потому что я её читаю.

### 3.2. 'To be going to'

The expression 'to be going to (do)' is used:

1. When one says what one <u>intends to do in the near future</u>	<i>'Are you going to watch the ten o'clock news?' – 'No, I'm too tired, I'm going to have an early night. I'm going to see this film' (= I want to..., I intend to...)</i>
2. When the speaker knows that something <u>is about to happen in the near future</u> . Usually, there is an evidence in the present situation that makes the speaker sure about it	<i>Look at that little boy at the puddle. He is going to fall into it! The sky is overcast with black clouds. It's going to rain</i>

Note: With the verbs 'go' and 'come' we prefer the present continuous 'to be going to': *I'm going to university next year.*

**Ex. 17.** Translate into Russian and comment on the usage.

1. Are you going to watch this film?
2. I'm just going to make tea.
3. She is going to travel round the world.
4. Look at the clouds. It's going to rain!
5. Alan is driving too fast. He is going to have an accident.
6. Someone's going to get into trouble.

**Ex. 18.** Are you going to do these things tomorrow?

*Model: get up at 6.30 – I'm not going to get up at 6.30. / I'm going to get up at 6.30.*

- buy a new phone;
- watch some video on YouTube;
- go shopping on Sunday;
- go to bed early;
- Hoover your carpet;
- submit your essay;
- study German;
- visit your friends;
- visit your relatives;
- walk your dog;
- watch TV in the evening.



### Translation Practice

**Ex. 19.** Translate into English.

1. Но вы ведь собираетесь положить этому конец, верно?
2. Но ведь мы же не собираемся начинать всё снова. Это будет ужасно.
3. Неужели он собирается замять это дело (put a stop to this unpleasant business)?
4. «На ком он собирается жениться?» – «Вы не знаете её».
5. «На каком семинаре вы собираетесь читать доклад?» – «На семинаре по языкознанию». – «О чем будет ваш доклад?»
6. Кто собирается принять участие в конкурсе переводов?
7. В следующем семестре я собираюсь изучать французский язык.

8. Боюсь, что она расстроится (to be upset).
9. Он собирается летом поехать на море?
10. Он собирается пригласить в гости своего двоюродного брата.
11. Ты расскажешь мне хоть что-нибудь о своих приключениях?
12. У Вас ещё будет лекция по этому предмету?
13. «Что Вы собираетесь делать во время перерыва?» – «Я пойду в столовую».
14. Что Вы собираетесь делать после занятий?
15. Что ты собираешься надеть на праздник?



### Communication & Writing Practice

**Ex. 20.** Write a paragraph about a new experience you are having. Maybe you are living in a new city, taking new classes, or taking a bus to go to your university. Describe the situation. How is it different from what you usually do? How do you feel in the situation?

*Model: I usually live at home with my parents, but this month I'm living with my aunt and uncle. Everything seems different. My aunt...*

**Ex. 21.** Imagine that you have won a lot of money. Tell your classmates what you are going to do with it. Let them ask you additional questions.

**Ex. 22.** Read the information about environmental problems and their solutions. Then make five statements about what you're going to do and five about what you're not going to do to solve these problems.

There are a number of things we can do if we want to help save our planet. For example, if we stop wasting paper, and recycle paper and cardboard, we'll save some of the millions of trees which are cut down every year. As far as the problem of rubbish is concerned, if we recycle bottles and cans and organic waste and stop taking plastic bags from the supermarket, this will all make a big difference. We also have to stop making unnecessary car journeys so as to cut down air pollution. Try walking or using a bike instead, and if you buy local fruit and vegetables, this reduces lorry traffic to supermarkets. Water is another problem, and we should all take showers, not baths, to save water. Finally, we need to stop using so much energy, so try changing to low-energy light bulbs, and turning off unnecessary lights.



### 3.3. The Past Continuous (Progressive) Tense

#### 3.3.1. The Past Continuous (Progressive) Tense

was/were + V <sub>ing</sub>
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#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I was reading We were reading	I was not reading We were not reading	Was I reading? Were we reading?
was not = wasn't were not = weren't		

#### 2. The usage

The Past Continuous may denote	Examples
1. An action which was in progress at a stated time in the past. We do not know when the action started or finished	<i>He was <b>playing</b> tennis at 2.30 last Sunday.</i> <i>They <b>were having</b> coffee at 1 o'clock this afternoon</i>
2. A past action which was in progress when another action interrupted it	<i>They arrived while we <b>were having</b> dinner.</i> <i>While we <b>were having</b> dinner, they arrived (Notice when we use a comma)</i>
3. Two or more actions which were happening at the same time in the past (simultaneous actions)	<i>He <b>was cooking</b> while she <b>was sleeping</b></i>
4. Background description to events in a story/description	<i>They <b>were travelling</b> to London when...</i>

#### Notes

Non-action (state) verbs are not usually used in the Past Continuous:  
*She **heard** about the burglary at 5 pm yesterday.*

## Examples of time words and phrases we use with the Past Continuous:

*while, when, as, at 5 pm yesterday, etc.*

### Exercises

**Ex. 23.** Here is a page from Mr. Cook's diary.

8:00 am – collect the car from the garage	4:30–5:30 pm – visit the dentist
10:30 am – meet the manager	10:00 pm – walk the dog
2:00 pm – lunch with his son Peter	11:00 pm – watch a movie on Netflix

Write sentences saying what he was doing at these times.

*Model: At 8 o'clock he was collecting his car from the garage.*

1. At 10:45 he	4. At 8 o'clock
2. At 2:20	5. At 10:05
3. At 5 o'clock	6. At 11:10

**Ex. 24.** One evening there was a concert in the park near your house. Use the words in brackets to make sentences saying what each member of your family was doing at the time.

*Model: (Don / have / a bath) Don was having a bath.*

1. (Mother / cook / in the kitchen) Mother \_\_\_\_.
2. (Father / make / a phone call) Father \_\_\_\_.
3. (I / get ready to go out) I \_\_\_\_.
4. (My sister / wash some clothes) My sister \_\_\_\_.

### 3.3.2. The Past Continuous and the Past Indefinite (Simple)

1. We often use the Past Continuous and the Past Indefinite (Simple) together in one sentence to say that something happened in the middle of something else. In this case we talk about a long action (Past Continuous) that was interrupted by another short (sudden) action (Past Simple):

*Jane **broke** her leg when she **was skiing** in Switzerland.*

*He **was skiing** when he **fell**.*

2. A sentence with both clauses in the Past Simple means that the past actions happened one after another. Compare two sentences:

*When she **saw** the storm clouds, she **drove** home.* (First, she saw the storm clouds; then she drove home.)

*When she **saw** the storm clouds, she **was driving** home.* (First, she was driving home; then she saw the storm clouds.)

PAST CONTINUOUS	PAST INDEFINITE
Use the Past Continuous to focus on the duration of an action, not its completion: <i>Paul was reading a book last night.</i> (We don't know if he finished it.)	Use the Past Simple to focus on the completion of an action: <i>Paul read a book last night.</i> (He finished it.)
<i>I <b>saw</b> Irene in the park. She <b>was sitting</b> on the bench and waiting for somebody</i>	

### Exercises

**Ex. 25.** Answer the questions using 'when' and the verb of the subordinate clause in the Past Continuous Tense.

*Model: 'When did she meet Helen?' (walk along the street) – 'She met Helen when she was walking along the street.'*

1. When did he phone you? (have dinner)
2. When did he write those nice poems? (have a holiday)
3. When did Philip lose his phone? (walk about the city)
4. When did she hear that song? (watched a concert on YouTube)
5. When did she learn the language? (live in England)
6. When did the boy hurt himself? (ride the bicycle)
7. When did you buy that book? (revise for my exams)
8. When did you catch that cold? (skate on a frosty day)

**Ex. 26.** Put the verbs into the correct form, the Past Simple or the Past Continuous.

*Model: While Sean was writing (write) the essay, the night fell (fall).*

1. What \_\_\_ (you/do) at this time yesterday?
2. We \_\_\_ (see) Amanda in the gallery. She \_\_\_ (wear) her new necklace.
3. We \_\_\_ (not/go) out because it \_\_\_ (get) dark.

4. They \_\_\_ (wait) for a taxi when I \_\_\_ (arrive).
5. Last night I \_\_\_ (read) in the bed when suddenly I \_\_\_ (hear) a voice downstairs.
6. I \_\_\_ (not/drive) very fast when I \_\_\_ (see) her.
7. I \_\_\_ (break) a plate last night. I \_\_\_ (do) the washing-up when it \_\_\_ (slip) out of my hand.
8. Dan \_\_\_ (fall) off the tree while he \_\_\_ (rescue) the cat.
9. Bob \_\_\_ (take) a nap while I \_\_\_ (paint) the ceiling.
10. \_\_\_ (you/have) a bath when I phoned you?

**Ex. 27.** Put the verbs in brackets into the Past Indefinite and the Past Continuous.

*Model: When he arrived home, he went straight to the sitting room and took off the picture.*

1. Mary \_\_\_ (play) the piano; John \_\_\_ (read); my wife \_\_\_ (sew) when suddenly we all \_\_\_ (hear) a shout.
2. When the doctor \_\_\_ (leave) the hospital, he \_\_\_ (see) something strange through the glass front door.
3. When her father \_\_\_ (come) in, she \_\_\_ (sit) on a sofa and \_\_\_ (drink) a cup of tea.
4. Next day, while he \_\_\_ (shave), he \_\_\_ (cut) himself slightly.
5. The door of his room \_\_\_ (be) open; his mother \_\_\_ (still/stand) at the window.
6. And, smiling to himself, he \_\_\_ (begin) to make plans, fantastic plans for the future. He \_\_\_ (still/smile) when he \_\_\_ (walk) up the steps.
7. I \_\_\_ (sleep) soundly when the phone \_\_\_ (ring).
8. We \_\_\_ (sit) on our front porch when Mr. Smith \_\_\_ (drive) up in his new car.
9. Crosby \_\_\_ (cross) the street when the car \_\_\_ (strike) him.
10. It \_\_\_ (drizzle) when they \_\_\_ (come) out of the house.
11. When the World War \_\_\_ (break), John \_\_\_ (live) in Holland.
12. It \_\_\_ (get) dark and I \_\_\_ (suggest) that we should go down.
13. John \_\_\_ (come) in, \_\_\_ (look) at the fire, \_\_\_ (stand) a moment, \_\_\_ (turn) and \_\_\_ (go) away.
14. As I \_\_\_ (walk) home yesterday, I \_\_\_ (meet) a beggar who \_\_\_ (ask) me for some money.
15. We \_\_\_ (come) into the kitchen while our parents \_\_\_ (eat) supper.

16. She \_\_\_ (run) down the stairs and \_\_\_ (go) to the library where her husband \_\_\_ (stand) with his mother.
17. Mike \_\_\_ (raise) his eyes from the book and \_\_\_ (look) out of the window. It \_\_\_ (still/snow).
18. We \_\_\_ (drive) at about forty miles an hour when the accident \_\_\_ (happen).
19. \_\_\_ (you/have) a good time at those parties?
20. A fortnight later, Holt \_\_\_ (fall) and \_\_\_ (hurt) himself when he \_\_\_ (ride) his motorcycle.
21. He \_\_\_ (go) into the kitchen and \_\_\_ (get) himself a cup of coffee.
22. Eric \_\_\_ (go) into the living room and \_\_\_ (sit) down to read the book. The fire \_\_\_ (crackle) merrily in the fireplace, and outside the wind \_\_\_ (howl).
23. He \_\_\_ (take) a cushion, \_\_\_ (put) it behind and \_\_\_ (lean) back.
24. At half past four, I \_\_\_ (put) on the lights.
25. When I \_\_\_ (be) a boy, I \_\_\_ (want) to be an actor.
26. While he \_\_\_ (wait) to cross Fifth Avenue, a man standing beside him \_\_\_ (cough) painfully.
27. She \_\_\_ (draw) aside the curtains and \_\_\_ (look) out into the Square. Two cats \_\_\_ (stand) in the light of a lamp – narrow, marvellously graceful.
28. When I \_\_\_ (hear) his knock, I \_\_\_ (go) to the door and \_\_\_ (open) it, but I \_\_\_ (not/recognize) him at first because I \_\_\_ (not/wear) my glasses.
29. When they \_\_\_ (walk) up the street together, they \_\_\_ (begin) to talk.
30. Your sister \_\_\_ (come) just as I \_\_\_ (leave) home.
31. John \_\_\_ (talk) with his boss when I last \_\_\_ (see) him.

**Ex. 28.** Open the brackets. Use the Past Indefinite in case of permanent, repeated, one-time actions. Use the Past Continuous if the action is a temporary one taking place at a given moment in the past.

*Model: I opened the window and looked out. The car was standing where I had left it.*

1. All through the night, I \_\_\_ (hear) them work, open drawers, drag suitcases over the floor. They \_\_\_ (pack).
2. At that time, I \_\_\_ (look) for a job.
3. I probably \_\_\_ (drop) the key when I \_\_\_ (fish) for small change in my bag at the shop.

4. Miss Nobbs \_\_\_ (not/see) him leave the office. At half past four, she \_\_\_ (make) herself a cup of tea in a small office kitchen.
5. On my left, I \_\_\_ (see) the lights of the first house of the village, and I \_\_\_ (hurry) towards it through the wood when a sudden flash of light \_\_\_ (make) me stop.
6. Suddenly I \_\_\_ (realize) that they \_\_\_ (not/pay attention) to me any longer. They \_\_\_ (mutter) something and all \_\_\_ (look) in the same direction. I \_\_\_ (turn) my head and \_\_\_ (look) where they all \_\_\_ (look). A man \_\_\_ (come) slowly down a little street that \_\_\_ (lead) uphill between the houses on my right.
7. The idea first \_\_\_ (occur) to me that afternoon as I \_\_\_ (back) the car into the garage.



### Grammar in Context

**Ex. 29.** Fill in with the Past Simple or the Past Continuous.

Simon 1) \_\_\_ (walk) home from work the other day when he 2) \_\_\_ (notice) something shining on the other side of the road. A car 3) \_\_\_ (come) down the street, so he waited until it had driven past. Then he 4) \_\_\_ (cross) over. When he 5) \_\_\_ (get) to the other side, he saw that there was a tiny gold coin on the road! He 6) \_\_\_ (look) around to make sure no one 7) \_\_\_ (watch) him. Then, he 8) \_\_\_ (bend) down to pick it up. Imagine his surprise when he 9) \_\_\_ (not/can) move it! He 10) \_\_\_ (be) just about to give up when he 11) \_\_\_ (hear) a strange sound behind him. Someone 12) \_\_\_ (laugh) at him, but he couldn't see who it 13) \_\_\_ (be). Two little boys 14) \_\_\_ (hide) behind a hedge, laughing at anyone who tried to pick up the coin they had stuck to the road with glue!

**Ex. 30.** Complete the magazine article with the correct forms of the verbs in parentheses. Choose the Past Simple, the Past Continuous, or 'was/were going to.'

What were you doing (do) when you first \_\_\_ (meet) that special person in your life? A few months ago, we \_\_\_ (ask) couples to tell us about themselves. \_\_\_ (it/be) love at first sight or \_\_\_ (you/hate) each other? \_\_\_ (you/marry) someone else before you \_\_\_ (find) your One True Love? Read some of the great stories from our readers.

Dana and I sure \_\_\_ (not fall) in love at first sight! We \_\_\_ (work) in the same office when we \_\_\_ (meet). At the time, the company \_\_\_ (hire) me, she \_\_\_ (try) to get a promotion. It \_\_\_ (be) my first job. I \_\_\_ (feel) scared, so I \_\_\_ (pretend) to know everything. Of course, Dana \_\_\_ (think) I \_\_\_ (want) to get the promotion instead of her. One day, I \_\_\_ (work) on a problem when she \_\_\_ (come) into my office. I \_\_\_ (not ask) her for help, but I was stuck, so finally I did. And guess what? She \_\_\_ (solve) it! So then we \_\_\_ (stop) competing with each other and \_\_\_ (fall) in love instead.

Aleesha \_\_\_ (move) into the apartment next door when I \_\_\_ (see) her for the first time. I \_\_\_ (sit) on the front steps while she \_\_\_ (park) a U-Haul in front of the apartment building. As soon as she \_\_\_ (jump) out of the truck, I \_\_\_ (think), 'I'm going to marry that woman.' I \_\_\_ (ask) her out right away, but a guy \_\_\_ (help) her move. He \_\_\_ (look) like her boyfriend. But I \_\_\_ (not give up) my plan to marry her. One day, I \_\_\_ (run into) Aleesha and her 'boyfriend' in the hall. She \_\_\_ (introduce) me to her brother! I \_\_\_ (invite) her to dinner the next weekend.



### Translation Practice

**Ex. 31.** Translate into English.

1. «Ты видел его этим утром?» — «Да, он стоял у машины».
2. Его телефон взорвался, когда он стоял на зарядке.
3. Он побежал к воротам, где стояла Анна.
4. Когда началось землетрясение, люди мирно спали в своих постелях.
5. Мы как раз обсуждали подарок для него, когда он вдруг вошёл.
6. Он вдруг понял, что уже темно и он едет по незнакомой улице.
7. «Что Вы делали вчера в шесть часов вечера?» — «Я смотрела телевизор».
8. Что ты играл, когда я вошла?
9. Вода в котелке кипела, когда мои друзья вернулись в лагерь.
10. Когда я приехал, Джейн, к сожалению, как раз уходила.
11. Он вошел и увидел Нелли, которая рисовала странную картину.
12. Я сидела в саду вчера, когда пришёл брат и принёс щенка.
13. Когда я вошёл, они сидели в гостиной. Старший брат решал кроссворд, мама вязала, остальные читали.

14. Когда она проснулась, светило солнце и пели птицы.
15. «С кем Вы разговаривали по телефону, когда я вошла?» — «Я разговаривала с сестрой».
16. К ним подошёл какой-то мужчина, когда они переходили улицу, и спросил дорогу к площади Свободы.
17. Когда мы приземлились в Лондоне, шёл сильный дождь и дул холодный ветер.

**Ex. 32.** Translate the joke.

Однажды утром в лондонском автобусе ехал в школу мальчик. Он был очень простужен (have a bad cold) и чихал (sniff) всё время так громко, что все пассажиры смотрели на него и качали (shake) головами. Рядом с мальчиком сидел пожилой джентльмен. Он спросил мальчика: «У тебя есть носовой платок (handkerchief)?» — «Да, у меня в кармане есть чистый носовой платок, — ответил мальчик. — Но я не могу дать его вам. Мама говорит, что невежливо просить у кого-либо носовой платок. Вы должны пользоваться своим собственным».



### Communication & Writing Practice

**Ex. 33.** Work in small groups. Think about the first time you met someone important to you: a best friend, teacher, boyfriend or girlfriend. Tell your classmates about the meeting. What were you doing? What happened then? Describe some events in the relationship.

*Model: I was walking to class when this guy came over and asked me for the time...*

**Ex. 34.** ON THE INTERNET. Do a search on a famous couple, for example, Romeo and Juliet, Antony and Cleopatra, John Lennon and Yoko Ono, Meghan Markle and Prince Harry, etc. Make notes about some important events in their lives. What were they doing before they met? How did they meet? What happened after they met? Use 'when' and 'while' in your notes. Compare notes with a partner or in a small group.

**Ex. 35.** ON THE INTERNET. Do a search for your date of birth. Find out what was happening in the world at that time. Tell your groupmates.

*Model: I was born on March 1, 2004. In that special week of March people in the US were listening to 'Yeah!' by Usher...*



### 3.4. The Future Continuous (Progressive) Tense

will be + V <sub>ing</sub>
----------------------------

#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will be reading	I will not be reading	Will I be reading?
I'll be reading	I won't be reading	

#### 2. The usage

The Future Continuous may denote	Examples
1. For actions which will be in progress at a stated future	<i>I'll be skiing in the Alps this time next week</i>
2. For actions which will definitely happen in the future as a result of a routine or arrangement (instead of Present Continuous)	<i>I'll be playing golf on Friday.</i> (I play golf every Friday – it's part of my routine)
3. When we ask politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them	<i>Will you be driving into town this afternoon? Can you give me a lift?</i>

**Examples of time words and phrases we use with the Future Continuous:**

<i>tomorrow, tonight, next week/Monday/month, at 11 o'clock next Tuesday, this time next Sunday, when your mother comes, etc.</i>
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#### Exercises

**Ex. 36.** Put the verb in brackets into the Future Continuous.

*Model: In a few weeks, I \_\_\_ (sail) in the Mediterranean. – In a few weeks, I'll be sailing in the Mediterranean.*

1. It is late autumn, soon the leaves \_\_\_ (fall).
2. Don't ring her up at 12 o'clock. She \_\_\_ (have) her music lesson.
3. At this time tomorrow, the boys \_\_\_ (play) football.

4. I can give your message to Sue. I \_\_\_ (see) her later on today.
5. When we arrive in St. Petersburg, it \_\_\_ (probably/rain).
6. At 12 o'clock next Saturday, I \_\_\_ (fish) with my grandson.

**Ex. 37.** Extend the statements in the Future Continuous Tense, using the words in brackets.

*Model: Don't call for me at six, I'll be having a bath.*

1. Don't wait for Maggie tomorrow, \_\_\_ (revise for her phonetics exam).
2. Don't tell Granny about it, \_\_\_ (grumble).
3. Don't ring them up at seven in the morning, \_\_\_ (sleep).
4. Don't phone me this time tomorrow, \_\_\_ (talk to the company director).
5. Don't leave the child alone, \_\_\_ (cry).
6. Don't expect him to come next Saturday, \_\_\_ (work).
7. Don't come to see her after lunch, \_\_\_ (study).
8. Don't call on us tonight, \_\_\_ (pack).

**Ex. 38.** Open the brackets. Use the Future Indefinite if the action is permanent, repeated or it is a one-time action. Use the Future Continuous to show that the action is a temporary one, taking place at a given moment in the future. Use the Present Indefinite in clauses of time and condition.

1. You \_\_\_ (recognize) her. She \_\_\_ (stand) at the café entrance. She \_\_\_ (wear) a scarlet rain coat.
2. We are much too early. There \_\_\_ (be) no one there.
3. There \_\_\_ (not/be) anyone in when we \_\_\_ (come). The office manager \_\_\_ (have) lunch.
4. It \_\_\_ (rain) when we \_\_\_ (get) there.
5. Go straight up the street. The car \_\_\_ (wait) for you at the entrance to the department store.
6. I \_\_\_ (tell) her everything, and I \_\_\_ (show) her the papers. I promise you she \_\_\_ (not/smile) this time.
7. Of course, I \_\_\_ (still/be) here when you \_\_\_ (return). I \_\_\_ (mark) the students' essays.
8. Come and speak to me about it in your lunch hour. I \_\_\_ (print) your stuff.
9. I don't think she \_\_\_ (be) there at that time. She \_\_\_ (sketch) somewhere along the coast.

10. No one \_\_\_ (see) us come. They \_\_\_ (have) tea on the terrace.
11. Just think, in two days' time, we \_\_\_ (sit) by a campfire, roasting marshmallows.



### Translation Practice

**Ex. 39.** Translate into English.

1. «Вы пообедаете со мной в понедельник?» – «Я бы с удовольствием, но боюсь, что в это время у меня будет экзамен по вождению».
2. Местные спортсмены будут тренироваться завтра с утра до вечера, чтобы не подвести свой клуб на предстоящем чемпионате.
3. «Что вы будете делать в это время в пятницу?» – «Как всегда, сидеть в Интернете и оплачивать все счета за месяц».
4. «Что они будут делать, когда мы приедем домой?» – «Я думаю, они, как всегда, будут смотреть футбол по телевизору».
5. «Я себя не очень хорошо чувствую, я не смогу поехать в аэропорт и встретить Элис». – «Я встречу её. Скажите, как я её узнаю?» – «На ней будет ярко-зеленая ветровка».
6. Интересно, что мы будем делать через год и будем ли мы ещё встречаться друг с другом.
7. Мы не должны опаздывать. Они будут беспокоиться.
8. Не говорите ей об этом, а то она расплачется.
9. Мы будем весь вечер танцевать сальсу на набережной в следующую субботу.
10. Нам нужно вернуться не позже 10 часов. Мама будет ждать нас.



### Communication & Writing Practice

**Ex. 40.** Robots will be doing many things in the near future. Look at the list of activities and decide which ones you think robots will or won't be doing. In small groups, share and explain your opinions. Do you think robots will be doing too much for humans? Why?

make dinner	plant gardens	read books
go shopping	take a vacation	knit sweaters
teach English	clean houses	drive a car
take care of children	paint walls	work as interpreters

**Ex. 41.** Complete the schedule. Write in all your plans for next week. Then work with a partner. Without showing each other your schedules, find a time to get together by asking and answering questions using the Future Continuous.

*Model: ‘What will you be doing at 11:00 on Tuesday?’ – ‘I’ll be taking a history test.’*

**Ex. 42. WRITING.** Write a paragraph about your life 10 years from now. What will you be doing for a living? What kind of family life will you have? What hobbies will you be enjoying? What will you do to achieve these things? Use the Future Simple and Future Continuous.

*Model: In 10 years, I’ll be working for the space program. I’m going to interpret for people organising the first colony on Mars. First, I’ll have to graduate from Togliatti State University, then...*

### 3.5. Talking about the Future

There are several ways of talking about the future:

<b>1. The Present Continuous (I am doing)</b>	We speak about <u>fixed</u> arrangements in near future, the things are <u>definitely</u> arranged to happen in the future	<i>‘What <b>are</b> you <b>doing</b> tonight?’ – ‘I’m <b>seeing</b> my former classmates.’ <i>They’re <b>having</b> a party next week.</i> (It’s all arranged. The invitations have already been sent.)</i>
<b>2. ‘To be going to (do)’</b>	We speak about the actions <u>intended</u> to be performed in the near future, they are about to happen. <b>Note:</b> With the verbs ‘go’ and ‘come’, we often use the Present Continuous rather than ‘be going to’	<i>She’s <b>going to</b> visit her parents tomorrow.</i> <i>What are you <b>going to do</b> tonight?</i> <i>I’m <b>going out</b> tonight.</i> (RATHER THAN <i>I’m going to go out tonight.</i> )
<b>3. The Present Simple</b>	We speak about <u>timetables, programmes,</u> etc.	<i>What time <b>does</b> the lecture on History <b>begin</b>?</i> <i>The plane <b>takes off</b> at 4.30</i>
<b>4. The Future Simple</b>	We speak about things we are <u>not sure</u> about or we haven’t decided yet	<i>I’ll probably <b>buy</b> a new bike.</i> (I’m not sure yet.)

## Exercises

**Ex. 43.** Write about your friend's plans for the coming summer vacation.

*Model: Max/go/Siberia/train. — Max is going to Siberia by train.*

1. I / stay / home / because of pandemic.
2. Julia / spend / a fortnight / Rome.
3. Lucy / stay / in Provence / with her aunt.
4. Miranda / go / round Greek islands / a cruising boat.
5. Peter and John / hike / the Swiss mountains.

**Ex. 44.** Your relatives are preparing to leave for the country for summer. Ask them about their arrangements.

*Model: (when/leave) — When are you leaving?*

1. let / your flat / for the season
2. go / by car
3. take / a lot of things
4. buy / a hammock
5. your pets / go / with you

**Ex. 45.** Put the verb into the Present Continuous or the Present Simple.

*Model: My daughter is leaving (leave) for Paris next Friday.*

*Does your train arrive (train/arrive) at 7.00 or 7.30?*

1. Daddy, we \_\_\_ (go / for a swim). \_\_\_ (you/come) with us?
2. I hear you \_\_\_ (launch) a new research programme soon.
3. I see you've packed all your things. \_\_\_ (you / go away)?
4. The performances at our theatre \_\_\_ (start) at 7.30.
5. The shops here \_\_\_ (open) at 7.00 and \_\_\_ (close) at 5.30.
6. They \_\_\_ (fly) to New York in an hour.
7. What time \_\_\_ (the plane for Moscow / leave)?
8. 'What \_\_\_ (you/do) at the weekend?' — 'I \_\_\_ (visit) my parents.'

**Ex. 46.** Decide which form of the verb is correct (or more natural) in these sentences.

1. Don't worry, I promise I **won't hurt** / **'m not hurting** you.
2. I **'m studying** / **'m going to study** really hard at the weekend.
3. I **'m meeting** / **'ll meet** at 12.00 with the bank manager.
4. I'm sorry. I can't come. I **'ll meet** / **'m meeting** my sister at the station.
5. I'm sure you **'ll get** / **'re getting** the tickets.

6. If I can't make it at 5, I'll **phone** / 'm **phoning** you.
7. The train's **starting** / **starts** at 8.00 tonight.
8. They'll **arrive** / 're **arriving** tomorrow morning.
9. We'll **go** / 're **going** to a picnic tomorrow. Would you like to come too?



### Grammar in Context

**Ex. 47.** Read the sentences and choose the best option to complete this dialogue.

A: What **are/do** you **do/doing** at the weekend?

B: I'm quite busy on Saturday. I'm **taking** / I'm **going to taking** the kids to the zoo in the afternoon and then some friends **is coming** / **are coming** over for dinner in the evening.

A: What about on Sunday? What **do you do** / **are you doing** then?

B: Well, I don't have any plans really.

A: I've got an extra ticket for the concert in the park on Sunday. Paul and David **are coming** / **will come** too. Paul **brings** / **is bringing** a picnic and David **is organising** / **organises** the drinks. So, do you fancy it?

B: Sounds lovely. What time **are/have** you **meet/meeting**?

A: 3 o'clock at the park gates. See you then!



### Translation Practice

**Ex. 48.** Translate into English.

1. A: Давай пойдём в кино завтра.

B: Извини, я бы с удовольствием, но я завтра работаю допоздна.

A: Тогда как насчёт среды?

B: Боюсь, я не могу. Я встречаю родителей в аэропорту.

A: Ну а что ты делаешь в субботу вечером?

B: Я буду смотреть новую серию моего любимого сериала.

A: Понятно. Ну а в воскресенье вечером ты свободна?

B: В воскресенье у нас вечер встречи выпускников (reunion party) в школе.

2. «Куда ты несешь ведро с водой?» — «Я собираюсь мыть машину».

3. «Ой, я забыла деньги дома!» — «Ничего, не волнуйся. Я одолжу тебе».

4. Осторожно! Ты сейчас упадёшь!
5. «Твои друзья ездили в отпуск в Испанию?» – «Нет, они собирались, но передумали».
6. Тихо! Сейчас начнется фильм.
7. «У меня ужасно болит голова». – «Да? Подожди здесь. Я принесу тебе таблетки».
8. Экзамен завтра. Ты совсем не занимался. Ты провалишь его.

### Revision

**Ex. 49.** Open the brackets, using the appropriate tense forms.

*Model: I wondered why he was laughing. I could see nothing funny in what was going on.*

1. \_\_\_ (you/leave) the town early this summer?
2. For ten minutes, he \_\_\_ (write) in silence without raising his eyes from what he \_\_\_ (write).
3. He \_\_\_ (live) with his parents now. I think he \_\_\_ (look) for a job.
4. I \_\_\_ (go) to bed early tonight. I \_\_\_ (be) up and I \_\_\_ (watch) the football game on TV. It's the semi-finals tonight.
5. I could not see his face; he \_\_\_ (sit) so that his face was in shadow.
6. I hate the place in autumn. It \_\_\_ (always/rain) there. It \_\_\_ (rain) when we came, and it \_\_\_ (rain) when we left.
7. It \_\_\_ (get) colder every day. I think you \_\_\_ (leave) us soon.
8. She \_\_\_ (wear) dark spectacles. They are not just sunglasses. She \_\_\_ (not/see) very well.
9. The rain started when I \_\_\_ (wait) for my bus.
10. We \_\_\_ (walk) for some time. The road \_\_\_ (get) worse, just a narrow goat trail.
11. We were friendly at school. I \_\_\_ (still/see) him from time to time.
12. What \_\_\_ (you two / talk) about? \_\_\_ (you/discuss) his plan?
13. When \_\_\_ (you/speak) to her about her lessons?
14. When I \_\_\_ (see) her last, she \_\_\_ (try) on boots at Park House.
15. Why \_\_\_ (you/wear) sunglasses on a gray day like this?
16. Why did you speak to him like that? He \_\_\_ (only/try) to help.
17. You \_\_\_ (hear) from me one of these days.



## Translation Practice

**Ex. 50.** Translate into English.

1. Вы сегодня пойдёте на лекцию по истории языка?
2. Нина сейчас пишет для этого новостного портала?
3. Вы долго ждали его вчера?
4. День был очень холодный. На мне был свитер и ветровка, и всё же мне было очень холодно.
5. Обычно он ждёт меня у входа в метро и мы едем домой вместе.
6. Вечно ты возражаешь!
7. Я не могу с Вами встретиться, завтра приезжает мама.
8. Ты что, кирпичи несёшь в сумке? Она очень тяжелая.
9. У неё обычно пять или шесть книг в сумке, поэтому она такая тяжелая.
10. Почему Вы в спортивном костюме? У Вас сегодня физкультура?
11. Ты увидишь её сегодня в университете?
12. Где он сейчас работает?
13. Он вошёл в комнату, где его ждал экзаменатор.
14. Кто-нибудь пьёт сок из этого стакана? Мне его унести на кухню?
15. Звонок раздался, когда я заканчивала писать сочинение.
16. Приходи сегодня, я буду ждать.



## Unit 4. THE PERFECT TENSES

### Recommendations for study: Unit 4

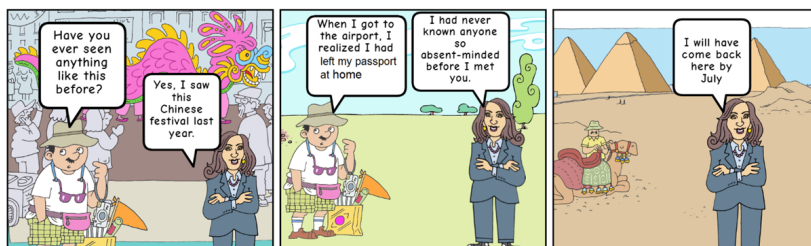
**Unit objectives:** study the formation of the Perfect verb forms in various types of sentences and tenses and do the exercises provided.

### After this unit students will:

- learn about the formation of the Present Perfect Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Past Perfect Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Future Perfect Tense in various types of sentences and tenses as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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## 4.1. The Present Perfect Tense

### 4.1.1. The Present Perfect Tense

have/has + V <sub>ed/3</sub>
------------------------------

#### 1. The formation

The list of irregular verbs can be found in Appendix 1 (p. 426).

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I <b>have worked</b> He <b>has worked</b>	I <b>have not worked</b> He <b>has not worked</b>	<b>Have I worked?</b> <b>Has he worked?</b>
I've worked He's worked	I haven't worked He hasn't worked	

#### 2. The usage

NB The Present Perfect is always connected with the present.

The Present Perfect may denote	Examples
1. Recently completed actions, the results of which can be seen in the present. The only thing which matters here is the <u>result</u> : the time when the action took place is of no importance	<i>He <b>has cut</b> the grass. (We can see the grass is now.)</i> <i>I am a little frightened for I <b>have lost</b> my way</i>
2. Actions that started in the past and continue up to the present with stative verbs such as <i>be, have, like, know</i> , etc. In this case we often use <i>for</i> or <i>since</i>	<i>Mrs. White <b>has been</b> a personal assistant for ten years</i>
3. Experiences	<i><b>Have you ever tried</b> windsurfing?</i> <i>I've never <b>seen</b> such giant waves</i>
4. Actions which happened within a specific time period which is not over or around the time of speaking. We use expressions such as <i>today, this morning/evening/week/month</i> , etc.	<i>He <b>has read</b> three novels this week. (The time period is not over yet. He may read another.)</i>

The Present Perfect may denote	Examples
5. Actions which announce news or give new information. Then we use the Past Simple tense to give additional details of a news story	<i>The Prime Minister <b>has decided</b> to call a general election.</i> <i>He <b>announced</b> this decision to Parliament in the morning</i>

### Examples of time words and phrases we use with the Present Perfect:

*ever, never, just, already, yet, of late / lately / recently, how long, how many times, so far, since (= from a starting point in the past), for (= over a period of time), today, this week/month, etc., This (it) is the first time*

*I've **never** seen him.*

*I haven't spoken to her **yet**.*

*Has Ann had a holiday **this year**?*

*Have you seen him **today**?*

*I've known her **for** two years.*

***This is the first time** he has driven a car.*

*It has been three months **since** I last saw him there.*

### Notes

1. Questions in the Present Perfect never start with 'when', 'what time'.

*When did you see this film?*

*What time did you come back?*

2. Mind the difference between 'have gone to / have been to / have been'.

Compare:

*He's **gone to** London.* (He hasn't come back yet. He is still in London.)

*He's **been to** Paris once.* (He's visited Paris. He's back now.)

*I've **been in** Athens for a month.* (I am in Athens now.)

3. The Present Perfect is not used in the following example sentences:

Что Вы сказали? — *What did you say?*

Я не слышал вашего вопроса. — *I did not hear your question.*

Я забыл. — *I forgot.*

Теперь я понял. — *Now I understand.*

Где Вы купили эту книгу? — *Where did you buy the book?*

## Exercises

**Ex. 1.** Put the verb in brackets into the Present Perfect.

*Model: I \_\_\_ (finish) my homework already. – I have finished my homework already.*

1. I can't find my umbrella. I think, somebody \_\_\_ (take) it by mistake.
2. 'Where is Mother?' – 'She \_\_\_ (just/go) out.'
3. 'Don't you know what the film is about?' – 'No, I \_\_\_ (not/see) it.'
4. Don't worry about the email. I \_\_\_ (already/send) it.
5. 'Is he a good teacher?' – 'Oh yes, he \_\_\_ (help) me a lot.'
6. I know London perfectly well. I \_\_\_ (be) there several times.
7. I don't know this girl. I \_\_\_ (never/meet) her before.
8. 'Do you speak Japanese?' – 'No, I \_\_\_ (never/study) it.'
9. 'Do you know where they have gone?' – 'No, they \_\_\_ (sell) their house and (not/leave) their new address.'
10. John \_\_\_ (not/finish) his homework. His books are still on the table.

**Ex. 2.** Answer the questions. Put the verb in brackets into the Present Perfect.

*Model: Is his article ready? (write) – Yes, he has written it. / No, he hasn't written it.*

1. Are her rooms clean? (do)
2. Is our dinner ready, Mum? (cook)
3. Does she know the poem? (learn)
4. Do you know this computer's performance? (use)
5. Does he know how nice the cake is? (eat)
6. Do you know the price of leather gloves? (buy)
7. Is Bobby's face clean? (wash)
8. Do you know how beautiful the Irish songs are? (hear)

**Ex. 3.** Put the verb in brackets into the Present Indefinite and the Present Perfect.

*Model: He's gained a lot of weight recently.*

1. '\_\_\_ (you/read) this book?' – 'Yes.' – 'What \_\_\_ (you/think) of it?'
2. I \_\_\_ (want) to see you. I \_\_\_ (not/see) you for ages!
3. I don't think Frank \_\_\_ (be) to a live concert before.
4. Look! Pam \_\_\_\_\_ (finish) her test and I \_\_\_\_\_ (do) half of mine.

5. I \_\_\_ (not/be) to a zoo before. It \_\_\_ (be) a nice feeling to go somewhere you \_\_\_ (never/be) before.
6. ‘\_\_\_ (you/know) Nick?’ – ‘Yes.’ – ‘How long \_\_\_ (you/know) him?’ – ‘I \_\_\_ (know) him for ten years.’
7. There \_\_\_ (be) a lot of things I \_\_\_ (want) to do for a long time, and I \_\_\_ (not/do) them.
8. \_\_\_ (you/realize) we \_\_\_ (know) each other for quite a period of time now? And this \_\_\_ (be) the first occasion you \_\_\_ (ask) me to come with you.
9. ‘\_\_\_ (you/know) the girl who \_\_\_ (just/leave) the shop?’ – ‘Yes, that \_\_\_ (be) Bella York.’ – ‘\_\_\_ (she/be) a customer of yours?’ – ‘Not exactly. She \_\_\_ (be) here several times, but she \_\_\_ (never/buy) anything.’
10. Come in, I \_\_\_ (be) awake since the crack of dawn.

**Ex. 4.** Answer the questions using the words given.

*Model: Could you lend me your pen? (sorry, I / just / give / it / to Mike) – Sorry, I’ve just given it to Mike.*

1. Has Mum come from the market? (yes / she / just / come / from the market).
2. Have you phoned Jack yet? (yes / I / just / phone / him)
3. Would you like some coffee? (no thanks / I / just / have / a cup)

**Ex. 5.** Put in ‘been to’, ‘been in’, or ‘gone to’.

*Model: We’ve been to the country today. She has been in Berlin for two years. ‘Where’s Paul?’ – ‘He has gone to the supermarket.’*

1. ‘Where have you spent your holidays?’ – ‘I’ve \_\_\_ Italy.’
2. ‘Are you going to the cinema tonight?’ – ‘No, I’ve just \_\_\_ the cinema this week.’
3. ‘Is Alex home?’ – ‘No, he’s \_\_\_ the park.’
4. ‘Are they both out?’ – ‘Yes, they’ve both \_\_\_ the market.’
5. My sister \_\_\_ Bristol for two months now.

**Ex. 6.** Make sentences with 'already' and 'yet'.

*Model: 'Don't forget to pack some warm clothes.'* – *'I've already packed them.'*

*'Have you typed the letters yet?' – 'Yes, I've already typed them.'*

*'Have you bought that dress?' – 'No, I haven't bought it yet, but I'm going to buy it.'*

1. 'Has Jill written to Dad?' – 'No, she \_\_\_\_, but she \_\_\_\_ tonight.'
2. 'Has the manager arrived yet?' – 'Yes, \_\_\_\_.'
3. 'Have you asked Jim yet?' – 'Yes, \_\_\_\_.'
4. 'Have you invited Larry and Sue?' – 'No, I \_\_\_\_, but I'm \_\_\_\_.'
5. 'Shall I buy some eggs?' – 'No, \_\_\_\_.'
6. 'Why don't you have a bath?' – '\_\_\_\_.'

**Ex. 7.** Use the words in brackets to make questions according to a pattern. Ask your groupmates to answer the questions.

*Model: (Picasso/ever/paint/people) Has Picasso ever painted people?*

1. (how many times / you/ be / to Samara?)
2. (you ever / be / to Moscow?)
3. (you ever / go / Garibaldi Castle?)
4. (you / ever / visit / an amusement park?)
5. (you / join / Instagram yet?)
6. (your friend/ever / meet / anyone famous?)
7. (your mother / order / any items from an online shop?)
8. (your parents / live / here all their lives?)



### Translation Practice

**Ex. 8.** Translate the questions and answers.

*Model: «Когда ты в последний раз видел Анну?» – «Я не видел её с мая».*

*'When did you last see Ann?' – 'I haven't seen her since May.'*

1. «Когда в последний раз шёл дождь?» – «Дождя не было целую вечность».
2. «Когда она тебе звонила в последний раз?» – «Она не звонила с прошлого мая».
3. «Когда они навещали вас в последний раз?» – «Они не навещали нас с июня».

4. «Когда ты в последний раз водил машину?» – «Я не водил уже много месяцев».
5. «Когда ты в последний раз ездил в Канаду?» – «Я никогда не ездил в Канаду».
6. «Когда ты в последний раз ела кокос?» – «Я никогда не ела кокос».
7. «Когда ты в последний раз катался на роликах?» – «Я уже давно не катался».

**Ex. 9.** Translate into English using the Present Perfect Tense.

1. «Вы были когда-нибудь в Греции?» – «Да, это очень красивая страна».
2. Мы ещё не провели этот опыт на нашем новом оборудовании.
3. Не надо ходить в магазин. Я уже заказал доставку продуктов через приложение на телефоне.
4. Она никогда не переводила такие трудные статьи.
5. Они построили новый дом. Ты его видел?
6. Мои друзья только что вернулись из отпуска на море.
7. Сегодня он уехал в Нью-Йорк.
8. «Ты был в этом районе раньше?» – «Да».
9. «Ты видел директора сегодня?» – «Нет».
10. «Ты показал маме свою картину?» – «Нет, она ещё не готова».
11. Я звонил ему три раза сегодня.
12. Я никогда не видела сакуры в цвету.
13. Я пока не оплатил свой авиабилет.
14. «Я посмотрел этот фильм. А ты?» – «Да. Это забавный фильм».

**Ex. 10.** Translate into English. The first sentence is done for you.

*Model:* Я звоню тебе уже третий раз за вечер. – *It's the third time I've phoned you this evening.*

1. Ты опоздала уже второй раз на этой неделе.
2. Машина ломается уже третий раз за месяц.
3. Я уже видела этот фильм два раза, но я посмотрю его ещё несколько раз, ведь в нём снимается мой любимый актер.

#### 4.1.2. The Present Perfect and the Past Indefinite (Simple)

The Present Perfect always has a connection with the present	The Past Indefinite tells us only about the past
<p>The Present Perfect is used for complete past actions <u>connected to the present</u> with a stated or unstated time reference.</p> <p><i>She <b>has gone</b> to Madrid.</i> (Unstated time; she's still in Madrid.)</p> <p><i>Jim <b>has written</b> five emails this morning.</i> (Stated time; it's still morning – action is connected to the present.)</p> <p><i>I've <b>spoken</b> to Prince Charles.</i> (He's still alive – action connected to the present.)</p> <p><i>He <b>has lived</b> in Spain for two years.</i> (He's in Spain now – action connected to the present.)</p>	<p>The Past Indefinite is used for complete past actions <u>not connected to the present</u> with a stated or implied time reference.</p> <p><i>She <b>went</b> to Madrid <u>last year</u>.</i> (When? Last year. The time is stated.)</p> <p><i>Jim <b>wrote</b> five emails <u>yesterday morning</u>.</i> (When? Yesterday morning.)</p> <p><i>She <b>once spoke</b> to Sean Connery.</i> (Action is not connected to the present – Sean Connery is dead.)</p> <p><i>She <b>lived</b> in France for three years.</i> (She doesn't live in France now – action is not connected to the present.)</p>

#### Exercises

**Ex. 11.** Read the situation and then write a sentence.

*Model: Ten minutes ago, Granny lost her glasses. Now she has them on her nose. (lose/find) – Granny lost her glasses, but now she's found them.*

1. Harry went to Egypt, but now he is back in Ireland again. (go / come back)
2. He travelled to the North last year. You can read about it in his book. (travel/write)
3. I had long hair. Now I wear it short. (have/cut)
4. I lived in the centre, but now I live in a new district. (live/move)



5. Ten years ago, I met Fran. We are great friends now. (meet/become)
6. They bought a house three years ago. Now other people live in it. (buy/sell)

**Ex. 12.** Read the sentences below and correct those which are wrong.

*Model: Have you written to Barry Lane yet? (RIGHT)*

*Bernard Shaw has written the play 'Pygmalion'. (WRONG – wrote)*

1. Have you heard? Paul bought a new car!
2. Have you learnt anything new lately?
3. I forgot a PIN number to my credit card.
4. My great-grandfather travelled to India once.
5. Newton has been an English physicist.
6. Oh, I broke my pencil. Can you lend me yours?
7. Oh, you have come just in time. We're beginning in a moment.
8. What have you said?
9. Where did you buy these sneakers?
10. Who has invented the telephone?

**Ex. 13.** Make sentences using the words given.

*Model: (I/write/letters/yesterday) I wrote five emails yesterday.*

*(How many emails / you / write / today?) How many emails have you written today?*

1. (they / not / phone / so far / today)
2. (how many times / phone / you / him / yesterday?)
3. (he / come / to see us / three times / this month)
4. (it / not / rain / so far / this summer)
5. (how many shoes / you / buy / this season?)

**Ex. 14.** Put the verbs in brackets into the correct form, the Present Perfect or the Past Indefinite.

*Model: I first saw him when he came to visit his aunt.*

1. Elle Woods \_\_\_ (work) as a lawyer when she lived in California.
2. He doesn't know my husband. He \_\_\_ (never/meet) him.
3. Mr. Beckett died ten years ago. I \_\_\_ (never/meet) him.
4. My grandparents are old. They \_\_\_ (be) married for 55 years.
5. The Newmans live in Norfolk. They \_\_\_ (live) there for five years now.
6. The summer \_\_\_ (be) very hot so far, don't you think?
7. When I last saw him, he \_\_\_ (be) ten years old.

**Ex. 15.** Put the verb in brackets into the correct form, the Present Perfect or the Past Indefinite.

1. I \_\_\_ (just/call) him.
2. I \_\_\_ (not/call) him yesterday; I was busy.
3. My parents \_\_\_ (just/go) away.
4. She \_\_\_ (already/answer) the message.
5. She \_\_\_ (answer) it on Tuesday.
6. My friends \_\_\_ (go) away five minutes ago.
7. I \_\_\_ (read) that book during the summer holidays.
8. The fisherman \_\_\_ (sell) now all his fish.
9. He \_\_\_ (sell) the last one half an hour ago.
10. I \_\_\_ (not/see) him for three years.
11. I \_\_\_ (meet) him last week.
12. ‘\_\_\_ you (try) Vietnamese food before?’ – ‘Yes, I \_\_\_ (try) it when I was abroad.’
13. ‘\_\_\_ (you/wear) your hair long when you were at school?’ – ‘Yes, my mother \_\_\_ (insist) on it.’
14. \_\_\_ (you/see) the stars last night?
15. ‘When \_\_\_ (he/arrive)?’ – ‘He \_\_\_ (arrive) at 2.00.’
16. \_\_\_ (you/shut) the window?
17. I \_\_\_ (read) his books when I was at school. I \_\_\_ (enjoy) them very much.
18. ‘\_\_\_ (you/be) here before?’ – ‘Yes, I \_\_\_ (spend) my holidays here last year.’ – ‘\_\_\_ (you/have) a good time?’ – ‘Yes, the sun \_\_\_ (never/stop) shining.’
19. ‘The clock is slow.’ – ‘It isn’t slow, it \_\_\_ (stop).’
20. Here is your dress; I \_\_\_ (just/mend) it.
21. I \_\_\_ (leave) home at 8.00 and \_\_\_ (get) here at 12.00.
22. ‘\_\_\_ (you/have) breakfast yet?’ – ‘Yes, I \_\_\_ (have) it at 8.00.’
23. He \_\_\_ (not/smoke) for two weeks. He is trying to give it up.
24. We \_\_\_ (miss) the bus. Now we’ll have to walk.

**Ex. 16.** Put the verb in brackets into the correct form, the Present Perfect or the Past Indefinite.

*Model: As you know, I have visited an animal shelter twice this month.*

1. He showed her inside the house. 'Oh! How lovely!' she exclaimed. 'And \_\_\_ (you/do) it all by yourself? When \_\_\_ (you/buy) the house?'
2. I understand you \_\_\_ (have) an unpleasant experience at the weekend, right? What \_\_\_ (happen) exactly?
3. Do you remember the shell you \_\_\_ (find) on the beach?
4. 'How many children you \_\_\_ (teach) in that family?' the girl asked her new governess.
5. 'What's going on here?' Mel sighed, 'We \_\_\_ (have) a storm for three days. It \_\_\_ (ruin) everything here.'
6. 'Can we get dinner here?' – 'Of course, we can. But have you got enough money? I \_\_\_ (spend) my last dollar on the taxi in the morning.'
7. As we got into the taxi, my brother asked, 'Well, \_\_\_ (you/speak) to Harry?' – 'I \_\_\_ (speak) to him for a moment.'
8. 'Hello', the little girl said to her mother and looked at her companion. 'Come and say "How do you do" to Mr. Smith.' – 'I \_\_\_ (see) him already.' – 'You can't have done, dear. He \_\_\_ (only just / arrive) here.' – 'I \_\_\_ (see) him in the hall this afternoon.' – 'I'm sure you didn't. \_\_\_ (you/see) my little daughter yet, Mr. Smith?'
9. 'I say, your cheek is like a grater (терка)! You \_\_\_ (not/shave) today.'
10. Excuse me, \_\_\_ (you/not/hear) what the pilot \_\_\_ (say)?

**Ex. 17.** Open the brackets using the Present Indefinite, the Present Continuous, the Past Indefinite or the Present Perfect Tense.

1. In the morning, coming down the stairs, Rosemary \_\_\_ (see) Tony lying in the sitting room. 'What \_\_\_ (you/do) here?' – 'I \_\_\_ (sleep) here.' – 'I am sorry we \_\_\_ (take) your room.'
2. He's a night security guard. He works at night and \_\_\_ (sleep) in the daytime. It's noon now, and he \_\_\_ (still/sleep).
3. I first \_\_\_ (meet) Richard a month ago, and I \_\_\_ (meet) him several times since then.
4. I \_\_\_ (usually/go) to bed before midnight.
5. I \_\_\_ (sit) here all night and I swear I \_\_\_ (not/close) my eyes for a moment.

6. 'What's your brother doing?' – 'He \_\_\_ (play) tennis with our neighbour; they \_\_\_ (play) it every day.'
7. He wants to buy a car, but first he must learn how to drive, so he \_\_\_ (take) driving lessons.
8. I \_\_\_ (write) to my parents a fortnight ago, but I've not had a reply, so I \_\_\_ (just/write) again.
9. 'Where is my daughter?' – 'She \_\_\_ (talk) to a policeman.' – 'What \_\_\_ (happen)?' – 'She \_\_\_ (drive) without a license.'
10. It's 3 pm and he \_\_\_ (not/eat) anything today, but he \_\_\_ (eat) a good dinner last night.
11. 'Is Mary ready to come out?' – 'No, she \_\_\_ (still/dress).'
12. I \_\_\_ (read) this book several times. I first \_\_\_ (read) it in 2015.
13. He \_\_\_ (often/read) detective stories; he \_\_\_ (read) a very good one now.
14. She \_\_\_ (not/have) a holiday since 2020, but she \_\_\_ (have) a very long holiday in 2019.
15. 'We \_\_\_ (stay) here for nearly a week.' – 'I hope you \_\_\_ (not/think) of leaving.'



### Grammar in Context

**Ex. 18.** Fill in with the Present Perfect or the Past Indefinite.

1. A: \_\_\_ (ever/be) to France?  
B: No, I haven't, but two years ago I \_\_\_ to Spain.
2. A: I \_\_\_ (already/go) to the cinema three times this month. What about you?  
B: Not once! But last month, I \_\_\_ (go) five times.
3. A: \_\_\_ (you / ever read) 'The Picture of Dorian Gray' by Oscar Wilde?  
B: Yes. We \_\_\_ (read) it in school last year.
4. A: George and I \_\_\_ (have) dinner at that new Vietnamese restaurant in town last night.  
B: Really? I \_\_\_ (never/try) Vietnamese food before. What's it like?  
A: Delicious. In fact, we \_\_\_ (already/make) a reservation to eat there again next week.

**Ex. 19.** Put the verb in brackets into the correct form, the Present Perfect or the Past Indefinite.

1. A: \_\_\_ (you/see) the new James Bond film?  
B: Yeah! I \_\_\_ (see) it ages ago when it first \_\_\_ (come) out.
2. A: Oh no! I \_\_\_ (lose) my wallet!  
B: When \_\_\_ (you/last/see) it?
3. A: I \_\_\_ (just/buy) some new shoes. Do you like them?  
B: They're lovely. \_\_\_ (they/be) expensive?
4. A: \_\_\_ (you/see) your brother this morning?  
B: No, I \_\_\_ (not/see) him since last Monday.
5. A: \_\_\_ (you/be) here before?  
B: Yes, I \_\_\_\_. / Yes, I \_\_\_ (be) here last year.
6. A: \_\_\_ (you/go) to the theatre last week?  
B: Yes, I \_\_\_\_. I \_\_\_ (go) to the Bolshoi Theatre.



### Translation Practice

**Ex. 20.** Translate into English.

1. Я потеряла иголку. Я нигде не могу найти её.
2. Вчера вечером он пришел домой поздно. Он принял ванну и потом лёг спать.
3. Вы посетили много музеев, когда были в Лондоне?
4. Её родители купили ей машину на 21-й день рождения.
5. Книги нет на полке. Кто-то забрал её.
6. Когда твой папа бросил курить?
7. Машина сверкает, как новая. Ты её помыл?
8. Почему ты не захотел смотреть кино вчера?
9. Ты смотрел вчера новую серию на «Нетфликс»?
10. У неё теперь очень короткие волосы. Она сделала новую стрижку.
11. Я не завтракал утром, потому что мне не хотелось есть.
12. Молли: «Привет, Спенсер. Кэтрин дома?»  
Спенсер: «Нет, она уже ушла».  
Молли: «Какая жалость! Когда точно она ушла?»  
Спенсер: «Где-то десять минут назад. Она сегодня вышла пораньше».

**Ex. 21.** Translate into English.

1. «Вас недавно навещал ваш внук?» — «Да, он приходил сегодня днём».
2. «Вы давно знаете Джейн?» — «Я знаю её всю жизнь, мы учились в одной школе».
3. «Вы уже вызвали врача?» — «Да, мы позвонили в скорую пять минут назад».
4. «Вы принесли мне ещё одну книгу?» — «Нет, сегодня я пришёл за вашим советом».
5. «Вы хорошо знаете этот город?» — «Нет, я никогда здесь раньше не была».
6. За последнее время я встречал её несколько раз. Она очень изменилась.
7. Лена прислала мне свои фотографии из отпуска, но я ещё не посмотрел их.
8. Рад с вами познакомиться! Я читал все ваши статьи.
9. Сегодня я ещё не читал новости.
10. Семь лет назад он уехал в Америку, и с тех пор я его не видела.
11. Сколько раз вы уже были в Лондоне? Я знаю, что вы ездили в Лондон в прошлом году.
12. Утро было холодное и дождливое, но с десяти часов погода изменилась, солнце ярко сияет.
13. Я встретила с Томом у своих друзей три года тому назад, и с тех пор я о нём ничего не слышала.
14. Я закончила картину. Взгляните на неё, пожалуйста.
15. Я очень люблю путешествовать. Я побывала во многих столицах Европы.

**Ex. 22.** Translate into English, using the Present Indefinite, the Present Continuous, the Past Indefinite or the Present Perfect Tense.

1. Я обычно завтракаю в половине восьмого.
2. Я не играл в волейбол с 2018 года.
3. Я люблю фотографировать и делаю это на профессиональном уровне. Я недавно приобрел новую цифровую камеру. В прошлом году она стоила дороже.
4. Сейчас только 9 часов вечера, а ребенок уже заснул. Вчера вечером он уснул очень поздно.

5. «Почему вы идёте так быстро?» – «Я иду быстро, потому что я боюсь опоздать на автобус. К тому же я всегда хожу быстро утром».
6. «Он уже построил дачу?» – «Нет, он всё ещё строит её».
7. Моя сестра никогда не носит шубу, хотя мама купила ей её ещё два года назад.
8. Лекция ещё не началась, и студенты разговаривают. Лекция начинается обычно в восемь тридцать.
9. Когда я пришёл к Пете в прошлое воскресенье, он читал новую книгу. Как только он закончит читать её, он даст мне эту книгу.
10. Каждый вечер я включаю компьютер и пытаюсь написать ей письмо.
11. В школе он играл в баскетбол.
12. В тот вечер я смотрел телевизор, хотя обычно я смотрю ролики на YouTube.
13. В пятницу на прошлой неделе шёл сильный дождь. Здесь часто идут дожди.
14. Автор – ещё молодой человек. Он написал свою первую пьесу в 2019 году.



### Communication & Writing Practice

**Ex. 23.** What did you plan to accomplish last week? Make a list. Include things you did and things that you still haven't done in random order. Do not check any of the items. Exchange lists with a partner.

Now ask questions about your partner's list. Check the things that your partner has already done. Answer your partner's questions about your list. When you are done, compare your answers.

*Model: 'Have you spoken to your aunt?' – 'Yes. I chatted with her via Skype last weekend.'*

**Ex. 24. ON THE INTERNET.** Do a search on some start-up team. Make notes about what you learn. What is their current project? What have they accomplished so far? What did they do last year? What have they been doing lately? Discuss the information with a partner.

## 4.2. The Past Perfect Tense

had + V <sub>ed/3</sub>
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### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I had worked	I had not worked	Had I worked?
I'd worked	I hadn't worked	

### 2. The usage

**NB The Past Perfect is always connected with the past.**

The Past Perfect may denote	Examples
1. An action which happened <u>before another past action or before a stated time in the past</u>	<i>She <b>had</b> already <b>cooked</b> dinner when her husband came home.</i> (She cooked dinner first and then her husband came.)
2. An action which finished in the past and whose result was visible in the past	<i>When I saw Steve yesterday, he was happy because he <b>had found</b> a new job</i>
3. The Past Perfect is the past equivalent of the Present Perfect	<i>There was no pudding left; he <b>had eaten</b> it all.</i> (Present Perfect: There's no pudding left; he has eaten it all.)
4. We use it when we want to narrate events looking back from a named point in the past and it becomes necessary to refer back to a previously accomplished action – so called 'flashback'	<i>Jane MacDonald was then 28. She <b>had started</b> working for the company when she was 18. She <b>had</b> quickly <b>climbed</b> the career ladder and is now the youngest managing director the company has ever appointed</i>



## Examples of time words and phrases we use with the Past Perfect:

*already, after, just, ever, never, till/until, yet, before, by, by the time, for, since, when my mother came, hardly, scarcely, nearly, barely, no sooner, it was the first time when..., etc.*

### Notes

1. The Past Perfect is not used to denote a succession of short actions.

In this case the Past Indefinite is used.

*He got up, went to the bathroom, had breakfast and left for work.*

2. Also, the Past Indefinite is used with the conjunctions ‘after, before, when’ if the succession of actions should be expressed.

Compare two situations:

*When I had read the book, I started to cry. (I finished the book before I started to cry.)*

*When I read the book, I started to cry. (I started reading the book and immediately started to cry.)*

3. The Past Perfect is used with the adverbials ‘hardly, scarcely, nearly, barely, no sooner.

**Hardly/Scarcely/Nearly/Barely + Past Perfect + when + Past Indefinite**  
**No sooner + Past Perfect + than + Past Indefinite**

In this case we can use inverted word order when these adverbials come at the beginning of the sentence. These structures are normally only used in formal speech and writing. Note that all of these adverbials can be used without inversion if they come in the normal position.

*He had hardly entered the room when the phone rang. (Hardly had he entered the room when the phone rang.)*

*No sooner they had arrived than it started to rain. (No sooner had they arrived than it started to rain.)*

## Exercises

**Ex. 25.** Use the Past Perfect Tense.

*Model: 'Why didn't you watch this movie on TV?' – 'Because I'd watched it before (I didn't watch this movie on TV because I had watched it before).'*

1. What did he learn about Helen from the message he received? (be ill for a month)
2. What did she read on the Internet about the expedition? (return)
3. What did you learn about Bob? (get married)
4. Why couldn't you get into your flat at once? (lose the key)
5. Why did Fred come home so soon from his holiday? (spend all the money)
6. Why didn't Jeff hear about Kate's examination? (pass)
7. Why didn't Kate want to go to the cinema? (see the film)
8. Why didn't you see Fred when you came to Moscow? (leave)
9. Why didn't you tell him my new address? (forget)

**Ex. 26.** Make sentences using the words in brackets.

*Model: His hair was wet. (he / just / have / a shower) – He had just had a shower.*

1. Bob wasn't at home when I came. (he / arrange / to meet / some friends / at the cafe)
2. I couldn't recognize the child after all that time. (I / not / see / her / for seven years)
3. The children were playing in the garden. (they / just / come / from school)
4. There was nobody at the platform. (the train / just / leave)
5. We didn't find anybody at home. (everybody / already / go out)

**Ex. 27.** Complete the sentence with the Past Simple or Past Perfect of the verb in brackets.

1. When I \_\_\_ (try) to use my laptop, I realized the battery \_\_\_ (run) down.
2. I \_\_\_ (turn) the computer off, but forgot that I \_\_\_ (not save) my work.
3. I only remembered I \_\_\_ (not pay) the bill when my Internet connection \_\_\_ (stop) working.
4. When I \_\_\_ (receive) the email, I couldn't understand who \_\_\_ (send) it.
5. When I \_\_\_ (check) the instructions, I understood what I \_\_\_ (do).

6. I knew I \_\_\_\_ (receive) a virus when I \_\_\_\_ (run) the antivirus program.
7. As soon as I \_\_\_\_ (download) the document, I knew I \_\_\_\_ (make) a mistake.
8. I could see what \_\_\_\_ (go) wrong as soon as I \_\_\_\_ (look) inside the printer.
9. I knew I \_\_\_\_ (press) the wrong key when nothing \_\_\_\_ (happen).
10. When the screen \_\_\_\_ (go) blank, I couldn't understand how it \_\_\_\_ (happen).

**Ex. 28.** Unite the following pairs of sentences. Use the conjunctions 'after, as soon as, before, until, when'.

*Model: They went to England. They left school. (after) – They went to England after they had left school. / After they (had) left school, they went to England.*

1. I arrived at the airport. The plane took off. (when)
2. The sun rose. He woke up. (before)
3. He died. He was very ill. (before)
4. I understood the problem. He explained it to me. (as soon as)
5. Dora went to pay for the petrol. She lost her credit card. (when)
6. She read the message carefully. She wrote the reply. (before)
7. He was happy. He found a new job. (when)
8. He had dinner. He went to the cinema. (after)
9. The man didn't leave. He didn't receive a definite answer. (till)
10. We didn't say a word. He finished his story. (until)

**Ex. 29.** Put the verb in brackets into the required tense form.

*Model: Scarcely had they entered the castle when there was a huge explosion.*

*Paula had hardly shut the door when she broke her key.*

1. The rain \_\_\_\_ (nearly/stop) when he \_\_\_\_ (reach) his hotel.
2. No sooner \_\_\_\_ (the football match / be over) than he \_\_\_\_ (rush) to the exit.
3. He \_\_\_\_ (scarcely/take) a few steps along the street when three men \_\_\_\_ (appear) from around the corner.
4. No sooner \_\_\_\_ (he/start) to play than one string on the violin \_\_\_\_ (break).

5. He \_\_\_ (hardly/reach) the door of his office when he \_\_\_ (meet) two young men.
6. No sooner \_\_\_ (they/arrive) at the airport than her sister \_\_\_ (phone) about an accident with her little daughter.
7. They \_\_\_ (barely/leave) the room when the chaos \_\_\_ (break) out.
8. Hardly \_\_\_ (he/ask) his questions when she \_\_\_ (answer) them.
9. He \_\_\_ (scarcely/take) off his coat when he \_\_\_ (begin) to read the message.
10. They \_\_\_ (hardly/go) when aunt Julia \_\_\_ (wander) slowly into the room.

**Ex. 30.** Put the verb in brackets into the Past Indefinite and the Past Perfect.

*Model: Scarcely had they moved into the new house when their friends came.*

1. She realized that she was going to faint. She \_\_\_ (eat) nothing since the picnic.
2. His wife \_\_\_ (not/be) in. She \_\_\_ (go) out a quarter of an hour before.
3. After dinner Mr. Grag proposed a game of cards. He \_\_\_ (not/play) cards since his illness.
4. Dr. Lecter \_\_\_ (be) English, though he \_\_\_ (live) in America for thirty years.
5. His smile \_\_\_ (be) something she never \_\_\_ (see) before.
6. He decided to wait till he \_\_\_ (talk) to the man himself.
7. He \_\_\_ (come) into the room a moment after I \_\_\_ (get) there.
8. When he \_\_\_ (return) home at eleven o'clock, his wife \_\_\_ (go) to bed.
9. By the time he \_\_\_ (graduate) from college, he \_\_\_ (move) to California.
10. When evening \_\_\_ (fall), their son \_\_\_ (leave) the house.
11. I \_\_\_ (hardly/be) there five minutes when Mrs. Brown \_\_\_ (come) in with the coffee.
12. He \_\_\_ (promise) to phone me when he \_\_\_ (get) a definite answer.
13. The evening \_\_\_ (go) off easier than she \_\_\_ (expect).
14. But the village he \_\_\_ (show) her \_\_\_ (be) the best she \_\_\_ (ever/see).

**Ex. 31.** Put the verb in brackets into the Past Indefinite and the Past Perfect.

*Model: Anna didn't understand why the mysterious stranger told her all that had happened in her life.*

1. We \_\_\_ (sit) down to the table only when all the guests \_\_\_ (arrive).
2. There \_\_\_ (be) a curious expression on his face I never \_\_\_ (see) before.
3. He \_\_\_ (hear) much about her before they \_\_\_ (meet).
4. He \_\_\_ (be) a teacher at university, as his father \_\_\_ (be) before him.
5. There \_\_\_ (be) silence after she \_\_\_ (go).
6. From downstairs \_\_\_ (come) the sound of a radio playing a song he never \_\_\_ (hear) before.
7. We \_\_\_ (not/go) far when we suddenly \_\_\_ (notice) the dark clouds on the horizon.
8. Very deliberately and carefully Poirot \_\_\_ (retell) the conversation he \_\_\_ (hold) with Saitrana at Wessex House.
9. Julia, who \_\_\_ (go) half way down one flight, \_\_\_ (come) back.
10. There \_\_\_ (be) something vaguely familiar about her face, but I couldn't remember where I \_\_\_ (see) her before.
11. He \_\_\_ (reread) what he \_\_\_ (write).
12. When Val \_\_\_ (leave) them, Soames and Winifred \_\_\_ (make) their way to the 'Cheshire Cheese'.
13. She \_\_\_ (be) ill for two days when we \_\_\_ (learn) about it.
14. About twenty people already \_\_\_ (arrive) when they \_\_\_ (enter) the hall.

**Ex. 32.** Insert the Past Indefinite or the Past Perfect.

*Model: My neighbours' son asked me for help as his cat had got stuck in the tree and the boy was very upset.*

1. We \_\_\_ (hardly/leave) town when it \_\_\_ (begin) to rain.
2. He \_\_\_ (continue) his journey after he \_\_\_ (change) the tire.
3. On glancing at the address, he observed that it contained no name. The stranger \_\_\_ (not/go) far, so he followed him to ask it.
4. When at his house, they \_\_\_ (tell) me that he \_\_\_ (leave) an hour before.
5. No sooner \_\_\_ (he/take) a drink himself than Mrs. Fettle \_\_\_ (look) in.
6. When I \_\_\_ (come) to see my friend, I \_\_\_ (find) him lying in bed. He \_\_\_ (look) very pale as he \_\_\_ (be) seriously ill for a whole month.

7. He \_\_\_ (hardly/light) \_\_\_ another cigarette when the general \_\_\_ (come) into the yard.
8. Gemma went slowly down the stairs, Martini following in silence. She \_\_\_ (grow) to look ten years older in these few days, and her hair \_\_\_ (become) gray.
9. I \_\_\_ (understand) that my colleagues \_\_\_ (make) a mistake, but they \_\_\_ (not/want) to admit it.
10. She was a woman of nearly fifty who \_\_\_ (be) once very nice.

**Ex. 33.** Put the verb in brackets into the Past Indefinite, the Past Continuous and the Past Perfect.

*Model: He was singing a song in Russian and dancing round the room when I saw him.*

1. He \_\_\_ (close) the window and \_\_\_ (sit) in his armchair, reading a newspaper.
2. The captain \_\_\_ (not/allow) us to go out in the boat yesterday as a strong wind \_\_\_ (blow).
3. Caleb \_\_\_ (not/be) there five minutes when the storm \_\_\_ (begin).
4. He suddenly \_\_\_ (realize) that he \_\_\_ (go) in the wrong direction.
5. I \_\_\_ (watch) his eyes pretty attentively while we \_\_\_ (exchange) these remarks.
6. The rain (stop) and the sun \_\_\_ (shine) brightly.
7. Unfortunately, when I arrived, Ann \_\_\_ (just/leave), so we only had time for a few words.
8. When I \_\_\_ (arrive), the lecture already \_\_\_ (start).
9. When I \_\_\_ (look) for my passport, I \_\_\_ (find) this old photograph.
10. When we \_\_\_ (reach) the field, the game already \_\_\_ (start).
11. You \_\_\_ (look) very busy when I \_\_\_ (see) you last night.
12. I \_\_\_ (call) Paul at 7.00, but it wasn't necessary because he \_\_\_ (already/get) up.
13. As they \_\_\_ (walk) along the road, they \_\_\_ (hear) a car coming from behind them.
14. I \_\_\_ (see) you yesterday from the bus.
15. She \_\_\_ (wear) a blue dress and \_\_\_ (look) very pretty.
16. We \_\_\_ (return) home at night, and we \_\_\_ (be) very glad to get home again, but we \_\_\_ (have) a wonderful day.

17. When he \_\_\_ (answer) the call, he \_\_\_ (go) back to the window and \_\_\_ (draw) a long breath.
18. When I \_\_\_ (arrive) at the station, Mary \_\_\_ (wait) for me.
19. When I \_\_\_ (hear) his knock, I \_\_\_ (go) to the door and \_\_\_ (open) it, but I \_\_\_ (not/recognize) him at first because I \_\_\_ (not/wear) my glasses.
20. When I \_\_\_ (see) him, he \_\_\_ (paint) a portrait of his wife.
21. While he \_\_\_ (water) the flowers, it \_\_\_ (begin) to rain.
22. 'Why \_\_\_ (you/use) a stick?' – 'I \_\_\_ (use) it because I \_\_\_ (hurt) my leg that morning.'

**Ex. 34.** Put the verb in brackets into the Past Indefinite, the Past Continuous and the Past Perfect.

*Model: I had never said that I could come on Monday so why was Anna so upset?*

1. When Dora \_\_\_ (go) to pay for the petrol she \_\_\_ (put) in her car, she \_\_\_ (realize) that she \_\_\_ (lose) her credit card.
2. They \_\_\_ (reach) the door and stood there talking.
3. While I \_\_\_ (wait) for my meal at the cafe, I \_\_\_ (see) that the two men who \_\_\_ (follow) me into the restaurant were staring at me from a nearby table.
4. She could see their faces in a mirror. They \_\_\_ (evidently/enjoy) themselves.
5. He \_\_\_ (cycle) along a narrow path when he \_\_\_ (fall) and \_\_\_ (hurt) himself badly.
6. By the time the fire engines \_\_\_ (arrive) at the cottage, Tom and his neighbours \_\_\_ (already / put out) the fire.
7. It \_\_\_ (already/begin) to grow dark; the cold autumn wind \_\_\_ (whistle); clouds \_\_\_ (creep) over the sky.
8. When I looked up again, I saw that she \_\_\_ (move) and \_\_\_ (stand) with her hand on the handle of the door.
9. Our taxi to the airport didn't turn up on time, and so by the time we \_\_\_ (get) to the check-in desk, the flight \_\_\_ (already/close).
10. When I \_\_\_ (look) out of the window, the sun \_\_\_ (approach) the horizon and dark clouds \_\_\_ (overspread) the sky.



## Grammar in Context

**Ex. 35.** Put the verb in brackets into the Past Indefinite and the Past Perfect.

The biggest event in Tom's life 1) \_\_\_ (happen) by chance. He 2) \_\_\_ (be) 22 years old and he 3) \_\_\_ (just/graduate) from university. He was looking for a job. Tom 4) \_\_\_ (want) to be a journalist, but he 5) \_\_\_ (know) he 6) \_\_\_ (not/have) enough experience. You see, as a student, Tom 7) \_\_\_ (spend) most of his time in the university theatre. He 8) \_\_\_ (apply) to many newspapers, but he 9) \_\_\_ (not/receive) any replies. Then one day, the phone 10) \_\_\_ (ring). It was a woman who 11) \_\_\_ (offer) Tom a job as an actor. She 12) \_\_\_ (see) him in a play at the university and 13) \_\_\_ (enjoy) the performance. He 14) \_\_\_ (take) the job and ever since then he's been a very successful actor. Last night Tom 15) \_\_\_ (discover) he 16) \_\_\_ (win) an award for his performance in the play.

**Ex. 36.** In the following article from a magazine about biographies, there are nineteen errors in verb forms referring to the past time. Find and correct these errors.

Albert Einstein, one of the world's most renowned scientists, didn't talk was born in Germany in 1879. It is said that he ~~wasn't talking~~ **didn't talk** until he was four years old, and that his parents and others believed that he was of average intelligence, or less. When he was in elementary school, his teachers hadn't thought he was a promising student. By the time he was eight years old, they have already decided that he could not learn as fast as his classmates could. Furthermore, he didn't had much interest in his classes, and he will not give time to studying the required Latin and Greek.

The only subject that interested him was mathematics. However, even this interest caused trouble with his teachers; Einstein has been solving mathematical problems in his own way which was different from the way of the prescribed curriculum. His teachers don't believe that his future will be very bright.

When Einstein was sixteen, he left school. His parents were moving to Italy earlier, so he decided to follow them there. After he is in Italy for only a few months, he decided to enter another school, the Zurich Polytechnic,



in Switzerland. There he encountered other problems: the teachers forced him to study the same subjects that the other students study at the time. Of course, he already mastered the basic subjects that were taught in the school, and so he quickly had become bored and disillusioned. He has been studying physics and other natural sciences by himself before that time, and he had hoped to continue in his own way. After many bust rations, he finally has graduated from the Polytechnic just after he turned twenty-one years old. At that time, he began publishing his important scientific theories. At first, his theories weren't accepted, but after a while, other scientists were realizing how brilliant they were, and Einstein received the recognition he deserved.

Einstein settled in the United States before World War II. He taught at Princeton University in New Jersey, and continued to make important contributions to science. In the town of Princeton, he used to walking around town like any ordinary citizen, and was usually not recognized as the great man that he was.

Einstein's theories changed the ways that scientists were thinking about time, space, and matter. His ideas, such as the theory of relativity, continue to be valid today. There has been no other scientist of such importance in the twentieth century, and indeed, he is among the few great scientists of all time.



### Translation Practice

**Ex. 37.** Translate into English.

1. Войдя в комнату, он увидел Анну там, где её оставил.
2. Дождь прекратился, но в воздухе всё ещё была лёгкая дымка.
3. Когда все ушли, она взяла телефон и набрала знакомый номер.
4. Когда гости ушли, она вошла в гостиную и выключила свет.
5. Когда родители вернулись, я показала им, что я сделала.
6. Когда экспедиция вернулась, они рассказали, что они видели в Арктике.
7. К концу года я нашёл выход из сложной ситуации.
8. Он не помнил его имени и не помнил, чтобы встречал его раньше.
9. Мы ехали по скоростному шоссе, когда внезапно началась гроза с градом.

10. Он не прочёл и полкниги, как заявил, что она ему не нравится.
11. Он опять вернулся в Москву, где жил с родителями в детстве.
12. Мы провели несколько встреч нашей команды, прежде чем закончить проект.
13. После того, как они ушли, я остался один в офисе.
14. В своём интервью актриса не захотела уточнить, что она пережила в детстве.
15. В последние дни их отпуска в горах было очень холодно, но снег не шёл.
16. Приехав домой, он узнал, что его сестра только что ушла.
17. Наша сборная уже забила два гола к тому времени, как мы пришли на матч.
18. Я заметил, когда вошёл, что кто-то забыл свой зонтик на крыльце.
19. Я не знала, когда он ушёл.
20. Я удивился тому, какие успехи она сделала, учитывая, как мало времени прошло с тех пор, как я видел её в последний раз.



### Communication & Writing Practice

**Ex. 38.** Think about things you had never done before you began studying / living here (or before a certain year). Have a class discussion and write some of the results on the board.

*Possible topics: food, sports, clothing, entertainment, transportation.*

*Model: Before I entered Togliatti State University, I had never slept so little.*

**Ex. 39. WRITING.** Write a journal entry explaining an achievement, for example, getting your driver's license, learning a new skill, or getting a job. In your journal entry, answer some of these questions:

- What had you been doing before your achievement?
- How did you prepare for it?
- Had you considered giving up before you succeeded?

Use the Past Perfect.

*Model: I got my driver's license yesterday. Before I got behind the wheel, I'd worried about the road test. But as soon as I started the car, I knew I could pass.*

### 4.3. The Future Perfect Tense

will have + V<sub>ed/3</sub>

#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will have worked	I will not have worked	Will I have worked?
I'll have worked	I won't have worked	

#### 2. The usage

The Future Perfect may denote	Examples
An action which will be finished before a stated future time	<i>They will have finished building their house by May.</i> <i>He'll have finished his work when I call him</i>

**Examples of time words and phrases we use with the Future Perfect:**

*before, by, by then, by the time (until/till is used only in negative sentences with this tense), when my mother comes, etc.*

#### Exercises

**Ex. 40.** Put the verb in brackets into the Future Perfect.

*Model: He \_\_\_ (finish) his essay by 8 pm. – He'll have finished his essay by 8 pm.*

- I \_\_\_ (translate) this text by 6 o'clock this afternoon.
- I \_\_\_ (make) this cake by her birthday.
- He \_\_\_ (not/learn) his lesson by tomorrow if he hasn't yet begun to study it.
- This work is so time-consuming that I \_\_\_ (not/complete) it in a year's time.
- After you finish this book, you \_\_\_ (learn) over a thousand words.
- By the end of the month the team \_\_\_ (come) to some decision.
- If she returns after July 1<sup>st</sup>, I won't see her since I \_\_\_ (already/go) to the South by the time.

**Ex. 41.** Answer the questions in the Future Perfect Tense, using the words in brackets.

*Model: 'Will you still be busy if I call you at six?' (finish) – 'Oh, no, we'll have finished by that time.'*

1. 'Will he be at home next Tuesday?' (leave for New York)
2. 'Will she be expecting your call tomorrow morning?' (receive my email)
3. 'Will they still be staying at the hotel tomorrow?' (move to their new house)
4. 'Will you be discussing the plan at 2 o'clock?' (make a decision)
5. 'Will you be having a lesson when I come home?' (go to the swimming pool)
6. 'Will you still remember me in five years?' (forget)
7. 'Will your brother still be a student next autumn?' (graduate)
8. 'Will your students be writing a test at ten in the morning?' (finish)

**Ex. 42.** Put the verb in brackets into the Present Indefinite, the Future Indefinite or the Future Perfect.

*Model: She will have written the report by the end of the month.*

1. 'I \_\_\_ (be) afraid my train \_\_\_ (leave) by that time.' – '\_\_\_ (not/worry), I \_\_\_ (drive) you home.'
2. 'It \_\_\_ (be) very late.' – 'They \_\_\_ (be) back soon.'
3. 'There \_\_\_ (be) no planes tonight.' – 'Never mind, I \_\_\_ (go) by train.'
4. \_\_\_ (you/be) angry if I \_\_\_ (talk) to you about it?
5. By the time you \_\_\_ (finish) cooking, they \_\_\_ (do) their work.
6. He \_\_\_ (be) here for two hours by the time you \_\_\_ (come) back.
7. I hope it \_\_\_ (stop) snowing by tomorrow morning.
8. If you \_\_\_ (think) it over, you \_\_\_ (see) I am right.
9. If you \_\_\_ (not/take) a taxi, you \_\_\_ (be) late. By the time you \_\_\_ (get) to the airport, the check-in will be over and you \_\_\_ (miss) the plane.



## Translation Practice

**Ex. 43.** Translate into English.

1. К приезду комиссии я закончу этот финансовый отчет.
2. Я заполню регистрационную форму к тому времени, как ты заплатишь взнос за участие в конкурсе.
3. К 20 июня мы сдадим все экзамены.
4. Строители построят новую школу в этом районе к 1 сентября.
5. Мы сделаем все задания по истории к трём часам дня, а потом пойдём прогуляемся.
6. Поезд уже уйдёт к тому времени, когда мы придём на станцию.
7. Я переведу эту статью к понедельнику.
8. Я полагаю, что к концу следующей недели клининговая компания уберётся в офисе и мы приступим к работе.
9. Я боюсь, что мы не подготовим все необходимые документы к следующей неделе.
10. Новая модель смартфона будет разработана к сентябрю.
11. Я задам вам несколько вопросов, прежде чем окончательно решиться принять ваше предложение.
12. К январю следующего года они разработают и зарегистрируют вакцину.

## Unit 5. THE PERFECT CONTINUOUS (PROGRESSIVE) FORMS

### Recommendations for study: Unit 5

**Unit objectives:** study the formation of the Perfect Continuous (Progressive) verb forms in various types of sentences and tenses and do the exercises provided.

### After this unit students will:

- learn about the formation of the Present Perfect Continuous (Progressive) Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Past Perfect Continuous (Progressive) Tense in various types of sentences as well as its usage peculiarities;
- learn about the formation of the Future Perfect Continuous (Progressive) Tense in various types of sentences and tenses as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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## 5.1. The Present Perfect Continuous (Progressive) Tense

have been + V <sub>ing</sub> (Participle I)
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### 5.1.1. The Present Perfect Continuous (Progressive) Tense

#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
have been working has been working	have not been working has not been working	Have you been working? Has he been working?
I've been working She's been working	We haven't been working She hasn't been working	

#### 2. The usage

The Present Perfect Continuous Tense	
Inclusive	Exclusive
<p>Denotes an action which began in the past, has been going on up to the present and is still going on. It is usually used with 'since, for'. It is rendered into <u>Russian</u> by the <u>present</u>.</p> <p><i>I have been learning English for 10 years.</i> <i>I've been learning Spanish since we last met and have made some progress in it</i></p>	<p>Denotes an action which was recently in progress, but is no longer going on at the present moment. It explains a present situation. It is rendered into <u>Russian</u> by the <u>past</u>.</p> <p><i>There are puddles everywhere.</i> <i>It has been raining hard.</i> <i>Why are you so wet? Have you been running?</i></p>

## Notes

1. The verbs not used in the Continuous form cannot be used in the Perfect Continuous form either. In this case we use the Perfect form:

*I **have known** him since last year.*

2. With such verbs as 'live', 'work', you can use both the Present Perfect and the Present Perfect Continuous, there's little contrast:

*How long **have you lived** here?*

*How long **have you been living** here?*

**Examples of time expressions used with the Present Perfect Continuous:**

*how long, since (= from a starting point in the past), for (= over a period of time), all (day), etc.*

## Exercises

**Ex. 1.** Put the verb in brackets into the Present Perfect Continuous.

*Model: I \_\_\_ (work) on this task for a year. – I have been working on this task for a year.*

1. Camera sales \_\_\_ (fall) for several years.
2. \_\_\_ (she/sleep) all this time?
3. You are red all over. How long \_\_\_ (you/lie) in the sun today?
4. 'Any news about your latest project?' – 'I \_\_\_ (just/tell) about it.'
5. He says he \_\_\_ (not/feel) well for the past week.
6. You \_\_\_ (talk) this nonsense all day long.
7. I \_\_\_ (try) to get you all day, George!
8. I \_\_\_ (not/sleep) well for months.
9. We \_\_\_ (see) each other regularly since the party at Helen's.
10. 'Jack isn't working now.' – 'He \_\_\_ (not/work) for years.'

**Ex. 2.** Make up sentences using the Present Perfect Continuous.

*Model: Suzy is in her riding boots. (she/ride) – She has been riding.*

*You are dirty all over. What \_\_\_ (you/do)? – What have you been doing?*

1. Have a rest now. (you / work too hard / lately)
2. Her hands are red and wet. (she / scrub / the floors / for three hours)
3. The children are quite voiceless. (they / sing at the top of their voices / since morning)
4. You are shivering. (you / stand / in this cold / long?)





## Translation Practice

Ex. 3. Translate into English.

1. Какой глубокий снег! Сколько времени шёл снег?
2. У тебя порвана рубашка. Вы опять дрались в школе?
3. Я учу корейский с сентября.
4. Он играет на телефоне уже три часа.
5. Как давно у Вас болит нога?
6. Маша Иванова ищет работу уже целый год.
7. Мой брат ремонтирует компьютеры уже десять лет.
8. Они работают над этим проектом с октября.
9. Ты давно меня ждёшь?
10. Я знаю его уже пять лет.
11. С какого возраста ты занимаешься танцами?
12. Как давно вы живёте в этом городе?
13. Мой друг не ест мясо уже два года.
14. «У тебя глаза красные. Ты плакала?» – «Нет, я просто чистила лук».

### 5.1.2. The Present Continuous and the Present Perfect Continuous

PRESENT CONTINUOUS	PRESENT PERFECT CONTINUOUS
when? – now <i>‘What are you writing?’ – ‘I am writing an essay’</i>	how long? <i>I’ve been writing it for two hours</i>

### Exercises

Ex. 4. Open the brackets.

Model: They \_\_\_ (make) biscuits since 11 o'clock. – They've been making biscuits since 11 o'clock.

1. Why are you screaming? There is nobody in that room. \_\_\_ (you/read) scary stories again?
2. What \_\_\_ (you/do) here?
3. All things in the living-room are out of place. The children \_\_\_ (play) hide-and-peek!

4. 'Where's Fred?' – 'He \_\_\_ (work) in the garden. He \_\_\_ (plant) rose bushes since dawn.'
5. He \_\_\_ (do) his lessons since after lunch.
6. I \_\_\_ (think) of your aunt's proposal since we last met.
7. Where \_\_\_ (you/swim) at this early hour of the day?
8. We \_\_\_ (stay) at the 'Regent Hotel'; won't you come and see us?
9. For a week now, those mice \_\_\_ (steal) food from the pantry.
10. Down by the pine woods, they \_\_\_ (lay) out a new road.

**Ex. 5.** Use the Present Continuous or the Present Perfect Continuous.

*Model: 'You're covered in mud!' – 'I have been playing football.'*

1. What \_\_\_ (you/do) to yourself since I've been away?
2. I \_\_\_ (read) Shakespeare in your absence, and now I \_\_\_ (try) to learn this beautiful sonnet.
3. 'What \_\_\_ (the children/do)?' – 'They \_\_\_ (play) games all morning, and now they \_\_\_ (learn) to do origami.'
4. 'Our friends \_\_\_ (leave).' – 'How long \_\_\_ (they/stay) with you?'
5. 'What \_\_\_ (you/think) about?' – 'I \_\_\_ (not/think), I \_\_\_ (count) the birds in the sky.'
6. 'Where's my daughter?' – 'She \_\_\_ (talk) to a policeman.' – 'What's happened?' – 'She \_\_\_ (drive) without a license.'
7. He had barely entered the room when his secretary said, 'Somebody \_\_\_ (ring) for you for the last five minutes.'
8. 'Florence, dear, I \_\_\_ (look) for you everywhere.' – 'What's happened?' – 'Mr. Cusack \_\_\_ (wait) for you in the house.'



### Translation Practice

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

1. «Мужчина у окна смотрит на нас». – «Да, и что из этого?» – «Я его встречаю повсюду в последнее время».
2. Она преподаёт английский в этом колледже с прошлого года.
3. Как давно вам снится этот странный сон?
4. «Которая из девушек Аня?» – «На ней красный лонгслив и чёрные джинсы».
5. Я ношу эти лоферы уже два года. Они очень удобные.

6. Кого вы ждёте?
7. Давно вы его ждёте?
8. Что вы слушаете?
9. «Куда ты так торопишься?» – «Мама ждёт меня на остановке уже пять минут, и у неё сел телефон».
10. Она учит меня английскому языку, не мешай.

### 5.1.3. The Present Perfect and the Present Perfect Continuous (Progressive)

PRESENT PERFECT	PRESENT PERFECT CONTINUOUS
Denotes a completed action, a result. <i>The bottle is empty. Somebody <b>has drunk</b> the lemonade.</i> <i>I've <b>printed</b> your report. (= I've done it.)</i>	Focuses on the process/duration more than on the result. <i>Somebody <b>has been drinking</b> from this bottle. It's half empty.</i> <i>He's <b>been printing</b> it for 10 minutes now!</i>

#### Exercises

**Ex. 7.** Put the verbs in brackets into the Present Perfect and the Present Perfect Continuous.

*Model: Someone has been using my phone, it no longer recognizes my fingerprint!*

1. Many people believe that our climate \_\_\_ (change) much.
2. I \_\_\_ (collect) the pictures with bridges since I graduated from university. Now I \_\_\_ (collect) enough to organize an interesting exhibition.
3. She \_\_\_ (read) a fairytale to the children since breakfast. They \_\_\_ (not/finish) yet.
4. 'You \_\_\_ (come) out at last,' he said. 'Well, I \_\_\_ (stand) here long, and (watch) the stars.'
5. What \_\_\_ (happen) to Mary? John \_\_\_ (phone) her up the whole evening and nobody \_\_\_ (answer).
6. Those people \_\_\_ (wait) for a tram for the last fifteen minutes. I'm afraid they don't know that the electricity \_\_\_ (go) out.

7. So, you \_\_\_ (arrive). We \_\_\_ (just/talk) about you.
8. ‘How long you \_\_\_ (know) about it?’ – ‘I \_\_\_ (know) it all the time.’
9. ‘Why you \_\_\_ (turn) off the music?’ – ‘I feel sick; I \_\_\_ (play) it for hours.’

**Ex. 8.** Ask a question using the correct verb form.

*Model: He trains young athletes. – How many young athletes has he trained?*

1. He drives Mercedes convertible. How long \_\_\_?
2. He translates books from Chinese and Korean. How many books \_\_\_?
3. They are travelling across the USA in a camper van. How long \_\_\_?
4. They are visiting the hospital. How many times \_\_\_?

**Ex. 9.** Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tense.

*Model: I have been to that gallery twice but I haven't seen this painting.*

1. \_\_\_ (we/meet) before?
2. I \_\_\_ (often/see) his name in the news feeds this year.
3. I \_\_\_ (try) to catch the waiter’s attention for about 15 minutes now.
4. She \_\_\_ (study) English for a year and \_\_\_ (learn) many words and expressions.
5. I \_\_\_ (not/hear) about him since yesterday.
6. I \_\_\_ (look) for him since I finished my lesson, but I \_\_\_ (not/find) him. I \_\_\_ (be) to his office and to the laboratory but he isn’t there.
7. ‘Hello, Sven. \_\_\_ (you/see) Alex yet?’ – ‘No, I \_\_\_ (not/be) to the shop floor today. I \_\_\_ (talk) on the phone to our clients all morning.’
8. I \_\_\_ (be) up here since about six. I \_\_\_ (wander) around for hours.
9. I \_\_\_ (come) to you to settle a doubt that is in my mind.
10. I expect these young men \_\_\_ (inform) you who I am.
11. ‘I know what you \_\_\_ (think) of these last days,’ he said. ‘You \_\_\_ (make) up your mind?’
12. They \_\_\_ (struggle) with this problem for about a month and they \_\_\_ (solve) it at last.
13. They \_\_\_ (discuss) the case for hours but \_\_\_ (be) unable to come to any decision.
14. You \_\_\_ (phone) Harry again and he \_\_\_ (put) this idea into your head.

15. You \_\_\_ (listen to) gossip. The things you \_\_\_ (hear) are quite impossible.
16. I \_\_\_ (wait) here since ten o'clock. Nobody \_\_\_ (look) in here.
17. I \_\_\_ (tell) you so for years, but you never \_\_\_ (pay) any attention.
18. She \_\_\_ (talk) about it ever since I met her and nothing \_\_\_ (come) out of it.
19. She \_\_\_ (do) zumba since September and she \_\_\_ (become) slimmer.
20. You \_\_\_ (ask) him this question for a week, and still, he \_\_\_ (not/answer) you.



### Grammar in Context

**Ex. 10.** Put the verb into the correct form, the Present Perfect or the Present Perfect Continuous.

Hi Sam,

How are things? I 1) \_\_\_ (not/hear) from you in a while. What 2) \_\_\_ (you/be) up to these past few weeks? 3) \_\_\_ (you/finish) your exams yet? Mine start next week and I'm already nervous. Even though I 4) \_\_\_ (study) pretty hard since May, it still feels like I have a lot to learn. Oh! Guess what! I 5) \_\_\_ (change) my mind about getting a job when I leave school. I 6) \_\_\_ (decide) that I want to go to university and study veterinary science instead. Everyone's really surprised, but I 7) \_\_\_ (think) about it for a while. As you know, I 8) \_\_\_ (work) as a volunteer at an animal shelter for the past two years and I 9) \_\_\_ (realise) that helping animals is what I want to do with my life. What about you? 10) \_\_\_ (you/think) any more about coming to visit me in August?

Brigitte



### Translation Practice

**Ex. 11.** Translate into English.

1. «Почему у тебя синие губы?» – «Я ела чернику».
2. Ты съел весь пирог? Ты что, давно не ел?
3. «Ты знакома с Томом?» – «Я знаю его целую вечность».
4. Я сегодня ходила по магазинам и наконец нашла себе подходящие кроссовки.

5. Какой чудный запах! Бабушка варит варенье.
6. Мы выращиваем лучший в регионе виноград уже на протяжении 10 лет.
7. «Что ты делаешь в гараже так долго?» — «Я накачиваю шины (pump the tires). Я уже накачал три. Ты сможешь мне с четвертой?»
8. Мой друг уже два месяца не пользуется соцсетями.
9. «Почему вы так шумите?» — «Я потерял ключ и пытаюсь разбудить жену, поэтому я бросаю камни в окно нашей спальни». — «Вы бросаете камни не в то окно. Вы живёте в соседнем доме».
10. Мы ищем программиста в нашу компанию уже два месяца.
11. «Что вы делаете?» — «Мы собираем яблоки». — «Сколько вы уже собрали?» — «Мы собрали 5 корзин».
12. «Он только что продал две свои картины». — «Ему повезло. Мой муж рисует уже пять лет и еще не продал ни одной картины».
13. «Куда ты дела мои ботинки? Я не могу их найти». — «Ой, Майк только что ушёл в них».
14. Тот человек стоит на автобусной остановке последние полчаса. Сказать ему, что последний автобус уже ушёл?
15. Как давно ты занимаешься разработкой веб-сайтов?

## 5.2. The Past Perfect Continuous (Progressive) Tense

### 5.2.1. The Past Perfect Continuous (Progressive) Tense

#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I had been working	We had not been working	Had you been working?
I'd been working	We hadn't been working	

## 2. The usage

Inclusive	Exclusive
Denotes an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. It is used with 'since, for'	Denotes an action which was no longer going on at a definite moment in the past, but which had been in progress not long before
<i>It was 1 o'clock and the dog from next door <b>had been barking</b> for two hours</i>	<i>Outside everything was in deep snow. It <b>had been snowing</b> hard all night (not at that moment)</i>

### Examples of time expressions used with the Past Perfect Continuous:

*how long, since, for*

### Exercises

**Ex. 12.** Put the verb in brackets into the Past Perfect Continuous.

*Model: She had been working as a clerk for 10 years before she resigned.*

1. Why were you so wet? What \_\_\_ (do)?
2. We \_\_\_ (live) in the same house for twelve years before we decided to move.
3. I realized that he had come away with me in order to discuss once more what he already \_\_\_ (discuss) for hours with his sister-in-law.
4. By the May 2020, they \_\_\_ (release) 5 films, two of which were real box-office hits.
5. I slowly released a breath and only then realized that I \_\_\_ (hold) it for some time.

**Ex. 13.** Put the verb in brackets into the Past Indefinite, the Past Perfect or the Past Perfect Continuous.

*Model: She had been trying to get a visa for months before she gave up.*

1. He \_\_\_ (say) he just \_\_\_ (finish) the book he \_\_\_ (read) all this time.
2. He clearly \_\_\_ (listen) to our conversation, and I \_\_\_ (wonder) how much he \_\_\_ (hear).
3. It \_\_\_ (be) 6 pm, and Jack \_\_\_ (be) tired because he \_\_\_ (work) hard all day.

4. It \_\_\_ (rain) since the morning, and the fields \_\_\_ (be) quite muddy.
5. She \_\_\_ (say) she \_\_\_ (teach) at this school for twenty years.
6. The delivery guy \_\_\_ (come) after lunch and \_\_\_ (bring) me a package which I \_\_\_ (expect) for a long time.
7. When I \_\_\_ (leave) home, the snow already \_\_\_ (stop).

**Ex. 14.** Answer the questions.

*Model: 'Did you work at your English yesterday?' – 'Yes, I did.'*

*'How long had you been working at your English before you went for a walk?' (for an hour) – 'I had been working at my English for an hour.'*

1. Did he listen to that song yesterday? How long had he been listening to it before he could understand all the words? (for an hour)
2. Did it rain yesterday? How long had it been raining when you left home? (for 3 hours)
3. Did she work at the University before she retired? How long had she been working there before she retired? (for 25 years)
4. Did the children walk in the yard in the morning? How long had they been walking before you called them back? (for 2 hours)
5. Did they study Korean before they became K-pop fans? How long had they been studying it before the university introduced a Korean class? (for 5 years)
6. Did they work on their book last year? How long had they been working on it before they sent it to the publishing house? (for 2 years)
7. Did you stay at the hotel when you were in London? How long had you been living there when Jane arrived? (for a fortnight)
8. Did your brother play football yesterday? How long had he been playing football before he took part in the World Cup for the first time? (for 6 years)



### 5.2.2. The Past Continuous and the Past Perfect Continuous (Progressive)

PAST CONTINUOUS	PAST PERFECT CONTINUOUS
Denotes an action going on at a definite moment in the past, <i>no previous duration is expressed.</i> <i>I looked out of the window. It was <b>raining</b></i>	Expresses the previous duration. <i><b>It had been raining for days</b></i>

#### Exercises

**Ex. 15.** Put the verb into the correct form, the Past Perfect Continuous or the Past Continuous.

*Model: Their swimming suits were wet. They had been swimming.  
She was in the swimming pool. She was swimming.*

1. He came into the kitchen. His parents stopped talking. They \_\_\_ (talk) about him.
2. Julia \_\_\_ (stand) at the bus stop for twenty minutes when Ivo drove up and got out of the car.
3. She came into the room. Her husband was at his desk. He \_\_\_ (write).
4. The boy was leaning against the tree, out of breath. He \_\_\_ (run) very fast.
5. When the newly-weds arrived at the restaurant, their guests \_\_\_ (wait) for them. They felt rather hungry because they \_\_\_ (wait) for a long time.

**Ex. 16.** Put the verb in brackets into the Past Indefinite, the Past Continuous or the Past Perfect Continuous.

*Model: They were flying over the Andes when the storm began.*

1. When I \_\_\_ (get) home that evening, my little son \_\_\_ (eat) dinner himself for the first time.
2. My sister's wedding \_\_\_ (be) the only thing everybody \_\_\_ (talk) at home for the last two weeks.
3. They \_\_\_ (go) back to the hotel and up to their room where they \_\_\_ (expect) the inspector at six-thirty.
4. Presently, he \_\_\_ (turn) to look at the corner where she \_\_\_ (stand).

5. They \_\_\_ (start) producing hybrid cars in 2018 and \_\_\_\_\_ still (produce) them three years later.
6. He \_\_\_ (just/leave) for the airport when I \_\_\_ (call).
7. 'Who are you thinking of?' he \_\_\_ (ask) after he \_\_\_ (look) at me for a few seconds.
8. They \_\_\_ (stand) in the open front doorway, waiting for her to come closer.
9. Last Sunday our taxi to the airport \_\_\_\_\_ (not turn up) on time, and by the time we \_\_\_\_\_ (get) to the check-in desk, the flight \_\_\_\_\_ (close) already.

**Ex. 17.** Put the verb in brackets into the Past Indefinite, the Past Continuous, the Past Perfect or the Past Perfect Continuous.

*Model: Anna didn't understand why the mysterious stranger sent her such a letter.*

1. Nobody \_\_\_ (know) where Smith \_\_\_ (go).
2. A girl who \_\_\_ (stand) under the beech tree \_\_\_ (come) up to us.
3. Mary \_\_\_ (speak) to Mr. Boxwell when I \_\_\_ (see) her in the corridor this morning.
4. John \_\_\_ (park) the car in Fifth Avenue when a young man in black glasses \_\_\_ (appear) from nowhere and \_\_\_ (stand) before him.
5. He again \_\_\_ (come) to the village where he \_\_\_ (live) in his childhood.
6. While we \_\_\_ (talk), there \_\_\_ (come) a loud knock at the door.
7. He \_\_\_ (look) into the living room. The old man \_\_\_ (sleep) peacefully in the armchair at the fireplace.
8. When their visitor \_\_\_ (leave), John and his mother \_\_\_ (stand) near the window.
9. When he \_\_\_ (dress), he \_\_\_ (go) downstairs, \_\_\_ (write) a long message to his parents and another to his sister.
10. His sick brother \_\_\_ (sleep) for three hours before the doctor \_\_\_ (came).
11. While she \_\_\_ (read) this notice, a middle-aged woman \_\_\_ (appear) in the doorway.
12. When he \_\_\_ (come) back to the conference room, he \_\_\_ (see) that the situation \_\_\_ (change).
13. She \_\_\_ (sit) at the table only five minutes when a car \_\_\_ (come).

14. Their father \_\_\_ (be) still silent, even when they \_\_\_ (have) coffee.
15. The three \_\_\_ (sit) down to the meal that Susan \_\_\_ (prepare).
16. He \_\_\_ (sit) thinking of his wife whom he \_\_\_ (leave) alone in Europe.
17. They \_\_\_ (look) over the accounts together and \_\_\_ (find) where she \_\_\_ (make) her mistake.
18. I \_\_\_ (be) surprised at John's failure because he \_\_\_ (be) such a good student previously.



### Translation Practice

**Ex. 18.** Translate into English.

1. Она поругалась со своим мужем десять минут назад.
2. Перед отъездом мы зашли к миссис Чандлер. Мы не видели её некоторое время, и моя сестра заметила, что она сильно изменилась.
3. Гости ушли. Теперь они сидели одни перед камином в гостиной.
4. Люди, которых она встречала по дороге домой, улыбались ей и спрашивали, как она провела отпуск.
5. Я думаю, он показал мне около тридцати картин. Это был результат шести лет работы, в течение которых он рисовал.
6. На пожилой даме было бархатное платье, которое она надевала в последний раз двадцать лет назад.
7. Я заполнил бланк заказа в интернет-магазине, положил товар в корзину и только потом вспомнил, что у меня нет денег на счету. А я заполнял этот бланк 30 минут!
8. Она изучала искусство рисования три года, прежде чем стала работать в издательстве. Когда я попросил её сделать иллюстрации к моей книге, она только заканчивала иллюстрировать свою первую книгу.
9. Когда я вчера принимала ванну, как всегда, зазвонил телефон.
10. Мы полчаса смеялись над его шуткой, прежде чем поняли, что он не шутил и ситуация на самом деле серьёзная.
11. Не успели они проехать и пяти миль, как их остановила полиция.
12. Он путешествовал уже два дня, но выглядел свежим и не чувствовал усталости.
13. Буря утихла, небо прояснилось, и опять засветило солнце.

14. Мы играли три часа, прежде чем мой брат присоединился к нам.  
 15. Прошлым летом я посетила город своего детства. Деревца, которые отец посадил, когда я была маленькой, стали теперь большими высокими деревьями.

### 5.3. The Future Perfect Continuous (Progressive) Tense

#### 1. The formation

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will have been working	I will not have been working	Will you have been working?
I'll have been working	I won't have been reading	

#### 2. The usage

The **Future Perfect Continuous Tense** denotes an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.

*By the next August she will have been teaching English for 30 years.*

**Examples of time expressions used with the Future Perfect Continuous:**

*how long, since, for*

#### Exercises

**Ex. 19.** Put the verb in brackets into the Future Perfect Continuous.

*Model: By the end of the month, I'll have been working at this company for ten years!*

- By the end of this month, we \_\_\_ (learn) this language for ten years.
- When my daughter goes to school, we \_\_\_ (live) here for over five years.
- When the new decade begins, they \_\_\_ (reconstruct) this church for nearly 25 years.
- If nobody stops him, he \_\_\_ (grumble) for hours.
- We can get there at seven at the earliest. They will be painting the fence. If we arrive at 8.30, they \_\_\_ (paint) it for three hours at least; and if we come at 9.30, they will have probably finished the work.



## Translation Practice

**Ex. 20.** Translate into English.

1. К тому времени, как он закончит университет, его родители проработают в Южной Африке два года.
2. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке.
3. К тому времени, как ты вернёшься, я буду делать это упражнение уже два часа.
4. К тому времени, когда она придет, я уже буду жить здесь в течение двух лет.
5. На будущий год к этому времени она будет изучать французский уже два года.

## Unit 6. THE SEQUENCE OF TENSES. DIRECT AND INDIRECT SPEECH

### Recommendations for study: Unit 6

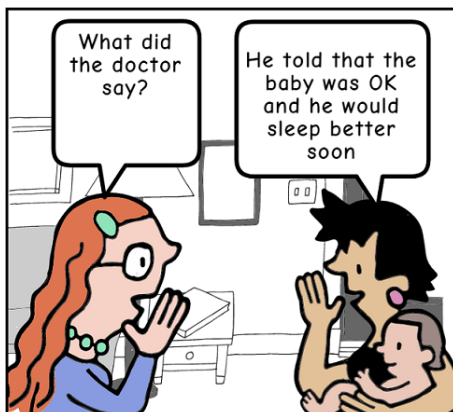
**Objectives:** to study the formation of sequence of tenses in various types of sentences and its usage peculiarities and do the exercises provided.

### After this unit students will:

- learn about the formation of the sequence of tenses in various types of sentences as well as its usage peculiarities;
- be able to use new structures appropriately in speech and writing;
- acquire skills in using new structures freely and creatively in motivating, open-ended activities.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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### 6.1. General Rules

**The rule states:** if the verb in the principal clause is in one of the past tenses, a past tense (or future-in-the-past) must be used in the subordinate clause. The action expressed in the subordinate clause can be simultaneous, prior with the action expressed in the principal clause, or next to that of the

principal clause. Study how the rule of the sequence of tenses is observed in such clauses.

	<b>Simultaneous Action</b>	<b>Prior Action</b>	<b>Future Action</b>
<i>I knew... (that) He said...</i>	<i>he studied at Togliatti State University – он учится в Тольяттинском государственном университете</i>	<i>he had already graduated from Togliatti State University – он уже закончил Тольяттинский государственный университет</i>	<i>they would study at Oxford University – они будут учиться в Оксфорде</i>
	<i>they were waiting for us – они ждут нас</i>	<i>she had been waiting for the bus when I saw her – она ждала автобус, когда я ее встретил</i>	<i>they would be working at 6 – в 6 ч они будут работать</i>
	<i>he had known her for two years – он знает ее 2 года</i>	<i>she had been ill for two weeks – она болела две недели</i>	<i>he would have translated the article by Monday – он уже переведет эту статью к понедельнику</i>
	<i>he had been living in London since 1946 – он живет в Лондоне с 1946 года</i>	<i>it had been raining as it was wet outside – шел дождь, так как на улице мокро</i>	<i>by the end of this month, he would have been working here for 10 years – к концу этого месяца он проработает здесь в течение 10 лет</i>

**A useful general rule we backshift the reported clauses ‘one tense back’: ‘present’ becomes ‘past’, ‘past’ becomes ‘past perfect’, ‘will’ becomes ‘would’.**

Study how the tenses are changed according to the rule of the sequence of tenses.

Present Indefinite: <i>I do...</i>	Past Indefinite: <i>I did...</i>
Present Continuous: <i>He is doing...</i>	Past Continuous: <i>He was doing...</i>
Present Perfect: <i>I've done...</i>	Past Perfect: <i>I had done...</i>
Past Indefinite: <i>I did...</i>	Past Perfect: <i>I had done... / I did...</i>
Past Continuous: <i>I was doing...</i>	Past Perfect Continuous or Past Continuous: <i>I had been doing / I was doing</i>
Past Perfect: <i>I had done...</i>	Does not change: <i>I had done...</i>
will (future)	would
can	could
may	might
must	must / had to
could have done	do not change
might have done	
should have done	
needn't have done	
here	there
this	that
these	those
now	then / at that moment / right away
today	that day
yesterday	the day before / the previous day
a (year) ago	a (year) before
last (night)	the previous (night)
tonight	that night
tomorrow	the next/following day



Time words and tenses can change or remain the same depending on the time reference and the context. If the reported sentence is out of date, the tenses change. If the reported sentence is up to date, the tenses can remain the same:

*'I'm going to Madrid next week,' she said. — She said she is going / was going to Madrid next week (up-to-date reporting — immediately reported after said).*

*'I'm going to Madrid in March,' she said. — She said she was going to Madrid in March (now it's April. She was in Madrid in March, out-of-date reporting).*

*'I told you it's raining' — In some hours: 'I told you it was raining'.*

So, when reporting sth which was said in another place or a long time ago, other parts of the sentence may have to be changed, apart from the tense. It is not always necessary to make these changes, especially in spoken indirect speech.

### Notes

1. If there are several subordinate clauses in a sentence, the rule is observed in all of them.

*I knew that he **had told** her that he **received** the emails every week. — Я знал, что он **сказал** ей, что **получает** эти письма каждую неделю.*

*I thought he **would tell** her that he **intended** to go to the sea. — Я думал, он **скажет** ей, что он **намеревается** поехать на море.*

*He said that Jack **had told** her that he **was writing** a play. — Он сказал, что Джек **говорил** ей, что он **пишет** пьесу.*

2. The sequence of tenses is not observed if the object clause expresses a general truth, laws of nature:

*The teacher told the children that water **boils** at 100 °C.*

*Galileo proved that the Earth **moves** round the Sun.*

If the speaker expresses something which is believed to be true, the tenses may change or remain unchanged. If something untrue is expressed, then the tenses definitely change. Compare:

*'She **likes** strawberries very much,' he said. (true) — He said she **likes/liked** strawberries very much.*

*'Canada **is** a poor country,' he said. (untrue) — He said Canada **was** a poor country.*

3. In **relative** clauses, **adverbial** clauses of **cause** and **comparison** we also use Present or Future.

*He **was not able** to translate the article because he **doesn't know** English well enough.*

*He **refused** to go to the theatre because he **will have** an exam in a few days.*

*It **was not so cold** yesterday as it **is** now.*

4. Past Indefinite can stay the same if we use a point in the past (*in 1945, two years ago, yesterday, last week, when he came, etc.*). You either change everything or leave everything unchanged.

*He **said** that he **left** Moscow 5 years ago.*

*He **knew** that Peter **was** at home yesterday.*

*She **said** she **was working** when I **rang** her up.*

**But:** *He **said** that he **had left** Moscow **the day before**.*

5. The Past Indefinite after 'since' and 'when' generally remains unchanged.

*She **said**, 'I **have been writing** since I **came**.' – She **said** she **had been writing** since she **came**.*

*'When I **came**, Jane **was playing** the piano.' – Kitty **said** that when she **came**, Jane **was playing** the piano.*

### Exercises

**Ex. 1.** Explain how the rules of the sequence of tenses work in these clauses. Translate the sentences.

1. She called my mother to say that they had just got the news from Boston announcing that Henry's brother had been married in Germany.
2. I knew she was dying to tell me what had happened.
3. He knew that his mother would think he was seriously ill and would probably speak to the teacher.
4. He wanted to return to the house to see how Billy was doing and tell him that he would be going out to California in two or three days.
5. Rudy decided that he would have to tell the professor that it was impossible for him to appear at university the next day, but that he would do it the following week.

**Ex. 2.** Give your reasons why the rules of the sequence of tenses are not observed in the following sentences.

1. He says he is free tomorrow.
2. He spoke with the satisfaction of a competent workman who knows his job from A to Z.
3. He sought pleasure in the simple and natural things that life offers to everyone.
4. Monty told me that he had no permit for the gun, and that in England it is illegal to own a gun without a permit.
5. I knew I should go; but we sat there because it is difficult to go without any particular reason for leaving.
6. Billy folded his arms and leaned back. 'I told you I don't like milk.'



### Translation Practice

**Ex. 3.** Translate the sentences from Russian into English.

1. Он мне говорил, что интересуется историей.
2. Он знал, о чём она думает.
3. Он сказал, что вернётся очень скоро.
4. Я знал, что он живёт в Лондоне.
5. Я знал, что она жила в Сан-Франциско.
6. Она мне не сказала, что говорила с ними.
7. Я думал, что он зарабатывает достаточно.
8. Я был рад, что он получил от неё письмо.
9. Я думал, что они пригласят нас.
10. Я был уверен, что он работает на этом заводе.
11. Я был уверен, что у него онлайн-урок, и поэтому не вошёл в комнату.
12. Он сказал мне, что видел их накануне.
13. Я был уверен, что он сидит в саду.
14. Она говорила, что книга ей нравится.
15. Я был уверен, что он живёт здесь уже много лет.
16. Я вчера слышал, что они в Эдинбурге.
17. Мы слышали, что они были в Ливерпуле.
18. Я слышал, что они работают уже несколько месяцев.

19. Мы не знали, что он болен.  
 20. Мы не знали, что он так давно болен.  
 21. Он не знал, что мы знаем друг друга с детства.

## 6.2. Indirect Statements

DIRECT SPEECH	INDIRECT (REPORTED) SPEECH
is the exact words someone said. We <b>use quotation marks</b> in direct speech	is the exact meaning of what someone said but not the exact words. We <b>do not use quotation marks</b> in indirect speech
<i>Jimmy said, 'My brother <b>is learning</b> to drive'</i> (the Present Continuous Tense)	<i>Jimmy said that his brother <b>was learning</b> to drive</i> (the Past Continuous Tense)
<i>Nick said, 'Sometimes I <b>go</b> home by tram'</i> (the Present Indefinite Tense)	<i>Nick said that sometimes he <b>went</b> home by tram</i> (the Past Indefinite Tense)
<i>The teacher told John, 'You <b>didn't write</b> exercise two'</i> (the Past Indefinite Tense)	<i>The teacher told John that he <b>hadn't written</b> exercise two</i> (the Past Perfect Tense)
<i>Frank said, 'Ron <b>fell</b> down, but he <b>didn't hurt</b> himself'</i> (the Past Indefinite Tense)	<i>Frank said that Ron <b>had fallen</b> down, but he <b>hadn't hurt</b> himself</i> (the Past Perfect Tense)
<i>Bob said, 'My uncle <b>has just arrived</b> from Paris'</i> (the Present Perfect Tense)	<i>Bob said that his uncle <b>had just arrived</b> from Paris</i> (the Past Perfect Tense)

### Notes

1. Notice carefully the changes in personal and possessive pronouns.
2. The verbs most commonly used to introduce the reported speech are: **to tell, to say, to add, to notice, to remark, to explain, to inform, to remind**, etc.

**Say** is used with or without a personal object. When used with a personal object, it is always followed by the preposition *to* (*said to me*):

*He said to me, 'I can fix it.'* – *He said (that) he could fix it.*

**Tell** is always followed by a personal object (*told me*):  
*'I can do it,' he said to me. – He told me he could do it.*

<p style="text-align: center;"><b>to say smth (to smb)</b> <b>to tell smb smth</b></p>
--

3. Indirect speech is formed according to the rule of the sequence of tenses: if the reporting verb is in the present, the tenses that follow are usually the same as those used in the original statement.

*'I've eaten.'* – *He says he **has eaten**.*

*'I enjoyed it.'* – *He says he **enjoyed it**.*

The reporting verb is often in the present when we are:

- passing on messages: *'What does Mother say?' – 'She says you **have to do it now**';*
- reading aloud, reporting: *The instructions say that you **connect this plug to the set**;*
- reporting what someone often says: *She's always telling me how rich she is.*

### Exercises

**Ex. 4.** Change the following sentences into indirect speech.

*Model: 'I will work hard,' he said. – He said (that) he would work hard.*

1. Jack told his father, 'I hope to pass the exam.'
2. Henry said to me, 'The teacher is listening to us.'
3. Bob said to Tom, 'I made no mistakes on the test.'
4. I told the policeman, 'I saw the thief in the garden.'
5. He said, 'I haven't read many English books.'
6. Jack's father said to him, 'You haven't cleaned your shoes.'
7. Mary said, 'I don't want to wear my old dress.'
8. My mother said to me, 'I feel very tired, and I have a headache.'
9. My friend told me, 'We have plenty of time to do our work.'
10. I said to my sister, 'I haven't seen my uncle for a long time.'

**Ex. 5.** Change the following sentences into direct speech.

*Model: He said he was going to work harder. – 'I am going to work harder,' he said.*

1. My sister said that she hadn't got a watch.
2. The teacher told his students that he was pleased with their work.

3. I told him that I hadn't seen his brother for a long time.
4. I told my mother that Henry was studying medicine at university.
5. She told the shop assistant that she didn't want any sugar.
6. We told the teacher that we didn't understand his question.
7. I told the taxi driver that he was driving too fast.
8. She said that her children were playing in the garden.

**Ex. 6.** Choose the correct word from those in brackets.

*Model: He told me he could do it.*

1. My grandmother always \_\_\_\_ me about her childhood. (*says/tells*)
2. 'Don't do that!' she \_\_\_\_ them. (*said/told*)
3. Did she \_\_\_\_ you where she had put my books? (*says/tell*)
4. When I was introduced to the actor, he \_\_\_\_ a few words to me. (*said/told*)
5. That little boy is very bad. He \_\_\_\_ a lot of lies. (*says/tells*)
6. She \_\_\_\_ to me she didn't know what to do. (*said/told*)
7. He often \_\_\_\_ things like that. (*says/tells*)



### Grammar in Context

**Ex. 7.** Do you know who Schliemann is? Rewrite each sentence about Schliemann as reported speech.

1. 'I've always been interested in the story of Troy,' he told journalists.
2. 'My father read the stories to me when I was a child,' he said.
3. 'I've always believed that Troy was a real place,' he said.
4. 'At an early age, I decided to discover the site of the city,' he said.
5. 'For many years I worked as a merchant in the USA and Russia,' he said.
6. 'I'm a wealthy man and I've retired from business,' he said.
7. 'I first went to the site at Hissarlik in 1868,' he said.
8. 'Since then, I've spent a lot of my own money on the excavation,' he said.
9. 'I'm working with a British archaeologist,' he said.
10. 'We're hoping to prove that Hissarlik is the site of ancient Troy,' he said.

### 6.3. Indirect Command and Request

An order or request in indirect speech is expressed by the to-infinitive. The verbs most commonly used to introduce indirect orders are ‘to tell, to order, to command’. Requests are usually introduced by the verb ‘to ask’. More emotional forms are ‘to beg’, ‘to implore’ (умолять), ‘to urge’ (настаивать, уговаривать).

DIRECT SPEECH	INDIRECT SPEECH
<i>The mother said to the lazy son, ‘Wake up!’</i>	<i>The mother <b>told</b> the lazy son <b>to wake up</b></i>
<i>Father said to me, ‘Remember to come in time.’</i>	<i>Father <b>reminded</b> me <b>to come in time</b></i>
<i>I said to Nick, ‘Shut the door, please.’</i>	<i>I <b>asked</b> Nick <b>to shut</b> the door</i>
<i>Mother said to the children, ‘Don’t ever enter this room.’</i>	<i>Mother <b>warned</b> the children <b>not to enter</b> that room</i>

#### Exercises

**Ex. 8.** Change the following sentences into indirect speech. Decide whether to use ‘told’ or ‘asked’, or whether either of these two verbs is suitable.

*Model: She said to me, ‘Stop what you are doing!’ – She told me to stop what I was doing.*

1. Mary said to her brother, ‘Take the phone, please.’
2. The teacher said to the students, ‘Pass me your papers, please.’
3. The old man said to the little girl, ‘Don’t run across the street.’
4. The teacher said to the students, ‘Learn the poem by heart.’
5. I said to my friend, ‘Meet me outside the cinema at six o’clock.’
6. Mary’s mother said to her, ‘Don’t go out without your coat.’
7. The teacher said to Tom, ‘Collect the exercise books and put them on my table.’
8. The doctor said to the sick man, ‘Don’t go back to work for two weeks.’
9. Jack said to me, ‘Please don’t go.’



## Translation Practice

Ex. 9. Translate the sentences from Russian to English.

1. Я попросил Джека одолжить мне ручку.
2. Полицейский велел всем оставаться на своих местах.
3. Учитель попросил студента стереть с доски.
4. Мама попросила меня закрыть окно.
5. Он напомнил мне отнести компьютер в ремонт.
6. Отец запретил детям входить в его кабинет.
7. Инспектор предупредил (warn) нас, что здесь стоянка запрещена (to park).
8. Гид посоветовал нам заглянуть и в этот небольшой музей.

## 6.4. Indirect Questions

### 6.4.1. Indirect General Questions

1. The inversion in the direct question changes to statement word order (we take out the auxiliary verb ‘do/did’).
2. If necessary, the tense is changed according to the rule of the sequence of tenses.
3. We use ‘if/whether’ (ли) after ‘ask, want to know, wonder, not know, didn’t say/tell me’.

DIRECT SPEECH	INDIRECT SPEECH
<i>Ann’s mother asked her, ‘Are you tired?’</i>	<i>Ann’s mother asked her if she was tired</i>
<i>He asked his friend, ‘Do you like the wine?’</i>	<i>He asked his friend if he liked the wine</i>
<i>I asked Frank, ‘Did you buy a new car?’</i>	<i>I asked Frank if he had bought a new car</i>
<i>Ann’s father asked her, ‘Have you finished the work?’</i>	<i>Ann’s father asked her whether she had finished the work</i>
<i>I asked my sister, ‘Will you go to Italy in summer?’</i>	<i>I asked my sister whether she would go to Italy in summer</i>



## Notes

1. We use reported questions to report someone else's *questions, suggestions, offers* or *requests*. In the indirect questions, the question mark is omitted.

*He asked me, 'Shall I phone her?' – He asked me **whether he should phone her.***

2. We use indirect questions to ask for *information/advice*. Polite indirect questions are introduced with the phrases: *Could you tell me...?, Do you know...?, I wonder..., I want to know..., I doubt...,* etc. and their verb is in the affirmative. It may be possible to report the request rather than the actual words of the request.

*'Shall I phone her?' – I wonder whether to phone her.*

*'Could you tell me where the station is?' – He asked me the way to the station.*

## Exercises

**Ex. 10.** Change the following sentences into indirect speech.

*Model: 'Could you help me?' she asked. – She asked me **if I could help her.***

1. The teacher asked Tom, 'Do you come to university by bus or on foot?'
2. A man stopped me in the street and asked, 'Have you got the time, please?'
3. The teacher asked us, 'Do you understand the question?'
4. Henry's father asked his son, 'Do you want to be an engineer or a doctor?'
5. I asked Peter, 'Are you going to play football on Friday?'
6. He asked the manager, 'Has the courier been yet?'

**Ex. 11.** Put the verbs in brackets into the required past tense, pay attention to the sequence of tenses.

1. She \_\_\_ (hear) the band playing and she \_\_\_ (know) that in a few moments the curtain \_\_\_ (go) up.
2. Myra \_\_\_ (think) he \_\_\_ (prefer) to be by himself.
3. I \_\_\_ (hear) from your mother that you \_\_\_ (be) late, so I \_\_\_ (order) coffee and sandwiches.
4. Mrs. Strep \_\_\_ (ask) him if he \_\_\_ (have) dinner there.
5. The old man \_\_\_ (ask) me if I \_\_\_ (have) parents.

6. He \_\_\_ (be) very sorry for Jennie, and he \_\_\_ (tell) his wife that he \_\_\_ (have) to go out and see her.
7. And the other day, I \_\_\_ (have) a message from him saying he \_\_\_ (be) in Togliatti soon.
8. I \_\_\_ (say) I \_\_\_ (be) at home by nine o'clock.
9. You \_\_\_ (promise) you \_\_\_ (try) to persuade him to stay on for a bit.
10. In a few words I \_\_\_ (tell) him what \_\_\_ (happen).
11. She \_\_\_ (ask) me if I \_\_\_ (live) long in that town.



### Translation Practice

Ex. 12. Translate the sentences.

1. Гид спросил туристов, не устали ли они.
2. Хозяин отеля поинтересовался, понравился ли мне мой номер.
3. Он поинтересовался, понимаю ли я это правило.
4. Он хотел узнать, давно ли работает у нас мистер Долби.
5. Она спросила меня, будет ли на вечеринке Элис.
6. Она спросила меня, видел ли я Джона в последнее время.
7. Я спросила своих гостей, хорошо ли они спали.
8. Она спросила, работаем ли мы сейчас.

### 6.4.2. Indirect Special Questions

DIRECT SPEECH	INDIRECT SPEECH
<i>Harry asked Ron, 'Where <b>do</b> your parents live?'</i>	<i>Harry asked Ron where his parents <b>lived</b></i>
<i>I asked my mother, 'What <b>did</b> the doctor say?'</i>	<i>I asked my mother what the doctor <b>had said</b></i>
<i>Ben asked Tom, 'What <b>are</b> you <b>doing</b> here?'</i>	<i>Ben asked Tom what he <b>was doing</b> there</i>
<i>The Baby bear asked, 'Who <b>has</b> <b>eaten</b> my porridge?'</i>	<i>The Baby bear asked who <b>had eaten</b> his porridge</i>
<i>He asked Roger, 'When <b>will</b> they <b>come</b> back?'</i>	<i>He asked Roger when they <b>would come</b> back</i>

## Notes

1. In reported questions the verbs are usually in the affirmative and the question mark becomes a full stop. To report a question, we use:

**'ask' + wh-word ('who', 'where', etc.) + subject + verb**

Pronouns, possessive adjectives, tenses, time expressions, etc. change as in statements.

*The policeman asked, 'Who **left** this car here?' – The policeman asked who **(had) left** that car there.*

*The teacher asked, 'What **made** you change your mind?' – The teacher asked me what **had made** me change my mind.*

2. In everyday speech, questions with very long question phrases can remain inverted.

*'Where is the restaurant serving the cheapest Thai food?' – He asked me **where was the restaurant** serving the cheapest Thai food.*

## Exercises

**Ex. 13.** Change the following sentences into indirect speech.

*Model: He said, 'What are you doing?' – He asked what I was doing.*

1. Mother asked Jane, 'What are you doing here?'
2. The teacher asked Bob, 'When did you learn to swim?'
3. Ann asked Mary, 'What do you usually have for breakfast?'
4. The inspector asked, 'Who caused the accident?'
5. Margaret asked Richard, 'Where are you going for your holidays?'
6. Mary's mother asked her, 'Where have you left your new trainers?'
7. The teacher asked, 'Which task was the most challenging?'
8. Peter asked me, 'When are you going to have lunch?'
9. The police officer asked me, 'Where did you lose your wallet?'
10. The teacher came into the classroom and asked the students, 'What are you doing here?'
11. I asked Bob, 'Why didn't you answer the phone?'
12. There was a crowd in the street. I asked a man in the crowd, 'What's the matter?'
13. Father asked, 'When will lunch be ready?'
14. The little boy asked his father, 'Why does the police officer wear a uniform?'

15. I asked my wife, 'What are you looking for?'
16. The nurse asked, 'Who's the next, please?'
17. The man asked his friend, 'When did you buy a new car?'



### Translation Practice

**Ex. 14.** Translate into English.

1. Они спросили меня, когда начинается мой рабочий день.
2. Официант спросил, какую кухню предпочитают мои гости.
3. Мы спросили его, кто из его друзей знает два иностранных языка.
4. Журналисты спросили писателя, над какой книгой он сейчас работает.
5. Она спросила меня, где я был вчера.
6. Они спросили моего друга, где он так загорел.
7. Я спросила у неё, где она купила такие потрясающие туфли.
8. Преподаватель спросил, когда они собираются сдать эссе.
9. Мой дядя спросил меня, куда я планировал поступать.
10. Родители спросили нас, что мы собираемся делать летом.
11. Жена спросила, почему он не купил хлеб.
12. Мы спросили преподавателя, как мы сдали экзамен.
13. Я спросила у него, какие ещё французские книги он прочитал за последнее время.
14. Я спросила у подруги, почему она не хочет отмечать день рождения.



### Communication & Writing Practice

**Ex. 15. ROLE-PLAY.** Famous interview. Divide into groups. Decide on a famous person (living or dead) who you would like to interview. Nominate ONE person in your group to be this famous person. The famous people are all on a panel to be interviewed by the class, who are journalists. The journalists will have some time to think of questions. After the interview everybody is to write a report with at least two things they remember from the interview. You should include examples of reported speech in your report. Compare your reports in pairs.

**Ex. 16.** What advice have you heard for the following problems? Work in pairs and talk about what to do and what not to do for them. Then report to the class.

minor kitchen burns insomnia insect bites	snoring hiccups a cold	nettle sting a sore throat headaches	blisters other (your own)
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*Model:*

*A: My mother always told me to hold a burn under cold water.*

*B: They say not to put butter on a burn.*

## Unit 7. THE PASSIVE VOICE

### Recommendations for study: Unit 7

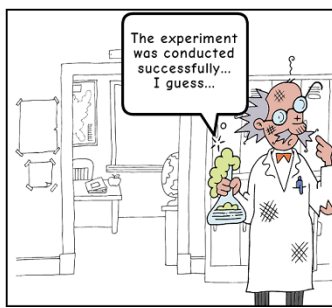
**Unit objectives:** study the information about the Passive Voice and do the exercises provided.

### After this unit students will:

- learn about the formation of the Passive Voice in various types of sentences and tenses;
- be able to use the Passive Voice appropriately in speech and writing;
- acquire skills in changing the focus of the sentence to maintain coherence and cohesion of a text.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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### 1. The formation

to be + Past Participle (see Appendix 1)

TENSE		ACTIVE	PASSIVE	COMPARE
Simple	Present	ask(s)	am/is/are asked	<i>He asks.</i> — Он спрашивает.
	Past	asked	asked	<i>He is asked.</i>
	Future	will ask	was/were asked asked will be asked	— Его спрашивают

TENSE		ACTIVE	PASSIVE	COMPARE
<b>Continuous</b>	Present	am/is/are asking	am/is/are being asked	<i>He is asking.</i> – Он сейчас спрашивает.
	Past	was/were asking	was/were being asked	<i>He is being asked.</i>
	Future	will be asking	will be asked	<i>asked.</i> – Его сейчас спрашивают
<b>Perfect</b>	Present	have/has asked	have/has been asked	<i>He has asked.</i> – Он уже спросил.
	Past	had asked	had been asked	<i>He has been asked.</i>
	Future	will have asked	will have been asked	<i>asked.</i> – Его уже спросили
<b>Perfect Continuous X</b>				
<b>Modal verbs</b>		<b>Passive Infinitive</b>		
can/could may/might must / have to should/would needn't		be done (Indefinite) have been done (Perfect)	<i>I want to be left alone.</i> <i>The music could be heard far away.</i> <i>My bicycle has disappeared.</i> <i>It must have been stolen</i>	

### Notes

#### 1) Difference between English and Russian

- Some English active verbs may be translated by passive and reflexive verbs in Russian and vice versa.

*I was born in 1990. (Passive Voice) – Я родился в 1990. (reflexive verb)*

*The book reads well. (Active Voice) – Книга легко читается. (Passive Voice)*

- Passive constructions with some verbs (*advise, ask, deny, forbid, forgive, offer, order, pay, promise, refuse, show, teach, tell, etc.*) present some difficulties because in English the subject of such constructions corresponds to the Russian indirect object. However, the centre of a passive construction in English is not changed.

*Active Voice: I told him to wait. — Я сказал ему подождать.*

*Passive Voice: I was told to wait. — Мне сказали подождать.*

## 2) Verbs not used in the Passive Voice

- Passive structures are impossible with intransitive verbs like *die* or *arrive*.

*He arrived early.*

- Some transitive verbs — most of these are stative — are seldom used in the passive.

*They have a nice house.*

Don't forget that verbs may have different meaning, thus falling into different grammar categories.

*The hall holds 500 people.* (hold — **вмещать** — stative, no Passive Voice)

*The meeting will be held on Monday.* (hold — **проводить** — transitive, Passive Voice)

## 3) Prepositional verbs (see Appendix 2)

- The verbs with prepositional objects must keep their prepositions in the Passive Voice.
- Mind the place of the preposition in Russian and English.
- Not all of those verbs keep their prepositions in Russian.

*laugh at sb — He is often laughed at. — Над ним часто смеются.*

*speak about sth — He was much spoken about. — О нем много говорили.*

*listen to sb — He was being listened to very attentively. — Его внимательно слушали.*

## 4) Verb patterns

- When it is possible to make two different passive sentences with some verbs which can take two objects (*tell, offer, give, promise, etc.*), it is more usual for the passive sentence to begin with the person.

*give sb sth — I gave him the book. — I was given the book. (more usual)*

*give sth to sb — I gave the book to him. — The book was given to me. (less usual)*

- Some verbs (*explain, announce, describe, repeat, dictate, point out, etc.*) can be used only in one type of passive constructions.

*explain sth to sb — I explained the rule to him. — The rule was explained to him (by me).*

## 5) Agents

- If you want to mention the agent, use the prepositions 'by' (the doer of the action) or 'with' (the instrument).



- Note, however, that agents are mentioned in only about 20 % of passive clauses.

*The house was built by my grandfather.*

*He was killed by a stone. (probably an accident, the stone is the doer)*

*He was killed with a stone. (probably a murder, the stone is the instrument)*

### **6) Informal style**

- We can replace ‘be’ with ‘get’ in the passive in informal style, but only when things happen in a sentence.

*I was robbed on the way home. (neutral) – I got robbed on the way home. (informal)*

## **2. The usage**

It’s wrong to consider the passive to be another way of expressing a sentence in the active voice. We use the passive:

- 1) when it is not so important who or what did the action.

*Rome wasn’t built in one day.*

- 2) when we don’t know who did it.

*Those pyramids were built around 400 AD.*

- 3) when we don’t want to say who did it (for example, because it’s gossip).

*Brad Pitt was seen drunk yesterday. (in the tabloid press)*

- 4) when it is obvious who did it.

*He was arrested for drunk driving. (only the police can arrest people)*

- 5) when we talk about people in general.

*It is believed that good looks open doors.*

- 6) in formal, factual, academic, scientific writing or instructions because we are more interested in the action.

*The results of the experiment have not yet been analysed.*

- 7) when we want to put the news / new information at the end and focus the attention on it. This helps us make our text more coherent.

*John’s painting my portrait. (the portrait is new information)*

*This portrait was painted by my grandfather. (the painter is the new information)*

- 8) to keep talking about the same person or thing in a connected text. In this case, we switch from active to passive and back. It’s important not to overuse the passive in your text.

*He waited for two hours; then he was seen by a doctor; then he was sent back to the waiting room. He sat there for another two hours – by this time he was getting angry. Then he was taken upstairs and examined by a specialist, after which he had to wait for another hour before he was allowed to go home.*

9) when we want to put longer and heavier expressions at the end.  
*I was annoyed by Mary wanting to tell everybody what to do.*

### Exercises

**Ex. 1.** Study these examples, identify the tenses and translate the sentences into Russian.

*Model: A lot of rice is eaten in Asia. The Passive Voice – is eaten. It's the Present Simple Passive. Translation: В Азии едят много риса.*

1. 5,000 cars were produced every day last year.
2. A great deal of tea is drunk in England.
3. He promised that by the end of the year the construction would have been completed.
4. He said that our class would be taught by another teacher next year.
5. He said the package had been thrown away.
6. He spoke very clearly; he could be heard by everyone.
7. I couldn't use my car last week; it was being repaired.
8. Lions and tigers can be seen in zoos.
9. Medicine used to be sold here.
10. Our class will be taught by another teacher next year.
11. The books may be kept for two weeks. Then they must be returned to the library.
12. The librarian said that books might be kept for two weeks.
13. The little girl has been very ill and the doctor says she mustn't go to school, so she is being taught at home.
14. These dishes ought to be washed right away.
15. These houses were built about twenty-five years ago.
16. These experiments will be carried out tomorrow.
17. This email must be answered at once.
18. This room hasn't been swept for a fortnight.
19. When he was in hospital, he had to be fed; he couldn't eat himself.

**Ex. 2.** Put the sentences into the Passive Voice where possible.

*Model: He arrived early. — intransitive verb, no Passive Voice*

*People make many beautiful objects of paper in Japan. — Many beautiful objects of paper are made in Japan.*

1. Goldfish live in fresh water.
2. He's sneezing again.
3. I slept till 8 am.
4. It's raining.
5. Someone has to write the history of this place.
6. Someone will drive you to the airport.
7. The Egyptians built pyramids.
8. They arrived at seven last night.
9. They have proved that there is no life on the Moon.
10. They have sold their car to pay the debts.
11. They hold a meeting in the conference hall once a week.
12. They informed me about it.
13. They owe a lot of money to the bank.
14. We walked four miles yesterday.
15. You can buy soap like this anywhere.
16. You must obey the rules.

**Ex. 3.** Put the verbs in brackets into Past Simple or Past Continuous Passive.

*Model: The window \_\_\_ (shut). — The window was shut.*

*A beautiful melody \_\_\_ (play) in the street. — A beautiful melody was being played in the street.*

1. A modern tune \_\_\_ (play) when we came into the hall.
2. A new museum \_\_\_ (then open).
3. A special rule \_\_\_ (make) for students to enter Togliatti State University.
4. A week ago, two students of our group \_\_\_ (choose) to take part in the English Language Olympiad.
5. At last, the problem \_\_\_ (solve) to everyone's satisfaction.
6. Every morning the workers \_\_\_ (tell) what they had to do.
7. Last Friday he \_\_\_ (meet) at the railway station.
8. Such mistakes \_\_\_ (make) by even the best students.
9. The houses \_\_\_ (build) of stone, brick and wood.

10. The student \_\_\_\_ (ask) to tell the story again.
11. When Tom was young, he \_\_\_\_ (teach) two languages.

**Ex. 4.** Express the following sentences in the Passive. Do not mention the subjects of the active verbs!

*Model: They asked me my name and address. – I was asked my name and address.*

1. A guide will show the tourists most of the sights of London.
2. He didn't tell me the whole truth.
3. People wished the newly married couple a long and happy life.
4. She always tells us very funny stories.
5. The examiners didn't give us enough time to answer all the questions.
6. The people gave him a warm welcome.
7. The personal assistant didn't tell me the exact time of my appointment.
8. The realtors showed us some very nice flats.
9. The teacher hasn't asked Peter any questions at this lesson.
10. They have never taught that rude boy good manners.
11. They have offered my brother a very good job.
12. They never tell me the family news.

**Ex. 5.** Write the sentences in the Passive.

*Model: (my sister / operate on / a distinguished surgeon / tomorrow) – My sister will be operated on by a distinguished surgeon tomorrow.*

1. (by 6 o'clock / the room / dust / carefully)
2. (by the end of the meeting / the plan / agree upon)
3. (during the lecture / the lecturer / ask / a question / about Dreiser)
4. (fortunately / she / show / the shortest way / to the station)
5. (he / find fault with / always)
6. (he / praise / his father / for working hard)
7. (his speech / much / speak about / recently)
8. (I / lend / this book / last Tuesday)
9. (I / wake up / at 7 o'clock / my mother)
10. (that day / his lecture / listen to / with great interest)
11. (the email / send / her brother / two days ago)
12. (the envelope / find / on my desk / last week)
13. (the manager / send for / already)
14. (the milk / spill / just / Jack)
15. (the package / deliver / recently)

16. (the picture / paint / a great artist)
17. (the teacher / listen to / attentively / usually)
18. (the timetable / change / in a week)
19. (the window / break / the other day)
20. (this article / refer to / often)
21. (this book / buy / a week ago)
22. (this cup / break / my little brother / today)
23. (this house / live in / never)
24. (when I entered / a sound of violin / hear / in the hall)
25. (yesterday / Bob / take for / his brother)
26. (your report / discuss / next week)

**Ex. 6.** Read the situation and write a sentence. Use the words in brackets.

*Model: He seldom keeps his promise. (he / can't / rely on) – He can't be relied on.*

*He's very sensitive. (he / not like / to laugh at) – He doesn't like to be laughed at.*

1. He was speaking for two hours. (he / listened to / in silence)
2. He's a sensible man. (his advice / listen to / carefully)
3. He's never broken a promise in his life. (he / can / rely on)
4. Shakespeare was born more than 400 years ago. (today / he / look upon / the greatest of English poets)
5. She is always breaking things in the kitchen. (she / should / speak to / about her carelessness)
6. She is going into hospital tomorrow. (she / take good care of)
7. The customer is very angry. (the manager / send for)
8. The dentist said her teeth were very bad. (they / not / take care of)
9. The old car is in excellent condition. (it / look after / well)
10. This little boy is always dirty. (he / not / look after / properly)

**Ex. 7.** Read the situation and write a sentence. Use the words in brackets.

*Model: You can't wash this dress. (it/dry-clean) – It should be dry-cleaned.*

1. I can't find my parcel anywhere. (it/post/yet?)
2. I can't play now. (my piano / repair / at the moment)
3. I have no information. (I / not inform / of the change of the plan)

4. I would like to meet her mother. (I / not introduce / yet)
5. I'm afraid we have sold all our copies, but we have ordered more. (more copies / order / already)
6. Oh my! The guests ate all the sandwiches and drank all the lemonade. (nothing/leave)
7. The town is in ruin. (it / destroy / the earthquake)
8. They discuss unimportant things. (a lot of time / waste)
9. They will print your report in a minute. (the report / print / in the other office)
10. Umbrellas and coats aren't allowed. (they / must / leave / in the cloakroom)

**Ex. 8.** Give the corresponding passive construction.

*Model: Why didn't the speaker dwell longer on this question? – Why wasn't this question dwelt longer on?*

1. He was a brilliant speaker, and, whenever he spoke, the audience listened to him with great attention.
2. He was very glad that nobody took notice of his late arrival.
3. Nobody ever referred to that incident again.
4. People will talk much about the successful debut of the young actress, no doubt.
5. The gardener gathered all the dry leaves and set fire to them.
6. We looked through all the advertisements very attentively.
7. When he arrived, Mark gave him some special warm clothes.
8. You can rely on your guide's experience.
9. You should send the sick man to hospital. They will look after him much better there.

**Ex. 9.** Rewrite the following question in the Passive.

*Model: Why didn't the speaker dwell longer on this question? – Why wasn't this question dwelt longer on?*

1. Are they laughing at his jokes?
2. Did they show the tourists an old manuscript?
3. Do they often make fun of him?
4. Had Mary checked her email before she sent it?
5. Has he bought his mum a birthday card yet?
6. Has someone stolen your car?

7. Is Tom cooking this salad?
8. Why did they laugh at him?
9. Will they discuss these questions tomorrow?

**Ex. 10.** Open the brackets, using the correct form in the Passive Voice.

*Model: Dictionaries may not \_\_\_ (use) at the examination. – Dictionaries may not be used at the examination.*

1. Bicycles must not \_\_\_ (leave) in the hall.
2. He was taken to hospital this afternoon and \_\_\_ (operate on) tomorrow morning.
3. I'm not wearing my black shoes today. They \_\_\_ (mend).
4. My keys \_\_\_ (return) to me yesterday; they \_\_\_ (pick up) in the street.
5. Normally this street \_\_\_ (sweep) every day, but it \_\_\_ (not sweep) yesterday.
6. She heard footsteps; she thought she \_\_\_ (follow).
7. She is very selfish; she \_\_\_ (spoil) by her parents.
8. The children are very excited this morning. They \_\_\_ (take) to the circus this afternoon.
9. The damaged buildings \_\_\_ (reconstruct) now; the reconstruction \_\_\_ (finish) by the end of the year.
10. The paintings \_\_\_ (exhibit) till the end of the month.
11. This purse \_\_\_ (leave) in a classroom yesterday; it \_\_\_ (find) by the cleaner.
12. This room \_\_\_ (use) only on special occasions.
13. Thousands of new houses \_\_\_ (build) every year.
14. Why \_\_\_ (the car not lock) or \_\_\_ (put) into the garage?
15. 'Why don't you use your car?' – 'It \_\_\_ (repair) now; I had a bad accident a week ago.' – '\_\_\_ (anybody hurt)?'

**Ex. 11.** Open the brackets. Use the necessary tenses in the Passive Voice.

*Model: The living room \_\_\_ (sweep), \_\_\_ (mop) and \_\_\_ (dust). It is clean now. – The living room has been swept, mopped and dusted. It is clean now.*

1. For the first two minutes he \_\_\_ (occupy) with eating; then as his appetite \_\_\_ (quiet), he took his time.
2. I had a most unpleasant feeling that I \_\_\_ (watch).

3. If he comes in, you \_\_\_ (find) looking through his papers.
4. She looked a different girl. Her face \_\_\_ (wash), her hair \_\_\_ (comb).  
All traces of tears \_\_\_ (remove).
5. She promised that nothing \_\_\_ (do) till he came back.
6. We \_\_\_ (tell) to wait because the man \_\_\_ (question) in the room.
7. We could still see the tracks where the car \_\_\_ (drag) off the road.
8. Why \_\_\_ (nothing do) about it at the time?
9. You can't go in. She \_\_\_ (interview) for the TV.

**Ex. 12.** Use the verb in brackets in the appropriate form.

*Model: You can't use the office at the moment; it \_\_\_ (redecorate). – You can't use the office at the moment; it is being redecored.*

1. A new metro line \_\_\_ (construct) now. One of its stations \_\_\_ (build) in our street.
2. Everybody was busy as a welcoming party \_\_\_ (prepare) in honour of the distinguished visitors.
3. Evidently the tea \_\_\_ (sweeten) before I put sugar into it.
4. Like many medieval cities, Moscow developed round the walls of a stronghold. First, a brick wall \_\_\_ (build) around the merchants' quarter which \_\_\_ (know) as Kitai-gorod; then, in the 16th century, a new wall \_\_\_ (erect) round the so-called Bely Gorod.
5. Maize \_\_\_ (use) by many peoples of the world to make their bread.
6. The house \_\_\_ (lock) up before they set off.
7. The place looked wonderful. Everything \_\_\_ (prepare) for the party. The patio \_\_\_ (sweep) and \_\_\_ (tent), palms and other plants \_\_\_ (place) round it.
8. Wherever I went, I found evidence that the camp \_\_\_ (leave) only a short time before we arrived.

**Ex. 13.** Put the verbs in brackets into the correct tense form in the Active or in the Passive.

*Model: Each of the children \_\_\_ (receive) a due share of Mrs. Gerhardt's attention. The little baby \_\_\_ (closely look) after by her. – Each of the children received a due share of Mrs. Gerhardt's attention. The little baby was closely looked after by her.*

1. \_\_\_ (the dishes wash) yet?
2. 'Will you work on this new job all your life?' The question \_\_\_ (ask) with sincere interest.



3. A note \_\_\_ (bring) in, addressed to Eleanor, and \_\_\_ (put) on the table to await her.
4. At lunch nothing \_\_\_ (discuss) but the latest news.
5. But when autumn \_\_\_ (come) the cows \_\_\_ (drive) home from the grass.
6. Finally, he \_\_\_ (persuade) by Bass to go away.
7. Finally, his name \_\_\_ (call), and the boy \_\_\_ (push) forward to her.
8. From the clink of dishes, one could tell the dinner \_\_\_ (prepare).
9. His phrase \_\_\_ (greet) by a strange laugh from a student who \_\_\_ (sit) near the wall.
10. Look! There's nothing here. Everything \_\_\_ (take) away.
11. Mrs. Fripp \_\_\_ (come) to inform her that dinner \_\_\_ (already serve).
12. She \_\_\_ (knock) on the door. John \_\_\_ (open) it.
13. The door \_\_\_ (shut) behind him.
14. The front door of his house \_\_\_ (unlock) as he \_\_\_ (leave) it.
15. To his knowing eyes the scene below \_\_\_ (easily explain).
16. What a lovely bike! \_\_\_ (it buy) yesterday?
17. What a mess! \_\_\_ (this room redecorate)?
18. When the door \_\_\_ (close), old Jolyon \_\_\_ (drop) his paper and \_\_\_ (stare) long and anxiously in front of him.

**Ex. 14.** Put the verbs in brackets into the correct tense form in the Passive.

*Model: 'I'm not prepared,' my father said, 'to listen to your suggestions that you \_\_\_ (never treat) fairly at school.' – 'I'm not prepared,' my father said, 'to listen to your suggestions that you've never been treated fairly at school.'*

1. 'Remember I \_\_\_ (pay) by the hour,' grumbled the driver.
2. But there were signs that order \_\_\_ (restore) in the town.
3. I found the idea of going to Hereford very upsetting because I \_\_\_ (promise) a very nice job a couple of weeks before.
4. Meg \_\_\_ (look) upon as a perfect wife for a clergyman.
5. Not far away she noticed the film manager in whose office she \_\_\_ (once make) to feel so ridiculous.
6. On Friday she \_\_\_ (give) two weeks' notice at the office.
7. Please, find out if our father \_\_\_ (see) to leave.

8. She could have gone to Cambridge if she had wanted to, she \_\_\_ (offer) a scholarship.
9. Then the voice announced that the passengers \_\_\_ (ask) to pass through the Customs.



### Grammar in Context

**Ex. 15.** Put the verbs in brackets into the correct passive tense.

The Cannes (/kæən/) Film Festival is one of the most famous film festivals in the world. It 1) **was first organised** (first/organise) in 1946 and 2) \_\_\_ (hold) annually ever since. For around twelve days in May every year, the quiet seaside town of Cannes 3) \_\_\_ (transform) into a glamorous centre for world cinema. In fact, the Cannes Film Festival is so famous that film careers 4) \_\_\_ (often/make) or ruined there! Cannes Film Festival 5) \_\_\_ (attend) by over 200,000 people every year, including producers, directors, film stars, celebrities, journalists and film fans. During the festival, hundreds of films 6) \_\_\_ (screen) and the best films and actors 7) \_\_\_ (give) awards. The most important award 8) \_\_\_ (call) the Palme d'Or or Golden Palm. It 9) \_\_\_ (present) at the festival's closing ceremony to the makers of the best film. Since its beginnings, some of the most wonderful films in film history 10) \_\_\_ (discover) at Cannes. And there is little doubt that many more 11) \_\_\_ (shown) there in the future!

**Ex. 16.** Read the information about urban development. Then complete the text with the Present Perfect Passive or Past Perfect Passive form of the verbs in brackets.

In many countries in recent years, areas of urban land which were once used for industrial purposes 1) **have been redeveloped** (redevelop) for other purposes. In London, for example, the Docklands 2) \_\_\_ (transform) since the 1980s. The docks 3) \_\_\_ (build) in the 19th century when London was a busy port, but by the 1980s, most business 4) \_\_\_ (lose), and many docks 5) \_\_\_ (close). This left large areas of derelict land and many people without jobs. Since the 1980s, €14.7 billion 6) \_\_\_ (spend) on the project. Six hundred hectares of derelict land 7) \_\_\_ (improve), 90 km of new roads 8) \_\_\_ (build), 80,000 new jobs 9) \_\_\_ (create) and 24,000 new homes 10) \_\_\_ (construct). In addition to this, 100,000 new trees 11) \_\_\_ (plant)

and 130 hectares of parks 12) \_\_\_ (create). Cultural venues such as the Docklands Arena 13) \_\_\_ (open). Some local people do not agree with all the things that 14) \_\_\_ (do) as houses here are expensive, and most jobs are in media, IT or business. On the other hand, a declining area of the city 15) \_\_\_ (give) a new lease of life.

**Ex. 17.** Put the verbs in brackets in the correct forms, active or passive.

### How the Other Half Lives

Lord Manners was a rich and famous banker. When he 1) **died** (die), he 2) \_\_\_ (give) a magnificent funeral which 3) \_\_\_ (attend) by hundreds of famous people. The funeral was going to 4) \_\_\_ (hold) in Westminster Abbey. Many ordinary people 5) \_\_\_ (line) the streets to watch the procession. The wonderful black and gold carriage 6) \_\_\_ (draw) by six black horses. The mourners 7) \_\_\_ (follow) in silence. Lord Manners 8) \_\_\_ (give) a royal farewell. Two tramps were among the crowd; they 9) \_\_\_ (watch) the procession. As solemn music 10) \_\_\_ (can/hear) in the distance, one of them 11) \_\_\_ (turn) to the other and 12) \_\_\_ (whisper) in admiration, ‘Now, that’s what I call really living!’

**Ex. 18.** Choose the appropriate passive forms.

The reception was all that 1) \_\_\_ (was expected / **had been expected** / is expected). When we arrived, we 2) \_\_\_ (were shown / had been shown / would be shown) into some kind of hall where we 3) \_\_\_ (were being detained / were detained / had been detained) with the rest of the actors. Apparently, we 4) \_\_\_ (would not be allowed / are allowed / were not allowed) yet to mingle with the other crowd. As the guests assembled in the room, it was plain to me that they 5) \_\_\_ (were chosen / would be chosen / had been chosen) carefully. Looking around, I recognised Anthony Blanche. He 6) \_\_\_ (had been pointed out / was pointed out / would be pointed out) out to me often in the streets. I 7) \_\_\_ (had been interrupted / was interrupted / was being interrupted) in my observation by a woman reporter whom the manager had led up to me. I 8) \_\_\_ (had been warned / was warned / warned) against the dangers of being interviewed by strangers. As we 9) \_\_\_ (had been introduced / were being introduced / were introduced), I made up my mind to avoid it at any cost.

**Ex. 19.** Choose the right form.

The Connolly children 1) \_\_\_ (had been found / **were found**) lurking under the seats of a carriage when the train 2) \_\_\_ (was being emptied / was emptied). They 3) \_\_\_ (had been dragged / were dragged) out and 4) \_\_\_ (were stood / stood) on the platform. Since they could not 5) \_\_\_ (were left / be left) there, they 6) \_\_\_ (would be included / were included) in the party that 7) \_\_\_ (will be sent / was being sent) by bus to the village. From that moment, their destiny forever 8) \_\_\_ (will be connected / was connected) with that of the village. Nothing 9) \_\_\_ (was ever discovered / would ever be discovered) about the children's parents.

**Ex. 20.** Use the required passive forms.

Bridgehampton. Friday. A disastrous fire broke out on the top floor of the 'Grand Hotel', Washington Road, in the small hours of the morning. The alarm 1) **was given** (give) by the night porter. His attention 2) \_\_\_ (draw) to smoke issuing from one of the top floor windows by a group of young people who were returning late from a dance.

Within five minutes the town Fire Brigade was on the spot. The work of fighting the fire and evacuating the guests seriously 3) \_\_\_ (hamper) by the non-operation of the lifts. It 4) \_\_\_ (believe) that the fire 5) \_\_\_ (cause) by a short circuit in the lift machinery and had extended to the whole floor before it 6) \_\_\_ (observe). The flames 7) \_\_\_ (bring) under control in two hours. Two of the guests staying at the hotel lost their lives. They 8) \_\_\_ (trap) in their rooms and evidently 9) \_\_\_ (overcome) by fumes before the rescuers could reach them. A third guest 10) \_\_\_ (take) to hospital with multiple burns. His condition 11) \_\_\_ (report) as being serious.

**Ex. 21.** Use the required active or passive tense forms.

I once 1) **knew** (know) a village teacher who 2) \_\_\_ (be) partially blind. He 3) \_\_\_ (deprive) of one eye as the result of infection. His blind eye 4) \_\_\_ (take) out, and a glass one 5) \_\_\_ (insert) in its socket instead. One day the teacher 6) \_\_\_ (need) to leave his class of small children alone for half an hour or so. But he 7) \_\_\_ (hold) back by one consideration. The children of the class 8) \_\_\_ (be) really unruly. He 9) \_\_\_ (know) that if they 10) \_\_\_ (leave) alone for any length of time, they 11) \_\_\_ (become) violent and complaints 12) \_\_\_ (make) by their parents. Suddenly he 13) \_\_\_ (strike) by an idea. In a moment, his glass eye 14) \_\_\_ (take) out of its socket, and 15) \_\_\_ (place) on the table.

‘Now, children’, he said, ‘I 16) \_\_\_ (go) out for a few minutes, but you 17) \_\_\_ (observe) all the time by my eye. If anything 18) \_\_\_ (do) which 19) \_\_\_ (not approve) by me, it 20) \_\_\_ (see) by my eye, and the child 21) \_\_\_ (punish) when I 22) \_\_\_ (return).’

The children 23) \_\_\_ (impress) very much, and the teacher 24) \_\_\_ (go) off. But when he 25) \_\_\_ (return) an hour later, it 26) \_\_\_ (seem) that a hurricane 27) \_\_\_ (pass) through the classroom. The teacher 28) \_\_\_ (astound). ‘Evidently’, he thought, ‘I 29) \_\_\_ (outwit). I wonder how.’ In the classroom the tables 30) \_\_\_ (overturn), the walls 31) \_\_\_ (spatter) with ink from ink bombs which 32) \_\_\_ (throw) during the battle which 33) \_\_\_ (still fight) out as a manifestation of high spirits. In fact, a good time 34) \_\_\_ (have) by all.

The teacher 35) \_\_\_ (wonder) why the presence of his glass eye 36) \_\_\_ (not respect). He 37) \_\_\_ (look) round for it and 38) \_\_\_ (see) that it 39) \_\_\_ (cover) by a hat.



### Translation Practice

**Ex. 22.** Translate into English.

1. Где сейчас строят это здание?
2. Где строятся такие здания?
3. Давно уже этот вопрос обсуждается?
4. Как долго строится это здание?
5. Когда будет построено это здание?
6. Кто построил это здание?
7. Обсуждался ли где-нибудь этот вопрос до того, как он был передан в комитет?
8. Опять обсуждается этот вопрос?
9. Часто у вас обсуждаются подобные вопросы?

**Ex. 23.** Translate into English.

*Use the model: sb is asked / was envied / will be forgiven sth*

1. Его ошибка была прощена и забыта.
2. Её волосам можно позавидовать.
3. Её не простили.
4. Её отсутствие можно извинить.

5. Её успеху завидовали меньше, чем она ожидала.
6. Ей многие завидовали.
7. Меня не спрашивали.
8. Ну, я прощён?
9. Такое нельзя простить.
10. Тебя могут спросить.
11. Этот вопрос могут задать.
12. Этот вопрос не задавали.

**Ex. 24.** Translate into English.

*Use the model: sb is (was / will be) told (given/offered/promised/shown) sth*

1. В отеле вам будут давать завтрак и ужин.
2. Вам покажут эту статью.
3. Вам показали этот каталог?
4. Вам предложили что-нибудь поесть?
5. Ей пообещали хорошую работу.
6. Ему дали новое задание (mission).
7. Когда будет показан этот фильм?
8. Когда вам рассказали эту историю?
9. Мне показали, как это делается.
10. Нам картину не показали.
11. Никаких объяснений мне не дали.
12. Почему нам этого не сказали?
13. Эту работу дали кому-то другому.

**Ex. 25.** Translate the sentences into English.

1. «Где менеджер?» — спросил он. — «За ним послали».
2. «Куда он ушёл?» — «Мне не сказали».
3. Аню спрашивали, когда я вошла в комнату, где шёл экзамен.
4. Дверь открыла пожилая женщина, и Джейн ввели в маленькую гостиную.
5. Его всегда любили, и ему всегда доверяли.
6. Его давно не видели.
7. Ей купят квартиру в этом доме.
8. Ей продиктовали предложения и задали несколько вопросов.
9. К концу этой недели работа будет завершена.

10. Кровать не была застелена, стул был сломан.
11. Лекции этого профессора всегда слушают с большим интересом.
12. Меня прервал Джон.
13. Мне рассказали, как должно быть приготовлено это блюдо (dish).
14. Мне сказали, что около железнодорожного моста строятся два новых дома.
15. О ней заботятся её друзья.
16. Об этом фильме много говорят.
17. Он узнает, почему его туда посылают.
18. Пока готовился завтрак, мать подошла к постели ребенка.
19. Я уверен, что записка была написана карандашом (in pencil).

**Ex. 26.** Translate into English.

1. В библиотеке ему предложили целый ряд статей на интересующую его тему.
2. Вас не будут просить выступать.
3. Ей объяснили, как пользоваться этим устройством (device).
4. Ему посоветовали побольше бывать на воздухе.
5. Задавали ли вам дополнительные вопросы на экзамене?
6. Их тепло поблагодарили за помощь.
7. Когда вам продиктовали это предложение?
8. Мне много раз повторяли, что мне надо бросить (give up) курить.
9. Мне показали, как это было сделано.
10. Можно ли положиться на эти цифры?
11. Надо положить конец этим бесполезным спорам.
12. О ней очень хорошо отзываются.
13. Почему вам запретили играть в футбол?

**Ex. 27.** Translate into English.

1. Будет ли нам предоставлен отдельный номер в отеле?
2. Детей часто водят (take) в кино и театр.
3. Его выбор был всеми одобрен.
4. Его попросили не вмешиваться.
5. Ей задали несколько вопросов и велели подождать.
6. Ей объявили, что поезд уже ушёл.
7. Ей продиктовали несколько предложений.
8. Их учат английскому языку около года.

9. Какие меры будут приняты?
10. Когда вам сообщили это известие?
11. Когда это надо сделать?
12. Кому дадут эту работу?
13. Ну, что-нибудь уже решено?
14. Почему ничего ещё не сделано?
15. Почему это нельзя сделать сегодня?
16. Там за ним будет хороший уход.
17. Тогда как раз строилась школа.
18. Что говорили на эту тему?

**Ex. 28.** Translate into English, using the Passive Voice.

1. В прошлом месяце, наконец, вышла книга, которую с таким нетерпением ожидали. Сейчас её широко обсуждают в прессе.
2. Вас уведомят по электронной почте, как только чертежи будут посланы.
3. Во время экскурсии по городу нам показали завод, где производится сталь.
4. Вчера ему предложили новую работу, а она ему не нужна.
5. Книги, которые хорошо читаются, редко найдёшь на полках библиотеки.
6. Когда мы приехали в Москву, это здание было только что восстановлено.
7. Мне ещё ничего об этом не говорили.
8. «Ваш проект уже принят?» — «Нет, он всё ещё рассматривается». — «Сколько же времени его уже рассматривают?»
9. Не говори таких вещей, а то над тобой будут смеяться.
10. Объяснили ли вам, почему вам тогда не разрешили принять участие в соревнованиях?
11. Со мной так никогда ещё не разговаривали.

**Ex. 29.** Translate into English, using the Passive Voice.

1. Боюсь, что эту вазу нельзя починить.
2. В твоей комнате ничего не тронули с тех пор, как тебя послали в санаторий.
3. Вас когда-нибудь учили, как надо вести себя?
4. Детей угостили (treat to) мороженым.



5. Его ещё никогда не принимали за (take for) англичанина.
6. За каждый евро нужно отчитаться (account for).
7. Надо что-то сделать для этих людей.
8. «Почему так прохладно в классе?» — «Его как раз проветривают (air). Компьютерный класс, как вы знаете, проветривается несколько раз в день».
9. Со мной так никогда не разговаривали.
10. У меня украли велосипед.
11. Что-нибудь делается, чтобы восстановить это здание?

**Ex. 30.** Translate into English, using the Passive Voice.

1. Больного не будут оперировать без его согласия.
2. Было рассмотрено много различных маршрутов, а об этом даже не подумали.
3. Ему дали первоклассное образование.
4. Мы узнаем, хорошо ли за ним смотрели.
5. Нам объяснили новое правило, затем продиктовали несколько примеров и дали упражнения для домашней работы.
6. Не беспокойтесь, о вашем багаже позаботятся, и он будет доставлен в номер.
7. Он не слышал, что в это время говорилось.
8. Проект был в основном одобрен, но архитектору указали на отдельные недостатки.
9. Советую вам пойти на этот концерт: будут исполнены ваши любимые произведения.
10. Сообщение было принято поздно ночью, и так как оно было очень важным, капитана тут же разбудили и передали ему информацию.
11. Факты, на которые ссылался свидетель, заинтересовали адвоката.

**Ex. 31.** Translate the verbs in bold type into English.

Молодой писатель **ходил** взад и вперед по комнате. Он **пытался** найти тему для рассказа. Рассказ **был давно обещан** редактору. Срок **подходил**, а ничего ещё **не было сделано**. Молодой писатель **посмотрел** на книжные полки. «Сколько уже **написано**, — **подумал** он. — Все хорошие темы уже много раз **использованы**. Вот хотя бы эти рассказы. Они **были написаны** до моего рождения. И это хоро-

шие рассказы. Без сомнения, их в своё время **читали**, они **нравились** и о них **говорили**. Но сейчас они совершенно **забыты**. А что, если...»

К концу дня один из забытых рассказов **был перепечатан и отослан** в редакцию. На следующий день **пришло** письмо из редакции журнала.

«Это безобразие, — **писал** редактор. — Такие поступки **нельзя ни простить, ни понять**. Ведь этот рассказ **был опубликован** в нашем журнале только месяц тому назад».

Ex. 32. Translate the verbs in bold type into English.

### **Частная жизнь Хэмфри Богарта**

Наш старый бухгалтер **ушёл** на пенсию, и на его место **взяли** нового. Через неделю его уже **знали** все, и всем он **нравился**. **Выяснилось**, что он **женат** и у него **есть** ребёнок. **Было решено**, что он хороший человек, тихий и скромный. Мы тогда и **не думали**, что через несколько недель о нём **будет говорить** вся контора.

**Случилось** это так. Весна в прошлом году **пришла** рано. В одно прекрасное утро контора **была полна** перешёптываний. Богарта **видели** в ресторане с девушкой. Они **ели** мороженое, и он **смотрел** на неё влюблёнными глазами.

Через несколько дней его **видели** с этой же девушкой в самом тёмном углу парка. Они **целовались**. Через неделю их **встретили** на пляже.

— Что-то **надо сделать**, — было общее решение. — Ему **надо сказать**, его **надо остановить**, ему **надо объяснить**.

Наконец ему **велели** сейчас же идти в кабинет директора. Там его **встретила** целая комиссия.

— Хэмфри Богарт, — **сказал** директор. — Вас много раз **видели** с молодой женщиной...

Потом Богарту **велели** на следующий же день привести эту молодую женщину к директору для серьёзного разговора.

— Но, — **сказал** он, — завтра нельзя. Она **поведёт** ребёнка к врачу.

— Так там уже **есть** ребёнок! — **воскликнул** кто-то.

— Конечно, — **ответил** он. — **Я думал**, что все уже **знают**.

— Значит, это **была** Ваша жена! — **сказали** мы. — Почему же Вы этого сразу **не сказали**?

— Меня **не спрашивали**, — **ответил** он.



## Communication & Writing Practice

**Ex. 33.** Work in small groups. Imagine that in preparation for a space mission, your group is going to spend a week together in a one-room apartment. Make a list of rules. Use the passive with modals and similar expressions. Compare your list with that of another group.

*Some issues to consider: food / clothes / room temperature / entertainment / cleanliness / privacy / language / noise / other*

**Ex. 34.** Write two paragraphs about your neighborhood, your school/ university, or your place of work. In your first paragraph, write about what might be done to improve it. In your second paragraph, write about what shouldn't be changed. Use the passive with modals and similar expressions.

*Model: I enjoy attending this university, but I believe some things could be improved. First, I think that more software ought to be purchased for the language lab...*



## Self-study

1. Quizlet set: Irregular Verbs – [quizlet.com/155864667/irregular-verbs-flash-cards/](https://quizlet.com/155864667/irregular-verbs-flash-cards/).
2. Quizlet set: Prepositional Verbs – [quizlet.com/496341512/prepositional-verbs-flash-cards/](https://quizlet.com/496341512/prepositional-verbs-flash-cards/).
3. Quizlet set: Passive Voice – [quizlet.com/496348559/passive-voice-flash-cards/](https://quizlet.com/496348559/passive-voice-flash-cards/).

## Unit 8. THE NOUN

### Recommendations for study: Unit 8

**Unit objectives:** study the information about the noun and do the exercises provided.

### After this unit students will:

- learn about the formation and different types of the noun in various types of sentences;
- be able to use the noun appropriately in speech and writing;
- acquire skills in structuring their sentences, using the appropriate subjects, objects and prepositional phrases.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



This comic was created at [www.MakeBeliefsComix.com](http://www.MakeBeliefsComix.com)

**The noun** is a word expressing substance in the widest sense of the word. This includes names of living beings, of lifeless things, and of abstract notions (qualities, states, actions).

## 8.1. Noun Formation

Some words are used only as nouns (*table, bird, person*, etc.). However, nouns are often made from other words by adding different suffixes or prefixes.

### Noun Suffixes

-er – <i>driver</i>	-ess – <i>actress</i>	-dom – <i>kingdom</i>	-ty – <i>cruelty</i>
-or – <i>actor</i>	-ion – <i>suspicion</i>	-ship – <i>friendship</i>	-ity – <i>sincerity</i>
-ist – <i>journalist</i>	-(a)tion – <i>education</i>	-ment – <i>development</i>	-ure – <i>structure</i>
-ness – <i>happiness</i>	-sion – <i>permission</i>	-ance – <i>entrance</i>	-age – <i>marriage</i>
-ism – <i>realism</i>	-hood – <i>childhood</i>	-ence – <i>patience</i>	-ant – <i>assistant</i>
-ian – <i>historian</i>	-al – <i>arrival</i>	-(er)y – <i>discovery</i>	

### Noun Prefixes

<b>re-</b> (= again, back) – <i>re-election, reduction</i>	<b>under-</b> (= not enough, below, less powerful or important) – <i>underestimation, underpass, under-secretary</i>
<b>co-</b> (= together) – <i>co-star</i>	<b>sub-</b> (= small part, smaller or less important, below or under) – <i>subset, sub-post office, subway</i>
<b>dis-</b> (= not, opposite) – <i>disconnection</i>	<b>inter-</b> (= between) – <i>intercity</i>
<b>mis-</b> (= bad, wrong) – <i>misbehavior, misunderstanding</i>	<b>pre-</b> (= before) – <i>preschool</i>
<b>over-</b> (= too much, more than, on, above, on top of) – <i>overreaction, the over-sixties (people over 60), over-trousers</i>	<b>un-</b> (= not, opposite) – <i>unemployment</i>
	<b>in-</b> (= not, opposite) – <i>inability</i>

### Compound Nouns

A **compound noun** is a noun which has two or more parts (*bedroom*).

- Compound nouns can be formed with the help of the -ing form (*training shoes*).
- Compound nouns can be spelt as one word (*bathroom*), as two words (*living room*) or with a hyphen (*man-eater*). Sometimes more than one option is possible. If in doubt, check a good dictionary.

## Exercises

**Ex. 1.** Form nouns from the given words with the help of suffixes -er and -or, translate the words into Russian.

*Model: to read – reader – читатель; to sail – sailor – моряк*  
to paint, to talk, to drive, to visit, to manage, to dream, to invent, to research, to compute, to direct, to strike, to lead, to design, to buy, to translate, to interpret, to build, to act

**Ex. 2.** Form nouns from the given words with the help of suffixes -ment, -ant, -ness and -ist, translate the words into Russian.

*Model: to employ – employment – занятость; piano – pianist – пианист*

to appoint, to move, to enjoy, mad, science, to advertise, happy, to judge, capital, to entertain, material, to govern, to assist, to develop, to improve

**Ex. 3.** Indicate the suffixes of the given derivative nouns. Form, wherever possible, other derivative nouns with the help of some other suffixes.

*Model: direction – direct + -ion; also: director, directness, directorship*  
examination, collection, happiness, scientist, popularity, technician, friendship, neighbourhood, imagination, operation, coldness, relativity, musician, leadership, brotherhood

**Ex. 4.** Complete the table; translate the words into Russian.

Verb	Noun/person	Abstract noun
<i>inspect</i> oppress compose produce conduct support	<i>inspector</i>	<i>inspection</i>

**Ex. 5.** Form nouns from the given words with the help of the prefixes un-, in-, mis-, dis-, inter-, pre-, re-; translate the words into Russian. Sometimes there is more than one correct answer.

*Model: understanding – misunderstanding – недопонимание*  
employment, connection, honesty, interpretation, difference, fortune, dependence, importance, security, election, construction

**Ex. 6.** Form compound nouns from two stems and translate them. Check the spelling in a dictionary, if necessary.

*Model: sun + glasses = sunglasses*

a road + workers; tea + a pot; a bed + a room; a post + a man; a week + an end; news + paper; a class + a room; a foot + a man; a side + a board; a chair + a man; trade + union; green + a house

**Ex. 7.** Read the compound nouns. Translate them into Russian.

*Model: bedroom – спальня*

foreman, shipyard, man-of-war, milestone, birthday, maple leaf, handicraft, spacecraft, household, housekeeping, weekend, riverbed, video camera

**Ex. 8.** Use some of the words to make a two- or three-word compound. You may have to change a word from plural to singular.

*Model: a window in which things are displayed in a shop – a shop window*

1. a bell which rings when there is an alarm
2. a bus which takes children to and from school
3. a case in which you can put your glasses
4. a chain you use as part of a bicycle
5. a directory which contains a list of telephone numbers
6. a key you use to open the front door
7. a shelf which you put books on
8. a ticket you buy so that you can travel on a bus
9. an engineer who knows how computers work



### Grammar in Context

**Ex. 9.** Give the nouns which describe people who do things or who come from places. Use these noun suffixes: -ant, -er, -ian, -ist, -or.

*Model: A person who takes professional photographs is a \_\_\_\_\_. – photographer*

1. A person who acts in a theatre is an \_\_\_\_.
2. A person who donates his blood to sick people is a \_\_\_\_.
3. A person who smokes a lot is a \_\_\_\_.
4. Anna is studying history. She's a fine \_\_\_\_.
5. I can't play the piano. I'm not a \_\_\_\_.
6. Manuel assists me. He's my \_\_\_\_.

**Ex. 10.** Use these suffixes (-hood, -(a)tion, -ance, -ence, -ness, -al, -(er)y, -ment, -ism, -ship, -ian) to form nouns from verbs, adjectives or other nouns.

*Model: Can you explain it? – Is there an \_\_\_\_? – explanation*

1. Don't be so excited. Control your \_\_\_\_.
2. He has been studying music for years. He is a \_\_\_\_.
3. He is a journalist. His profession is \_\_\_\_.
4. He is my bosom friend. This is a strong \_\_\_\_.
5. I was a child then. That was in my \_\_\_\_.
6. Plants and factories pollute the air. You should fight \_\_\_\_.
7. The Club refuses to admit anyone not wearing a tie. The Club refuses \_\_\_\_.
8. This firm produced a lot in recent years. It increased its \_\_\_\_.
9. We all want to be happy. We all seek \_\_\_\_.
10. We'll arrive at noon. We informed about our \_\_\_\_.
11. Who discovered this? Who made this \_\_\_\_?

**Ex. 11.** Form nouns from the underlined words with the help of the suffixes. Mind the consonant alteration.

*Model: Many people visited us during the summer. We had many \_\_\_\_\_. – visitors*

1. He suggested that I study French. I like his \_\_\_\_.
2. His health has improved since he's been in the clinic. The \_\_\_\_ is very noticeable.
3. She described her trip. Her \_\_\_\_ was very full and interesting.
4. The detective investigated the murder. During his \_\_\_\_, he questioned dozens of people.
5. We couldn't agree. We couldn't reach an \_\_\_\_.

**Ex. 12.** Answer the following questions using a compound noun formed by the two nouns.

*Model: He gave her a ring for their engagement. What ring did he give her? – An engagement ring.*

1. A small boat saved his life. What boat was this?
2. I drank some tea from the cup. What cup did I drink tea from?
3. Metal rings joined by a chain, fastened around prisoner's hands like cuffs (манжеты). What are they called?



4. This store has a lot of different departments. How can we call such a store?



### Translation Practice

**Ex. 13.** Translate the following questions into English, choosing the appropriate nouns given below. Ask your partner the questions.

*homework / weekend / website / classroom / reading room / dining room / housework*

1. В какой аудитории вы обычно занимаетесь?
2. Вы обычно ужинаете в столовой или на кухне?
3. Вы предпочитаете делать домашние дела один или вместе с кем-то?
4. Где вы обычно проводите субботу и воскресенье?
5. На какие сайты вы заходите каждый день?
6. Сколько времени уходит у вас на выполнение домашнего задания?
7. Часто ли вы ходите в читальный зал?

## 8.2. Noun Classification

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> <li>• can be counted (<i>1 boy, 2 boys</i>)</li> <li>• the indefinite article (<i>This is a boy.</i>)</li> <li>• the plural (<i>many boys</i>)</li> <li>• singular and plural verbs (<i>This boy is 5 and these boys are 10.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• can't be counted (<i>water</i>)</li> <li>• no indefinite article (<i>This is water.</i>)</li> <li>• no plural (<i>a lot of water</i>)</li> <li>• only a singular verb (<i>Water is wet.</i>)</li> </ul>

Proper nouns	Common nouns
<ul style="list-style-type: none"> <li>• capital letters (<i>Shakespeare</i>)</li> <li>• usually no indefinite article (<i>London is the capital of the UK.</i>)</li> <li>• some can be countable, used with singular and plural verbs (<i>It's Monday. – Mondays are the worst.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• no capital letters (<i>cat</i>)</li> <li>• can be countable and uncountable (<i>dog, happiness</i>)</li> <li>• four subcategories (class nouns, collective nouns, nouns of material, abstract nouns)</li> </ul>

<b>Common nouns</b>			
<b>Class nouns</b>	<b>Collective nouns</b>	<b>Nouns of material</b>	<b>Abstract nouns</b>
countable <i>This is a table.</i> <i>These two tables are brown</i>	countable and uncountable three subcategories (uncountable nouns, nouns of multitude, countable nouns)	usually uncountable food ( <i>rice, bread, fruit</i> ), liquids ( <i>wine, water</i> ), materials ( <i>plastic, glass</i> ) plural if denote different sorts ( <i>Switzerland is famous for its cheeses.</i> )	usually uncountable ( <i>progress, information, accommodation, behaviour, chaos, weather, etc.</i> ) some exceptions are countable ( <i>an idea, an hour</i> )

<b>Collective nouns</b>		
<b>Uncountable nouns (always singular)</b>	<b>Nouns of multitude (always plural)</b>	<b>Countable nouns (with singular and plural verbs with different meanings)</b>
<i>furniture, machinery, foliage, traffic, baggage/luggage, etc.:</i> <i>The foliage is turning yellow</i>	groups ( <i>police, cattle, clergy, gentry, goods, etc.</i> ), clothes – 2 parts ( <i>trousers, jeans</i> ), tools and instruments – 2 parts ( <i>scissors, scales</i> ) <i>The police are friendly</i>	groups of people ( <i>family, crew, staff, team, board, committee, cast, public, government, couple, council, company, etc.</i> ) countable ( <i>1 family – 2 families</i> ) singular verb – noun treated as a single unit (preferred in AmE) ( <i>My family is small.</i> ) plural verb – noun treated as a group of individuals (preferred in BrE) ( <i>My family live all over the world, so we never see each other.</i> )

## Notes

### 1. Different meanings = different categories

Many nouns have different meanings. Consequently, they belong to several different categories and may be countable in one meaning and uncountable in the other one.

Countable	Uncountable	Only plural
a beauty, a law, etc. (class nouns) – красавица, закон и т. д.	beauty, law, etc. (abstract nouns) – красота, юриспруденция и т. д.	
a hair – волосок	hair – волосы на голове	
a time – раз	time – время	
a wood – лес, роща	wood – древесина	
an experience – опыт, случай, событие	experience – опыт (например, жизненный)	
an iron, a tin, etc. (class noun) – утюг, консервная банка и т. д.	iron, tin, etc. (nouns of material) – железо, олово и т. д.	
a carrot, an onion, a potato, etc. – одна морковка, луковица, картофелина и т. д. (например, в супе)		carrots, onions, potatoes, etc. – морковь, лук, картофель и т. д. (урожай, овощ в целом)
a compass – компас		compasses – циркуль
a custom – обычай, традиция		customs – таможня
a people – народ		people – люди (ед. ч. – a person)
a scale – масштаб, размер		scales – весы

Countable	Uncountable	Only plural
a coffee, a beer, a cake, etc. — чашка кофе, бокал пива, пирожное (порция) и т. д.	coffee, beer, cake, etc. — кофе, пиво, пирог и т. д. (вещество)	coffees, beers, etc. — сорта кофе, виды пива и т. д.
a content — содержание (например, сахара в хлопьях)	content — контент (сайта), содержание (= тема, идея, например, телепередачи)	contents — содержимое (например, коробки), содержание, оглавление (например, книги), написанное
a glass — стакан, бокал	glass — стекло	glasses — очки
a paper — газета	paper — бумага	papers — документы
a work — работа (например, произведение художника)	work — работа (процесс, занятие)	works — работы (например, дорожные), производственные объекты

## 2. Difference between English and Russian

- Some nouns are uncountable in English but countable in Russian (*advice, money, news, permission, scenery* (пейзаж), *travel, fruit, toast, holiday* (отпуск), *knowledge*).

*No news is good news. She's on holiday.*

- Some nouns are only plural in English but uncountable in Russian (*clothes, (good) looks, arms* (оружие), *ashes* (прах), *surroundings* (среда, окружение), *wages* (зарплата почасовая, сдельная), *belongings* (имущество)).

*Look at his clothes! They're so dirty.*

- Some nouns are only plural in English but singular and plural in Russian (*pyjamas, stairs, binoculars, compasses, congratulations, earnings* (заработок), *outskirts* (пригород), *premises* (территория с постройками), *riches, customs*).

*These stairs are very old. Be careful!*

- Some nouns are singular and plural in English but only plural in Russian (*a vacation (каникулы), a gate, a watch, a clock, a sledge / sleigh*).  
*We have two vacations a year. My watch is slow. There are two sledges at the gate.*

### 3. Partitives

- Many uncountable nouns can be made countable by adding a partitive.
- You can also use partitives with some countable nouns.

Partitives	Nouns
a bag of	flour
a bar of	chocolate, soap
a block of	wood
a bottle of	wine, mineral water
a bowl of	rice, cereal, fruit, sugar
a box of	chocolates, matches, biscuits, tissues
a bunch of	keys, bananas, parsley, flowers, grapes
a can of	cola
a carton of	milk, juice
a clap/peal of	thunder
a cup of	tea, coffee
a drop of	oil, wine
a flash/bolt of	lightning
a game of	football, tennis
a glass of	water, lemonade, iced tea
a grain of	rice, truth
a jar of	jam, marmalade, honey, instant coffee
a kilo (pound) of	meat
a loaf of	bread
a lump of	sugar
a packet of	pasta, cigarettes, crisps
a pair of	trousers, shoes, jeans

Partitives	Nouns
a piece of	paper, cake, information, advice, furniture, chalk, news
a pot of	yoghurt, tea
a sheet of	paper
a slice	bread, cheese
a tin of	salmon, sardines, beans
a tube of	toothpaste
an item of	clothing, news
an (ice) cube	

#### 4. Plurals with singular verbs

We use a singular verb:

- with expressions of duration, distance or money meaning ‘a whole amount’;

*Two weeks **isn't** long to wait. Ten miles **is** a long way to ride. Ten thousand pounds **is** too much to spend on house repairs.*

- with countries consisting of several states, etc.;

*The USA **is** a large country.*

- with phrases beginning with ‘one of’.

*One of my friends **is** a programmer.*

#### Exercises

**Ex. 14.** Decide which nouns are countable, uncountable, or both (explain the difference in meaning. Add articles and plurals to countable nouns. Add the verb ‘to be’ in the appropriate form to the nouns.

*Model: cat – countable – a cat is, cats are; rice – uncountable – rice is*  
 wall, pen, air, chalk, picture, water, match, tea, time (2 meanings), hour, bread, river, friend, copper, cigarette, tobacco, cheese, teacher, glass (3 meanings), paper (3 meanings), music, coffee, armchair, gold, ship, milk, shop, idea, ice, furniture, butter, happiness, wood (2 meanings), tree, word, ink, money, coin, university, hero, assistance, assistant, darkness, meat, machine, instrument

**Ex. 15.** Find a noun in each sentence, decide whether it is countable or uncountable and translate it.

*Model: How many photos did he take? – photos – countable, plural – фотографии*

1. Add a little more salt.
2. Did you buy a paper this morning?
3. Don't throw stones.
4. Hope keeps me going.
5. I eat two eggs every day.
6. I need a cloth to wipe the table.
7. Trade with China has increased.
8. We've got plenty of coal.
9. a) Do you like ice cream?  
b) Would you like an ice cream?
10. a) I bought an excellent iron.  
b) It is made of iron.
11. a) I need two clean glasses.  
b) Be careful! There is broken glass on the road.
12. a) She has wonderful hair.  
b) There is a hair in my soup.
13. a) Too much cake isn't good for you.  
b) Can I have a cake, Mum?

**Ex. 16.** Choose the correct form.

*Model: To press clothes, you need iron / an iron.*

1. 'Waiter, a coffee / coffee and two cakes, please.'
2. A paper / Paper is made of wood.
3. I don't eat a chicken / chicken, I'd rather have fish / a fish.
4. In her youth, she was beauty / a beauty.
5. Language / A language is unique to humans.
6. My mother never drinks a wine / wine.
7. She's been looking for work / a work for three months.
8. Then everybody called for him to make speech / a speech.
9. You should study law / a law at university.

**Ex. 17.** Decide whether the underlined nouns are treated as a single unit or a group of individuals.

*Model: The band were changed, and in the gallery already. – a group of individuals*

1. a) And Stilleveld, in company with the many other places like it, had also been the birthplace of a new people.  
b) The people who were neither white nor black.
2. a) It is a new company.  
b) The company are rehearsing a new production.
3. a) Then one by one, the worn-out crew were helped on board.  
b) The crew of the ship consists of twenty seamen including the captain and his mate.
4. No one had seen him since and the police were searching for him.

**Ex. 18.** Choose between a singular or a plural verb to use it in the following sentences.

*Model: The clergy \_\_\_ (be) generally dressed in black. – The clergy are generally dressed in black.*

1. a) All the family \_\_\_ (be) gathered to see the dog.  
b) Monty's family \_\_\_ (be) of about the same social status as my own.  
c) Do you know what the family \_\_\_ (get) into their heads about this business?
2. a) That day the committee \_\_\_ (be) to meet at her friend's house.  
b) I had to find out whether the committee \_\_\_ (be) competent enough to consider the project.
3. a) The board \_\_\_ (be) extraordinarily kind to you.  
b) The board \_\_\_ (be) going to consider your application at the next sitting.
4. a) The Government \_\_\_ (discuss) the matter for a long time but they have shown no signs of reaching agreement.  
b) The Government \_\_\_ (decide) to pass the bill.
5. a) The play is witty and the cast \_\_\_ (be) wonderful.  
b) The cast \_\_\_ (be) all amateurs.
6. a) The public \_\_\_ (not think) so.  
b) The public \_\_\_ (request) not to leave litter in these woods.
7. a) When he came, the baseball team \_\_\_ (practise) on the school field.  
b) The team \_\_\_ (to have) baths at the moment and then \_\_\_ (come) back here for tea.  
c) The team \_\_\_ (play) tomorrow morning.



8. Everybody says the Swiss police \_\_\_ (be) great at finding people.
9. His advice \_\_\_ (always, be) useful for me.
10. In the meantime, the young couple \_\_\_ (be) to live in the old house.
11. You've bought yourself a nice car. Your money \_\_\_ (be) well spent.

**Ex. 19.** Supply the missing verbs and pronouns.

*Model: All their belongings \_\_\_ been destroyed in a fire. – All their belongings have been destroyed in a fire.*

1. His old grandfather's watch \_\_\_ made of gold.
2. 'How much did you pay for \_\_\_ trousers?' – '\_\_\_ were very expensive!'
3. If your clothes \_\_\_ dirty, please put them in the laundry basket.
4. My earnings \_\_\_ not high, but at least they \_\_\_ regular.
5. The scales \_\_\_ broken.
6. The stairs \_\_\_ worn by thousands of visitors.
7. These shorts \_\_\_ not fit me at all!
8. 'Where \_\_\_ the scissors?' – '\_\_\_ are in the first drawer on the left.'

**Ex. 20.** Put the verbs in brackets into the correct form.

*Model: The crockery he designs \_\_\_ (cost) a lot of money. – The crockery he designs costs a lot of money.*

1. Chemistry \_\_\_ (not interest) me at all.
2. Chess \_\_\_ (be) his favourite board game.
3. Every time I go to the beach, sand \_\_\_ (get) inside my shoes.
4. Five miles \_\_\_ (be) a long way to walk.
5. Gravity \_\_\_ (cause) things to fall towards the ground.
6. Greek \_\_\_ (be) one of the most difficult languages to learn.
7. Milk \_\_\_ (be) good for your bones.
8. Music \_\_\_ (help) me relax after a long day at work.
9. Pepper always \_\_\_ (make) me sneeze.
10. The council \_\_\_ (meet) in the town hall every Wednesday.
11. Those new glasses \_\_\_ (look) great on you.

**Ex. 21.** Use the appropriate form of the verb.

*Model: I know my hair \_\_\_ beautiful, everybody says so (is, are). – I know my hair is beautiful, everybody says so.*

1. 'There \_\_\_ money in my pocket,' I said to the porter (is, are).
2. Her hair \_\_\_ loose and half-falling and she wore a nurse's dress (was, were).

3. I was here before the gates \_\_\_ opened but I was afraid to come straight to you (was, were).
4. Money \_\_\_ so scarce that it could fairly be said not to exist at all (was, were).
5. The nurse's wages \_\_\_ good (was, were).
6. The papers \_\_\_ dull, the news \_\_\_ local and stale and the war news \_\_\_ all old (was, were).
7. This watch \_\_\_ a special favourite with Mr. Pickwick, having been carried about for a greater number of years than we feel called upon to state (was, were).



### Grammar in Context

**Ex. 22.** Read the following text. Decide if the words and phrases underlined are countable or uncountable.

#### How to Make Vegetarian Spaghetti Bolognese

First of all, you need an onion (*countable*), a few carrots and some garlic. Chop them up. Then put some olive oil in a saucepan and fry them for about five minutes. Add some chopped peppers (green is best), a chopped courgette and a few chopped mushrooms. Fry for a further five minutes. Then add some red lentils, a cup of water and a tin of chopped tomatoes. Bring to the boil and simmer for 15 to 20 minutes. In a separate pan, add some pasta to boiling water and cook for about 10 minutes. When cooked, pour the water away and put the pasta on a plate. Serve the vegetarian Spaghetti Bolognese with salad and Parmesan cheese.



### Translation Practice

**Ex. 23.** Translate the sentences from Russian into English.

1. В письме важная информация.
2. Вся компания сидит в кафе. Они собираются здесь обедать.
3. Когда директор пришёл, весь штат уже собрался.
4. Команда прекратила погрузку (the loading), и все собрались на палубе.
5. Полиция не дураки. Этот человек не поверил ни одному моему слову.

6. Ты знаешь, какие новости?
7. У комитета сложилось мнение, что этот вопрос нужно решить немедленно.
8. Штат очень небольшой, я не знаю, как он справляется.

**Ex. 24.** Translate the sentences from Russian into English.

1. Ваши часы спешат.
2. Ваших знаний недостаточно, чтобы сдать экзамен.
3. Все сведения были очень важны.
4. Его познания в математике поразили нас.
5. Какая интересная работа!
6. Какие вы нам принесли вести?
7. Мы получили такие же сведения.
8. Он дал мне хороший совет.
9. Сани стоят у ворот.
10. У меня было мало денег. Я не мог позволить себе покупать такие дорогие вещи.
11. Эта лестница ведет к морю.
12. Эти деньги не мои.
13. Эти новости уже всем известны.
14. Я купил эти часы в Лондоне. Они очень хорошие.
15. Я не мог войти в сад, так как ворота были закрыты.

**Ex. 25.** Translate the sentences from Russian into English.

1. Его заработная плата очень высокая.
2. Его одежда совсем новая.
3. Картофель очень хороший в этом году.
4. «Кому принадлежат деньги?» — «Я не знаю, кому они принадлежат».
5. Морковь очень дешевая осенью.
6. Наши зимние каникулы кончатся 6 февраля.
7. Содержание его письма было совсем неожиданным.
8. Франция славится своими винами.
9. Фрукты в нашем саду уже созрели.
10. Экспорт этого товара значительно увеличился.
11. Эти новости очень интересные.
12. Этот товар прибыл на прошлой неделе.

### 8.3. The Category of Number

English countable nouns have two numbers: the singular and the plural. Nouns are divided into several categories according to the way their plurals are formed.

#### The formation

##### 1. Adding -s

- The general rule for forming the plural of English nouns is by adding the ending **-s** to the singular (*pens, clocks, mouths, centres*).
- If the noun ends in **-s, -ss, -x, -sh, -(t)ch, -z**, the plural is formed by adding **-es** (*buses, dresses, foxes, brushes, beaches, blitzes*).
- In some cases, singular nouns ending in **-s** or **-z**, require that you double the **-s** or **-z** before adding the **-es** (*quiz – quizzes, gas – gasses/gases*).
- If the noun ends in **-o**, the plural is formed by adding **-es** to some nouns (*tomatoes, potatoes, buffaloes*) and adding **-s** to others (*photos, videos, pianos, studios, cuckoos, memos, flamingos*). Some nouns ending in **-o** can take either **-es** or **-s** (*cargoes/cargos, mosquitoes/mosquitos, volcanoes/volcanos, zeroes/zeros, tornadoes/tornados*). If in doubt, check a good dictionary.
- If the noun ends in **-y** preceded by a consonant, **-y** changes into **-i** before **-es** (*baby – babies, story – stories*). In proper names, there is no change (*Mary – Marys*). If the final **-y** is preceded by a vowel, there is no vowel change (*play – plays, key – keys*).
- There is a limited list of nouns ending in **-f(e)** which change it into **-v** before **-es**, both in spelling and pronunciation (*wife – wives, life – lives, leaf – leaves, knife – knives, half – halves, thief – thieves, calf – calves, wolf – wolves, shelf – shelves, scarf – scarves*, etc.). All the other nouns, ending in **-f(e)** follow the general rule (*roof, chiefs, beliefs*).

##### 2. Root changes

- There are nouns which form the plural by changing the root vowel (*man /mæn/ – men /men/, woman /'wʊmən/ – women /'wɪmɪn/, foot – feet, tooth – teeth, goose – geese, mouse – mice, louse (вошь) – lice, penny – pence/pennies, person – people (persons is used in only laws, legal documents, police reports and public notices)*).

### 3. Adding -en

- There are two nouns which form the plural in **-en** (*child – children, ox – oxen*).

### 4. Singular = plural

- In some nouns the plural form does not differ from the singular (*deer, sheep, swine, fish, trout, salmon, dozen, aircraft, spacecraft, means, species, series*).
- However, we use ‘dozens’ if we mean many things or people (*Pack the books in dozens*).

### 5. Greek and Latin words

- The plurals of some Greek and Latin words are kept the same as in the source language.
- Ending **-on** changes to **-a** (*phenomenon – phenomena, criterion – criteria*).
- Ending **-um** changes to **-a** (*medium – media, datum – data*). Note that the word ‘data’ is often considered not plural but uncountable today, so you can use either a singular or a plural verb with it (*The data are/is collected daily*).
- Ending **-is** changes to **-es** (*crisis – crises, basis – bases*). Mind the pronunciation change: *crisis /'kraɪsɪs/ – crises /'kraɪsɪ:z/*.
- Ending **-us** changes to **-i** (*stimulus – stimuli, nucleus – nuclei*). Mind the pronunciation change: *stimulus /'stɪmjələs/ – stimuli /'stɪmjələɪ/*.
- Ending **-a** changes to **-ae** (*formula – formulae, antenna – antennae*). Mind the pronunciation change: *formula /'fɔ:mjələ/ – formulae /'fɔ:mjəli:/*.
- Ending **-ex** changes to **-ices** (*index – indices*). Mind the pronunciation change: *index /'ɪndeks/ – indices /'ɪndɪsɪ:z/*.
- In modern language, many of these nouns have acquired standard English plural forms (*mediums, formulas, antennas, indexes*). These forms are often preferred in spoken language while the original ones are used in formal or academic writing.
- Some borrowed words only have standard English plurals (*agenda – agendas, apparatus – apparatuses/apparatus*). If in doubt, check a good dictionary.

## 6. Compound nouns

- Compound nouns may form plurals in different ways.
- Ending *-s* is added to the headword (*sister-in-law – sisters-in-law, editor-in-chief – editors-in-chief*).
- The final element takes the plural form (*postman – postmen, ladybird – ladybirds, housewife – housewives*).
- If there is no noun stem in the compound noun, ending *-s* is added to the final element (*merry-go-round – merry-go-rounds, forget-me-not – forget-me-nots*).
- If the compound noun begins with the words ‘man’ or ‘woman’, both words become plural in some nouns (*manservant – menservants*). However, many modern words often have standard English plurals (*man-eater – man-eaters*). If in doubt, check a good dictionary.

## 7. Short forms, letters, and years

- If you want to make a short form, a letter of the alphabet or a year plural, you add *-s* or *'s* to it (*PC – PCs/PC's, the 1960s/1960's, dot i's and cross the t's*).

### Pronunciation of *-s/-es*

/s/	/z/	/ɪz/
after voiceless consonants	after voiced consonants and vowels	after sibilants
<i>cats, backs, caps</i>	<i>bags, beds, boys</i>	<i>boxes, dresses, bridges</i>

- Mind the pronunciation of the following words: *house /haʊs/ – houses /'haʊzɪz/, bath /bɑːθ/ – baths /bɑːθs/ or /bɑːðz/*.

### Exercises

**Ex. 26.** Write the plurals of these nouns in the columns below to show their pronunciation.

cat, bag, box, shop, glass, friend, bottle, cinema, clock, guitar, hotel, island, lake, light, month, office, park, piece, smile, space, tape, village, box, match, beach, address

/s/	/z/	/ɪz/
cats,	bags,	boxes,

**Ex. 27.** Give the plural of the following nouns.

*Model: photo – photos*

A

toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, library, watch, dress, country, glass, day, party, play, bus, leaf, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey

B

foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep

C

crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula

D

room-mate, fellow-worker, court-martial, man-of-war, boy-messenger, onlooker, passer-by, sister-in-law, postman, son-in-law, fisherman, schoolgirl, textbook, pocket-knife, statesman, editor-in-chief

**Ex. 28.** Change the number of the underlined noun where possible and make all the other necessary changes.

*Model: Put the boxes on the shelf. – Put the boxes on the shelves.*

1. A very strange phenomenon was observed by astronomers yesterday.
2. He showed me a photo of his country house.
3. Her hair was soft and curly.
4. I have hurt my foot.
5. I saw a mouse in the kitchen.
6. The boy drove the sheep to the village.
7. The boy must have two teeth pulled out.
8. The child was bitterly crying over the broken toy.
9. The deer was ravaging the man's fields.
10. The fish were caught.
11. The hunter got a prize for killing the wolf that had caused much damage to the village flock.
12. The ox drove a cart of hay.
13. The roof of the house was covered with snow.
14. The scout brought some valuable information.

15. The speech was very interesting.
16. This is a ladybird.
17. This story is very long.
18. We have good postmen in our area.
19. Where is the knife?



### Grammar in Context

**Ex. 29.** Write the plural of the nouns in brackets.

#### London Zoo

London Zoo has been open to the public since 1847. Today, it holds around 755 1) **species** (species) of animals, making it one of the biggest 2) \_\_\_ (zoo) in Britain. Although London Zoo is not home to many large animals such as 3) \_\_\_ (rhino) or 4) \_\_\_ (elephant), there is still a lot to see! Our aquarium contains thousands of colourful 5) \_\_\_ (fish) from around the world and the amazing Gorilla Kingdom holds a number of 6) \_\_\_ (gorilla)! Another popular section of the zoo is Into Africa. Here you can see a number of Africa's wild 7) \_\_\_ (beast) including 8) \_\_\_ (zebra) and 9) \_\_\_ (giraffe). Also, don't miss the chance to take fantastic 10) \_\_\_ (photo) at Butterfly Paradise; one of the biggest collections of 11) \_\_\_ (butterfly) in London. So, for the perfect day out for both 12) \_\_\_ (adult) and 13) \_\_\_ (child), come and visit London Zoo!



### Self-study

**Ex. 30.** Find 15 irregular plurals in the extracts from the book 'Cloud Atlas' and write them down.

Follow the link and do the exercise: <https://learningapps.org/display?v=pu9i5joc320>



### Translation Practice

**Ex. 31.** Translate the sentences from Russian into English.

1. В аквариуме пять рыбок. Одна рыбка золотая.
2. Витрина привлекла внимание всех прохожих.



3. Какие из этих мышей будут участвовать в эксперименте?
4. Там было очень мало людей.
5. Фермеры довольны. Они вырастили много свиней и овец.

### 8.4. The Category of Case and Gender

Gender		
Masculine (he)	Feminine (she)	Neutral (it)
<ul style="list-style-type: none"> <li>• men and boys</li> <li>• animals when we know their sex</li> </ul>	<ul style="list-style-type: none"> <li>• women and girls (including words with <b>-ess</b>)</li> <li>• ships and vehicles when regarded with affection or respect</li> <li>• animals when we know their sex</li> <li>• countries (old-fashioned)</li> </ul>	<ul style="list-style-type: none"> <li>• things</li> <li>• babies when we don't know their sex</li> <li>• animals when we don't know their sex</li> </ul>

#### Notes

1. Most nouns describing people have the same form whether they are male or female (*teacher, student, etc.*).
2. Some nouns have different forms (*actor – actress, groom – bride, duke – duchess, emperor – empress, heir – heiress, hero – heroine, host – hostess, prince – princess, waiter – waitress, widower – widow, policeman – policewoman, lord – lady, etc.*).
3. Today many people prefer gender-neutral words or words that were traditionally used for men to avoid sexism (*police officer, flight attendant, bartender, spokesperson, actor, waiter – for women, etc.*).

### The Genitive Case

#### 1. The formation

Add 's to:

- singular nouns and names not ending in **-s** (*a boy's toy, Kate's car*);
- singular nouns and names ending in **-s**; the ending is pronounced as /i:z/ (*an actress's dress, Charles's address*);
- irregular plural nouns (*children's games, the men's club, sheep's wool*).

Add an apostrophe (') to:

- regular plural nouns (*the girls' uniforms*);
- famous names ending in -s; the ending is pronounced as /s/ or /i:z/ (*Yeats' poetry*).

### Notes

1. We add 's to the last element of the word group (*my friend Peter's watch, my father-in-law's house*).
2. We add 's to the last element of the group of people if something refers to all of them (*Peter and Juliet's wedding – one wedding of Peter and Juliet*).
3. We add 's to each element of the group of people if different elements refer to different people (*Karen's and John's children – e.g. Karen has children from the previous marriage as well as John*).
4. We generally omit the noun after 's when referring to places of work, shops, and houses (*the doctor's* instead of *the doctor's surgery, at my mother's* instead of *at my mother's house, the butcher's* instead of *the butcher's shop*).
5. We usually use the question 'whose' to ask about possessions ('*Whose keys are these?*' – '*John's*').
6. When we want to show possession with things, we can use 'of' (*the leg of the table*).
7. We often prefer to use a compound noun instead of 'of' (*the table leg*).
8. We must use *of* when we can't form a compound noun (*the top of the box – not the box's top*). If in doubt, use a good dictionary.
9. Some nouns have different meanings with 'of' and as compound nouns (*a bowl of sugar – миска с сахаром, a sugar bowl – сахарница*).

## 2. The usage

We put the possessive before the noun it refers to in order to show possession:

- usually for people and some living creatures (*Frank's car, goat's cheese*);
- in fixed phrases (*the earth's surface, journey's end, the ship's company*);
- in time phrases (singular and plural) (*an hour's journey – two hours' journey, a day's work – two days' work, a month's salary – two months' salary*);

- with nouns expressing space and weight (*the river's edge*);
- with the names of countries, cities and ships and with the words 'world, country, city, ship' (*Moscow's theatres, world's best museums, our country's best opera house, the ship's crew*);
- when the first noun is an organisation (*the government's decision, the company's success*);
- in some set expressions (*for Heaven's sake, for God's sake, at one's wit's end, a hair's breadth, at a stone's throw*).

### Exercises

**Ex. 32.** Complete each pair below by adding the male or female equivalent.

*Model: actor – actress*

heroine, prince, doctor, waitress, host, heir, teacher, duke, empress, lord, policeman, pilot, bride, widow

**Ex. 33.** Use 's or s' only where possible with these nouns.

*Model: the clothes of the boys – the boys' clothes*

1. a journey of two days
2. the birthday of my daughter Helen
3. the days of the week
4. the orders of the Commander-in-Chief
5. the pages of the book
6. the surface of the Earth
7. the walls of the room
8. work of seven years

**Ex. 34.** What could we use in place of the words in brackets?

*Model: Your father has gone to \_\_\_\_ (the shop owned by the butcher). – the butcher's*

1. I'll meet you at \_\_\_\_ (the shop owned by the chemist).
2. I'm going to spend the night at \_\_\_\_ (the house owned by my aunt).
3. We always buy things at \_\_\_\_ (the department store owned by Emma Hart).

**Ex. 35.** Rewrite these sentences using 's, s', or just an apostrophe (').

*Model: The books for children. — These are children's books.*

1. He described the career of the actress.
2. I liked the dinner we had yesterday at the cafe belonging to Mike.
3. It's a school for girls.
4. These are the mistakes which students make.
5. The room is for the guests.
6. This bag belongs to my friend.
7. This is a club for women.
8. This is the signature of Mr. Brown.
9. This umbrella belongs to James.

**Ex. 36.** Only where possible, use 's or (') to show possession in these sentences.

*Model: The book of this author. — The author's book.*

1. Do you like the poetry of Eliot?
2. I can't see the bottom of the box.
3. It's the fault of no one.
4. That's the leg of the table.
5. The crew of the ship was small.
6. The sound of carriage was heard.
7. Where's the key of the car?

**Ex. 37.** Supply a phrase with 's or a compound noun in place of the underlined phrases.

*Model: He is the son of Mr. Right. — Mr. Right's son.*

1. I spoke to the manager of the company.
2. It was in the reign of Queen Elizabeth.
3. It's the responsibility of no one.
4. I've lost the book of my mother.
5. Polish the knob of the front door.
6. She is the personal assistant of our director.
7. That's the sister of my husband.
8. The cover of the book is torn.
9. The critic of the film was wrong.
10. The gate of the factory was shut.
11. The journey of Scott is historic.

12. The keyboard of the piano was damaged.
13. The phone in the office is out of order.
14. Where's the surgery of the doctor?
15. Who's the mother of the twins?

**Ex. 38.** Join two nouns with 's, an apostrophe ('), or a compound noun. Sometimes you have to use 'of'.

*Model: The mother / Ann – Ann's mother, the club / students – the students' club, the door / the room – the door of the room, car / the key – the car key*

1. a month / holiday
2. Rosa/love
3. the car / Mike's parents
4. the children / Don and Mary
5. the club / students
6. the economic policy / the government
7. the eyes / the dog
8. the ground floor / the building
9. the house / my aunt and uncle
10. the leg / table
11. the name / my friend
12. the name / this street
13. the name / your wife
14. the new manager / the company
15. the newspaper / today
16. the photo / my son
17. the top / the page

**Ex. 39.** Read each sentence and write a new sentence using 's with the underlined words.

*Model: The surface of the Earth looks wonderful from space. – The Earth's surface looks wonderful from space.*

1. Exports from Britain to the United States have fallen recently.
2. I always buy doughnuts in the evening. I like to eat them.
3. I had dinner in the house of my friend.
4. The crew of the ship was small.
5. The lecture tomorrow has been cancelled.
6. The museums in the town are very famous.

7. The rains last month caused lots of floods.
8. The theatres in Moscow are the best in the world.

**Ex. 40.** Use the information to complete the sentences.

*Model: I started cleaning my house at 9 o'clock and finished at 12 o'clock, so it's about \_\_\_ work. – three hours'*

1. He went on vacation on the 5<sup>th</sup> and was back at work on the 20<sup>th</sup>, so he had \_\_\_ vacation.
2. His journey lasted two months, so it was \_\_\_ journey.
3. I need two days to do the work. It is \_\_\_.
4. If I leave my house at 8.50 and walk to work, I get to work at 9 o'clock, so it's only \_\_\_ walk from my house to work.
5. In September he will receive his salary for two months. In September he will receive \_\_\_ salary.
6. Our excursion in this museum started at 11 o'clock and finished at 2 o'clock, so we had \_\_\_ excursion.
7. She had a rest from two to three, so she had \_\_\_ rest.



### Grammar in Context

**Ex. 41.** Put in eight more missing possessive apostrophes, not counting the example.

'David Copperfield', the novel by Charles Dickens, is a story of one boys **boy's** struggle after losing his parents. Davids father dies when he is young, and his mother remarries. His stepfather, Mr. Murdstone, treats David unkindly, and he can only find happiness with the Peggoty family, his nurses relatives. At school, at first he is unhappy but then wins his friends respect. However, when his mother dies, his stepfather sends him to work in a factory in London, where the other boys make fun of him. David runs away and walks to his great-aunts house in Dover. Here he grows up happily, goes to school and becomes a clerk in a lawyers office in London. He falls in love with Dora, his employers daughter, and when his aunts money is lost in a bad investment, he works writing reports of parliament for the newspapers. Many parts of the story follow the events of Dickens own life.

**Ex. 42.** The apostrophe (') key of the computer is out of order. Put the apostrophe where it is necessary. Do not forget that the apostrophe is also used in contracted forms: he is = he's, she is = she's, he has done = he's done, do not = don't.

– Did you see the invitation to ~~Lindas~~ **Linda's** birthday?

– Yes, I did. Was it her or her husbands idea to invite us?

– I dont know. We are not really friends. We are just Roberts colleagues.

– I know. But Lindas mother keeps telling everybody that shes going to have a really big party. Maybe thats the reason why she invited her husbands colleagues and their partners, too.

– OK. Lets go there and see how everything is going.

– We need a present then. What about a womans weekend at a fitness club?

– Thats too expensive for a colleagues wife. What about breakfast at Tiffany's?

– You mean the new Tiffany's in High Street?

– Yes. They offer things like that. My personal assistants family went there last Sunday and they were very pleased about the food, the prices and the waiters politeness.

– Good idea.



### Translation Practice

**Ex. 43.** Translate the sentences from Russian into English.

1. Вам нравится новая книга этого писателя?
2. Вчера нас навестили дети наших друзей.
3. Друзья моего брата хорошо говорят по-немецки.
4. Комната Бесс большая и светлая.
5. Мне нравится квартира Марии.
6. Она много пишет сёстрам Анны.
7. Сын моей сестры хорошо учится.
8. Учитель вернул тетради студентов.
9. Это книги коллег моего сына.
10. Я не помню имени сестры моего друга.

**Ex. 44.** Translate the sentences from Russian into English.

1. Где ключ от машины?
2. Дверь гаража была закрыта.
3. Мальчишки взяли велосипед разносчика пиццы.
4. Мы выучили слова десятого урока вчера.
5. Он сломал кончик (nib) карандаша.
6. Поверхность дороги была скользкой.
7. Ручка чемодана была неудобной.
8. Я не знаю результат вчерашнего матча.



### Self-study

1. Quizlet set: Noun Formation – [quizlet.com/\\_35w0t1?x=1jqt&i=8u2j6](https://quizlet.com/_35w0t1?x=1jqt&i=8u2j6).
2. Quizlet set: Noun & verb – [quizlet.com/\\_35wmo2?x=1jqt&i=8u2j6](https://quizlet.com/_35wmo2?x=1jqt&i=8u2j6).
3. Quizlet set: Partitives – [quizlet.com/\\_35z2xg?x=1jqt&i=8u2j6](https://quizlet.com/_35z2xg?x=1jqt&i=8u2j6).
4. Quizlet set: Plurals – [quizlet.com/\\_35zeen?x=1jqt&i=8u2j6](https://quizlet.com/_35zeen?x=1jqt&i=8u2j6).
5. Quizlet set: Genitive Case – [quizlet.com/\\_35zlan?x=1jqt&i=8u2j6](https://quizlet.com/_35zlan?x=1jqt&i=8u2j6).



## Unit 9. THE ARTICLE

### Recommendations for study: Unit 9

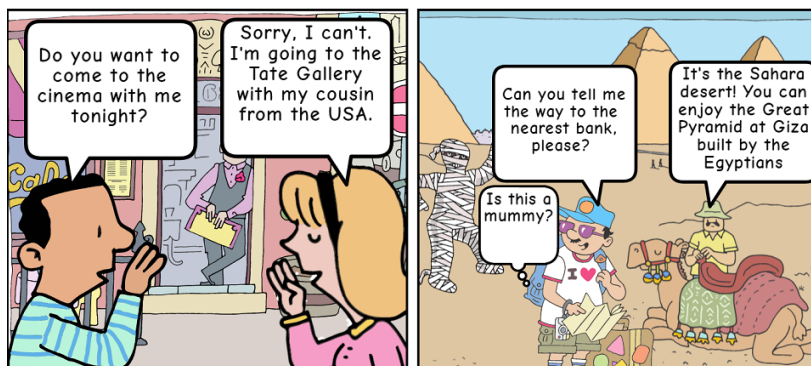
**Unit objectives:** study the information about the article and do the exercises provided.

### After this unit students will:

- learn about the types and the use of the article in various types of sentences;
- be able to use the article appropriately in speech and writing;
- acquire skills in using referencing in a sentence to maintain coherence and cohesion of a text.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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The article is a structural part of speech used with nouns. The use of articles depends on the type of noun, context or situation, and it is sometimes influenced by the syntactic relations in which the noun occurs.

There are two types of articles in modern English: **the indefinite (a/an)** and **the definite article (the)**. The **absence of article or the zero article (-)** also has its grammatical significance.

## 9.1. The Use of Articles with Common Nouns

### The Indefinite Article (a/an)

The indefinite article originally meant ‘one’, so it is used with **singular countable** nouns.

#### Notes

##### The choice of ‘a’ or ‘an’

a	an
before consonant sounds	before vowel sounds
<i>a cat, a university, a bed</i>	<i>an ocean, an hour, an MTV show</i>

#### Pronunciation

Strong form	Weak form
a /eɪ/, an /æn/	a /ə/, an /ən/
for special emphasis, before a hesitation pause	in most cases; no emphasis
<i>‘What’s this?’ – ‘It’s a /eɪ/ ... teapot!’</i>	<i>It’s a /ə/ table and there’s an /ən/ apple on it</i>

#### The usage

##### 1. New information

- When a person or a thing is introduced for the first time, and the reader or listener does not yet know what we are referring to. But! After the first reference we usually use ‘the’.

*I’ve been reading **an** interesting article in ‘The Economist’.*

*I watched **a** car as it came up our road. **The** car stopped outside our house and **a** man got out. **The** man was carrying **a** case in his hand. With **the** case, **the** man looked like a salesman.*

- Descriptive attributes used to describe an object or to give some additional information do not affect the use of article. But! Mind particularizing attributes which require ‘the’.

*I have **a** wonderful clock **which is 100 years old**. We’ve received **a** letter **containing interesting information about...***

- Detached appositions with not well-known things or people. But! Mind detached appositions with well-known things or people as they require ‘the’.

*My friend, **a history teacher**, knows a lot about it.*

- When we mean a certain state or aspect of a unique thing. But! Generally, unique things are used with ‘the’.

***A pearl-white moon** smiles through the green trees.*

## 2. Classifying

- When the speaker presents the object (expressed by the noun) as belonging to a certain class. In this case it has the meaning of «какой-нибудь, какой-то, один, некий» and is often preceded by an adjective. But! The plural of ‘a/an’ is the zero article when we refer to things in general. The plural of ‘a/an’ is ‘some/any’ when we refer to quantity.

*It happened in **a small town** in Siberia. He bought **a book** yesterday.*

- Many of such nouns denote a profession or characteristic. But! You can omit ‘a/an’ with some structures (e.g. *work as*).

*He is **a doctor**. She works as (a) **chemist**. Miss Sharp’s father was **an artist**. Your brother is **a nice man**.*

- We say that the noun belongs to a certain class, using some grammar structures (*it is, this is, have (got), there is, what...!, such, quite, rather*, verbs like *want, need, look for, afford*, verbal nouns like *take a look, etc.*). But! Mind the uncountable nouns which are used with the zero article.

***It is a book. This is a picture. She has (got) a cat. There is a book on the table. What a clever man! What a fine building! He is such a clever man. She is quite a young girl. It was rather a difficult job. / It was a rather difficult job. The children want a ride. We need a leader. I can’t afford a car. Let’s take a closer look.***

- Nationality words that can be used as singular countable nouns. But! Mind nationality adjectives which are used with the zero article, or the plurals which are used with ‘the’ or the zero article.

*She’s **an American**.*

- Certain diseases treated as singular countable nouns (*a cold, a headache, a sore throat*). But! You can use or omit ‘a/an’ with some diseases in certain phrases (*catch (a) cold, have (a/an) backache/earache/stomach-ache/toothache*).

### 3. Generalising

- When the noun is used in a general sense and has the meaning of ‘every’ (любой, всякий, каждый), when we talk about people or things in general. But! Mind the plurals used with the zero article.

*A **drowning man** catches at a straw. A **child** can understand it. A **cat** is a domestic animal.*

### 4. One

- Sometimes ‘a/an’ preserves the original meaning of ‘one’, especially with nouns denoting time, measure, weight, frequency, price, and distance. But! Sometimes we need to keep ‘one’ for emphasis, for storytelling purposes (with words like ‘day/morning/evening’, etc.) or to count things.

*He had hardly spoken **a word** since we left the house. A **week** or two passed. I’d like **a coffee**, please. I’ll be back in **a minute**. It is 80 p **a kilo**. The car makes 120 km **an hour**. I go to the gym twice **a week** (once **a month**).*

*But! I ordered **one coffee**, not two! **One day** when I was staying at the Hilton, I received a strange telephone call.*

## The Definite Article (the)

The definite article originated from demonstrative pronouns (this/that/these/those), so it always specifies the noun it precedes and can be used with any type of noun.

### Notes

#### Pronunciation

Strong form	Weak form
the /ði:/	the /ðə/ (before consonant sounds), /ði/ (before vowel sounds)
for special emphasis, before a hesitation pause	in most cases; no emphasis
<i>‘Look! A cat!’ – ‘No, the /ði:/ Cat. The one I told you about’</i>	<i>Look at the /ði/ ocean. It’s so beautiful because the /ðə/ sun’s shining today</i>

## The usage

### 1. Shared knowledge

- When the speaker and the listener know what particular object is meant. But! There is a difference between knowing what object is spoken about and knowing the object itself.

*How did you like **the play**? Where is **the key**?*

But! *'I can't speak to **the girl**. I have never seen her. Won't you speak to her?'  
— 'But I don't know **the girl** either.'*

### 2. Context

- When the situation (context) itself makes the object definite.

*The wedding looked sad. **The bride** was too old and **the bridegroom** was too young.*

- When the speaker uses an attribute pointing out a particular object — a particularizing attribute. But! Mind descriptive attributes which don't affect the use of articles (a/an/the).

*This is **the house that Jack built**. Show me **the text you received yesterday**. **The pictures in this book** are very interesting. **The walls of my room** are painted blue. We went to **the lake which was stormy that day** (descriptive attribute).*

### 3. Being unique

- When the noun denotes a thing unique (*the Sun, the Moon, the Earth, the Universe, the Galaxy, the Solar system*, etc.). But! Mind that unique things in a certain state are used with 'a/an'. Don't forget about different meanings of words which require different articles (*the Moon* — Луна, *a moon* — планета-спутник).

***The Sun** was getting warmer. **The Earth** doesn't belong to us.*

- With the nouns modified by adjectives in the superlative degree.

*Moscow has **the best underground** in the world. **The highest mountains** are in Asia.*

- With the nouns modified by the specifying pronouns (*same, all*) and adjectives (*wrong, right, very* — тот самый, *next, following, last, only, whole*). But! Mind the zero article with *next* and *last* when talking about the future or the past in connection with the present moment.

*I found him in **the last carriage** of the train. You're **the very person** I need. We sat in **the first row**. We'll have more time **the following week**.*

- With the nouns modified by the ordinal numbers (*first, second, etc.*).  
But! Mind different meanings of words (*second* – еще один – *acts as an adjective*).

*This is **the first** car I've ever owned.*

But! *The bookcase needs **a second** coat of paint.*

- With detached appositions concerning well-known things or people.  
But! Mind detached appositions with ordinary things or people which require 'a/an'.

*Pushkin, **the great Russian poet**, ...Ivanov, **the inventor of this machine**,...*

- When under the circumstances there is only one of something (*the President, the Queen, the King, the manager, the director, the captain, the army, the navy, the police, the government, etc.*). But! In some expressions no article is used.

*Paris is **the capital** of France. **The captain** was standing on the deck. **The president** is elected every four years.*

But! *He was elected **President**. She became **Queen**. They made her **manager**.*

#### 4. Generic sense

- With singular countable nouns used in a generic sense when we want to make a general statement about all things of that type. But! Uncountable nouns in a generic sense require the zero article.

***The tragedy and the comedy** appeared in Greece. **The pine** grows in the North. When was **the telephone** invented? Can you play **the guitar**? **The piano** is my favourite instrument. I listen to **the radio** every day.*

But! ***A guitar** is a string instrument.*

#### 5. Substantivisation

- With substantivized adjectives and participles (*the old, the dead, the rich, the poor, the blind, the wounded, the sick, etc.*)

*There are special schools for **the blind and the deaf**. Do you think **the rich** should pay more taxes?*

- In front of the substantivized nationality nouns used generically as a nation or a political group (*the Chinese, the Japanese, the Portuguese, the Swiss, the Spanish, the Swedish, the British, the English, the French, the Irish, etc.*). But! If a nationality noun has a plural, it follows the standard rules of the use of articles.

*The Swiss see no need to change their policy of ‘armed neutrality’. The Chinese have their own versions of this proverb. The British are too often their own worst critics.*

*But! Russians are generally friendly. The Greeks of Crete generally earn their living with tourism.*

## 6. Certain groups of words

- Before a number of nouns which indicate geographical alternatives – the types of landscape or environment where people work, live, spend their holidays (*the city/town, the mountains, the sea, the seaside, the land, the forest, etc.*).

*We are spending the weekend in the country / in the mountains / at the seaside.*

- With forms of entertainment (*the theatre, the cinema/movies, the opera, the ballet, the disco, the weekend, etc.*).

*We’ve seen things. We’ve been to the opera, the theatre, the ballet. Did you go to the disco on Saturday?*

- With shops and other businesses that are regular in towns/cities, though we do not necessarily mean something in particular. In this case, the activity is as important as the place (*the bank, the police, the fire brigade, the post office the doctor(s), the dentist(s), the shopping, the baker’s, the butcher’s, the grocer’s, the supermarket, the pub, the chemist(s), the hairdresser’s / the barber, etc.*).

*I do the shopping on Mondays. I usually go to the supermarket. I must go to the bank to change some money. John is not very well. He went to the doctor(s).*

- We can refer to the systems of mass communication and the media by using a noun with the definite article (*the television/TV, the radio, the news, the press, the paper(s), the post/mail, etc.*).

*This is what we read in the paper. I heard the news on the radio.*

- But! All these words may also be used as ordinary nouns (countable or uncountable). Then they follow standard rules for the use of articles.

*There is a new disco in town. She works in a bank. This is an expensive radio. We watch television. Have you got a new TV set?*

## The Zero Article (-)

- With plural countable nouns used in general statements, e.g. for people, animals, food, places, products, etc. But! When the reference is specific, we use 'the'.

*Men are fond of hunting. Dogs should eat meat. Oranges are good for you. Cities are polluted by cars. Shops are open on Sundays.*

But! *The oranges from Spain are sweet.*

- With nationality adjectives or with the plurals which are used in general statements. But! Mind nationality words that can be used as singular countable nouns with the 'a/an' article, or the plurals with specific reference which are used with 'the'.

*He's Russian. Russians are generally friendly.*

- With certain diseases treated as plurals (*measles, mumps, shingles*) or uncountable nouns (*(high) blood pressure, flu, gout, hepatitis*). But! You can use or omit 'a/an' with some diseases in certain phrases and need to use 'a/an' with diseases treated as singular countable nouns.
- In a generic sense, no article is used with the noun 'man' whereas either 'the' or no article is used with the noun 'woman'.

*His trust in man has been destroyed. He had always been interested in that mysterious being – (the) woman.*

- With uncountable nouns (which are always singular) used in general statements, e.g. for food, colours, abstract concepts, substances, activities, languages, etc. But! When the reference is specific, we use 'the'.

*I like ice-cream. Red is my favourite colour. No news is good news. Coffee is produced in Brazil. Smoking is not allowed here. Chinese is difficult to study.*

But! *I used all the butter that was in the butter dish.*

- With uncountable nouns in some grammar structures (*it is, this is, have (got), there is, what...!, such, quite, rather*, verbs like *want, need, look for, afford*, verbal nouns like *take a look, etc.*). But! Mind the countable nouns which are used with 'a/an'.

*What nice weather we're having today!*

- With 'next' and 'last' when talking about the future or the past in connection with the present moment. But! In other cases these words are used with the definite article.

*I'm going to Moscow next week. I was in Greece last year.*



- When a countable noun is preceded by expressions like ‘a type of / a kind of / a sort of / a variety of / a breed of’, no article is used in front of the noun that follows.

*She was **a kind of woman** who likes to help people. We can't approve of **that sort of thing**. It was **an exotic breed of dog**.*

### Exercises

**Ex. 1.** Supply ‘a/an’ where necessary. Note where you can use ‘a/an’ or zero article (-).

*Model: I'm going to bed. I've got \_\_\_ headache. — I'm going to bed. I've got **a** headache.*

1. \_\_\_ measles can be very unpleasant.
2. Don't come near me. I've got \_\_\_ sore throat.
3. I often suffer from \_\_\_ backache.
4. I think Gillian's got \_\_\_ flu.
5. I think I've got \_\_\_ cold!
6. I was awake all night with \_\_\_ toothache.
7. I've had \_\_\_ terrible backache.
8. Mind you don't catch \_\_\_ cold.
9. The children are in bed with \_\_\_ mumps.

**Ex. 2.** Translate the words in brackets.

*Model: The apples are (90 рублей за 1 килограмм). — The apples are **90 roubles a kilo**.*

1. I do the dishes (1 раз в день).
2. I take these pills (два раза в день).
3. Olive oil costs (900 рублей за литр).
4. Rubbish is collected (три раза в неделю).
5. We are going (100 км в час).

**Ex. 3.** Say what articles you would use for the underlined nouns in this text.

### Вот это здоровье! (Here's Health!)

«Я думаю, это всё, миссис Грант», — сказал доктор Колд (*zero article*) и протянул ей список предписаний. Список был очень длинным, и миссис Грант чуть удар не хватил, пока она дочитала его до конца. У неё болела голова, у неё была простуда, у неё начинался

грипп. В довершение всего, у одного из её детей была свинка. «Я также прописал вам таблетки от повышенного давления», – сказал доктор Колд. «Сколько таблеток я должна принимать?» «Одну таблетку после каждого приёма пищи, то есть три таблетки в день». Миссис Грант поблагодарила доктора и с трудом дошла до аптеки. Она протянула свой длинный список аптекарю – мистеру Вайту. Мистер Вайт весело приветствовал её. «Вот это здоровье!» – сказал он, взглянув на список.

**Ex. 4.** Say what articles you would use for the italicized nouns in these situations.

*Model:* «Кем ты хочешь быть, Майк?» – «Я хочу быть учителем (*a teacher*)». – «Почему?» – «Я люблю детей (*children*)».

1. «Где ты купила *плащ*? Мне тоже нужен *плащ*, но я не могу найти ничего подходящего». – «Сходи в *магазин* на улице Мира, там продают красивые *плащи*».
2. Давайте посадим *дуб*. Он даёт много тени.
3. Наш парк преобразился: там посадили *много новых деревьев*. В основном это *дубы* и *липы*.
4. Посмотри на *дуб*. Ему, наверное, сто лет.
5. Ваш брат идёт в библиотеку, и Вы его просите: «Принеси мне, пожалуйста, *английский словарь*». – «Я не думаю, что в нашей библиотеке есть *английские словари*».
6. Ваша сестра готовится к экзаменам, но к Вам пришли гости, Вы просите её перейти в *спальню*. Её подруга спрашивает: «А в спальне есть *стол*?»
7. Вчера мы купили *новый стол*. Я попробовала работать за ним. *Стол* неудобен для письма.
8. Вы видите в руках у мальчика *камень* и просите: «Отберите у мальчика *камень*, пожалуйста».
9. Вы видите у сына новую ручку и говорите: «Где ты купил *ручку*?»
10. Вы получили *комнату*. В ней абсолютно нет *мебели*. «Прежде всего мне необходим *стол*», – думаете Вы.
11. Вы пришли за ребенком в детский сад в *середине дня*, Вам говорят: «Вы не можете забрать *ребенка*, пока *дети* спят. Они отдыхают».
12. Вы просите помочь Вам: «Вы не могли бы передвинуть *стол*?»

13. *Девочка* ищет *сестру*. Вы ей говорите: «Посмотри *во дворе*. Она, вероятно, играет там с *детьми*».
14. *Дубы*, которые мы посадили в *парке*, уже выросли.
15. К нам подбегает мальчик с газетами и говорит: «Купите *газету*, не пожалеете. Купите *одну из газет*, пожалуйста».
16. *Мальчик* говорит своим родителям: «В следующем году у нас будут *столы* вместо *парта*».
17. На вопрос по телефону, что делает Ваша сестра, Вы ответили: «Она читает *книгу*. Она любит читать *книги*».
18. На столе тарелки с *пирожными*. «Можно мне взять *пирожное*, мама?»
19. Посмотрите на *доску*, пожалуйста.
20. Решив разбить *палатку*, Вы говорите: «Найди где-нибудь *камень*, будем забивать *колья*».
21. Староста напоминает дежурному: «Сегодня твоя очередь собирать *учебники*».
22. *Учительница* входит в *класс* и, увидев там только *девочек*, говорит: «А где же *мальчики*?»
23. Учительница говорит: «Не пишите на *столах* и следите за тем, чтобы всегда был маркер у *доски*».

**Ex. 5.** Fill in the blanks with 'a/an', 'the' or the zero article.

*Model: Would you like \_\_\_ cup of tea? – Would you like a cup of tea?*

1. Are \_\_\_ boys/girls in your group good at English?
2. Are \_\_\_ girls in your group as hardworking as boys? What do you think?
3. Can I make \_\_\_ telephone call?
4. Do you like \_\_\_ boys in your group?
5. Do you usually like \_\_\_ girls more than \_\_\_ boys?
6. Have you got \_\_\_ watch?
7. I'd like \_\_\_ apple, please.
8. She wants \_\_\_ glass of water.
9. What about \_\_\_ girls in your group? Are they nice?
10. What is the name of \_\_\_ teacher you like best?
11. Which of \_\_\_ teachers do you like best?

**Ex. 6.** Choose the right alternative: ‘a/an’ or ‘the’.

*Model: We’ve just bought a/the new house with a/the large garden. — We’ve just bought a new house with a large garden.*

1. A/the dog makes a/the good pet.
2. Agatha Christie is the/a writer who created Hercule Poirot.
3. Agatha Christie was the/a well-known writer of detective stories.
4. Arthur Brown is the/a dentist I told you about.
5. Dad, can I borrow a/the car tonight?
6. Did I show you an/the email I got from Peter this morning?
7. I do all my shopping at a/the supermarket.
8. I learned to drive a/the car when I was 18.
9. I really enjoyed a/the programme about Eastern Europe last night.
10. I usually buy a/the sandwich on my way to work.
11. I went to a/the hairdresser’s last week, but my hair looks terrible.
12. I wrote a/the long text to Jenny this morning.
13. Last night I saw an/the interesting programme about Eastern Europe.
14. London is the/a biggest city in Britain.
15. My uncle used to be the/a dentist before he retired.

**Ex. 7.** Supply ‘the’ or ‘-’.

*Model: She served \_\_\_ cold meat and cheese. — She served cold meat and cheese.*

1. \_\_\_ journeys to unknown places require a lot of preparation.
2. \_\_\_ lives of \_\_\_ poets and \_\_\_ musicians have often been unbearably difficult.
3. \_\_\_ meat we had for lunch last Sunday was very tough.
4. \_\_\_ time is \_\_\_ money.
5. \_\_\_ watches have become very cheap and very attractive.
6. I can never forget \_\_\_ time I’ve spent in Paris.
7. I can’t call it \_\_\_ running. It’s \_\_\_ jogging.
8. I don’t know much about \_\_\_ life of Salvador Dali.
9. I ought to be fit with all \_\_\_ running I do, but I don’t feel fit.
10. I think \_\_\_ red dress will suit you best. \_\_\_ red is more your colour.
11. I’m not interested in buying \_\_\_ silver or \_\_\_ gold.
12. If you study \_\_\_ history, you’ve got to read a lot.
13. Most of \_\_\_ watches you see today work on \_\_\_ quartz.

14. What has been the longest period of \_\_\_ peace in \_\_\_ history?
15. Where did \_\_\_ life come from?

**Ex. 8.** Supply 'a/an', 'the' or '-'.

*Model: Could you pass me \_\_\_ salt, please? – Could you pass me the salt, please?*

1. \_\_\_ exercise is good for \_\_\_ body.
2. \_\_\_ history of \_\_\_ world is \_\_\_ history of \_\_\_ war.
3. \_\_\_ individual has every right to expect personal freedom. \_\_\_ freedom of \_\_\_ individual is something worth fighting for.
4. I've got \_\_\_ appointment this afternoon. I've got to go to \_\_\_ doctor's.
5. Is there \_\_\_ moon round \_\_\_ planet Venus?
6. This is the front room. \_\_\_ ceiling and \_\_\_ walls need decorating, but \_\_\_ floor is in good order. We'll probably cover it with \_\_\_ carpet.
7. We have \_\_\_ nice apartment in \_\_\_ centre of St. Petersburg. It is on \_\_\_ third floor of \_\_\_ new building. It is \_\_\_ three room flat with \_\_\_ kitchen.
8. We have seen what \_\_\_ Earth looks like from \_\_\_ Moon.

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

*Model: Peter likes to drink coffee / the coffee in the morning. – Peter likes to drink coffee in the morning.*

1. *Children / The children* have gone to the playground.
2. I would love to travel to *Australia / the Australia*.
3. James plays *basketball / the basketball* twice a week.
4. Jim enjoys listening to *radio / the radio* in the evenings.
5. *Life / The life* was very different 100 years ago.
6. Look at *dogs / the dogs*! They are chasing a cat.
7. Nathan is learning to play *violin / the violin*.
8. *Queen Victoria / The Queen Victoria* ruled for 63 years.
9. Roald Amundsen was the first person to reach *the South Pole / South Pole*.
10. *Teenagers / The teenagers* usually like playing video games.
11. You cut *the cake / cake* and I'll pour *tea / the tea*.

**Ex. 10.** Supply 'the' or '-'.

*Model: Because of 'the greenhouse effect', \_\_\_ climate of the world is changing. – Because of 'the greenhouse effect', the climate of the world is changing.*

1. \_\_\_ Mr. Stocks has shown that \_\_\_ Egyptians used \_\_\_ saws and drills. \_\_\_ saws and drills were made of \_\_\_ copper.
2. Do you know who killed \_\_\_ President Lincoln?
3. In many countries, the head of state is called \_\_\_ President.
4. My eldest son joined \_\_\_ Navy and now my youngest wants to join \_\_\_ Army.
5. The Ancient Greeks believed in \_\_\_ gods. The idea of \_\_\_ God was not known to them.
6. 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.

**Ex. 11.** Supply 'a/an' or 'the'.

*Model: I'd like to go to \_\_\_ beach. – I'd like to go to the beach.*

1. \_\_\_ government is very unpopular.
2. \_\_\_ longest bridge in Europe is in Portugal.
3. Call \_\_\_ Police!
4. I bought it in \_\_\_ shop in High Street.
5. I love listening to \_\_\_ piano.
6. I saw \_\_\_ interesting film at \_\_\_ cinema last week.
7. I think you watch \_\_\_ television too often.
8. I'm going to \_\_\_ baker's to buy \_\_\_ loaf of bread.
9. I'm going to \_\_\_ shop.
10. Is there \_\_\_ bookshop on High Street?
11. My grandmother is dreaming of buying \_\_\_ new piano for me.
12. There is \_\_\_ cat in \_\_\_ garden.
13. There is \_\_\_ knife in \_\_\_ second drawer.
14. There is \_\_\_ good film on at \_\_\_ cinema, or we could go to \_\_\_ theatre, or we could stay at home and watch \_\_\_ television.
15. When you want to buy meat, you go to \_\_\_ butcher's.
16. Who is \_\_\_ nicest girl in your class?

**Ex. 12.** Complete the sentences below, using 'the' with these adjectives.  
*blind/dead/disabled/rich/poor/unemployed*

*Model: It is said that we should never speak ill of \_\_\_\_\_. – It is said that we should never speak ill of the dead.*

1. Buildings should be specially designed so they can be used by \_\_\_\_\_.
2. In St. John's Park, there is a special garden for \_\_\_\_\_ with strongly scented flowers.
3. It is only fair that \_\_\_\_\_ should pay higher taxes than \_\_\_\_\_.
4. Life is bound to be difficult for \_\_\_\_\_.

**Ex. 13.** Insert articles where necessary.

*Model: There is \_\_\_\_\_ bridge over the river. – There is a bridge over the river.*

1. \_\_\_\_\_ person who is sitting next to you is \_\_\_\_\_ famous painter.
2. Do you have \_\_\_\_\_ pens and \_\_\_\_\_ pencils?
3. From \_\_\_\_\_ back of \_\_\_\_\_ house came \_\_\_\_\_ sound of \_\_\_\_\_ vacuum cleaner.  
The mother turned off \_\_\_\_\_ machine and looked at \_\_\_\_\_ boy.
4. He met \_\_\_\_\_ nice girl at \_\_\_\_\_ disco.
5. I saw \_\_\_\_\_ beautiful hat in \_\_\_\_\_ shop, but \_\_\_\_\_ hat was too expensive for me to buy.
6. Let me give you \_\_\_\_\_ piece of \_\_\_\_\_ advice.
7. My son has \_\_\_\_\_ very good German teacher who knows \_\_\_\_\_ language perfectly.
8. They bought \_\_\_\_\_ table. \_\_\_\_\_ table is made of oak.
9. We usually have \_\_\_\_\_ breakfast at eight.
10. What \_\_\_\_\_ strange answer!
11. What \_\_\_\_\_ wonderful news!
12. Yesterday I met \_\_\_\_\_ old friend whom I recognized at once.
13. Yesterday I spoke to \_\_\_\_\_ man who had just returned from \_\_\_\_\_ Arctic expedition.

**Ex. 14.** Insert articles where necessary.

*Model: Not \_\_\_\_\_ word was spoken in \_\_\_\_\_ living room. – Not a word was spoken in the living room.*

1. \_\_\_\_\_ arm in \_\_\_\_\_ arm we walked on, sometimes stumbling over \_\_\_\_\_ hump of earth or catching our feet in \_\_\_\_\_ rabbit holes.
2. \_\_\_\_\_ bartender was \_\_\_\_\_ pale man in \_\_\_\_\_ vest and \_\_\_\_\_ apron, with \_\_\_\_\_ pale, hairy arms and \_\_\_\_\_ long, nervous nose.

3. \_\_\_ man who entered was short and broad. He had black hair, and was wearing \_\_\_ grey flannel trousers with \_\_\_ red woollen shirt, open at \_\_\_ neck, whose collar he carried outside \_\_\_ lapels of his dark tweed jacket.
4. \_\_\_ old man quitted \_\_\_ house secretly at \_\_\_ same hour as before.
5. \_\_\_ rich think they can buy anything.
6. \_\_\_ room has three doors; one on the same side as \_\_\_ fireplace, near \_\_\_ corner, leading to \_\_\_ best bedroom.
7. \_\_\_ room itself was filling up, so was \_\_\_ staircase.
8. \_\_\_ sky outside \_\_\_ window was already dark, managers had gone home, all was quiet.
9. As \_\_\_ man sows, so shall he reap.
10. Clare was \_\_\_ most vivid member of \_\_\_ family. She had dark fine hair and \_\_\_ pale expressive face, of which \_\_\_ lips were slightly brightened. \_\_\_ eyes were brown, with straight and eager glance, \_\_\_ brow low and very white. Her expression was odd for \_\_\_ girl of twenty, being calm and yet adventurous.
11. During \_\_\_ country house parties, one day is very like another. \_\_\_ men put on \_\_\_ same kind of tie, eat \_\_\_ same breakfast, tap \_\_\_ same barometer, smoke \_\_\_ same pipes and kill \_\_\_ birds.
12. Even \_\_\_ strongest have their hours of depression.
13. Far away in \_\_\_ little street there is \_\_\_ poor house. One of \_\_\_ windows is open and through it I can see \_\_\_ woman sitting at \_\_\_ table. She is \_\_\_ seamstress (портниха).
14. He arrived half \_\_\_ hour before dinner time, and went up to \_\_\_ schoolroom at \_\_\_ top of \_\_\_ house, to see \_\_\_ children.
15. He looks older than he is, as \_\_\_ dark men often do.
16. He was \_\_\_ short, plump man with \_\_\_ very white face and \_\_\_ very white hands. It was rumoured in London that he curled them like \_\_\_ woman.
17. Her aunt, in \_\_\_ straw hat so broad that it covered her to \_\_\_ very edges of her shoulders, was standing below with two gardeners behind her.
18. I believe I can tell \_\_\_ very moment I began to love him.
19. I tell you, he is as brave as \_\_\_ man can reasonably be.



20. It was Sunday afternoon, and \_\_\_ sun, which had been shining now for several hours, was beginning to warm \_\_\_ earth.
21. It was \_\_\_ cottage built like \_\_\_ mansion, having \_\_\_ central hall with \_\_\_ wooden gallery running round it, and \_\_\_ rooms no bigger than \_\_\_ closets.
22. Mr. Boythorn lived in \_\_\_ pretty house with \_\_\_ lawn in front, \_\_\_ bright flower garden at \_\_\_ side and \_\_\_ kitchen-garden in \_\_\_ rear, enclosed with \_\_\_ wall. \_\_\_ house was \_\_\_ real old house.
23. Not \_\_\_ word was spoken, not \_\_\_ sound was made.
24. Then it was night and he was awake, standing in \_\_\_ street, looking up at \_\_\_ dark windows of \_\_\_ place where he lived. \_\_\_ front door was locked and there was no one in \_\_\_ house.
25. There is something in \_\_\_ very expression of his face that tells me so.
26. To him she would always be \_\_\_ loveliest woman in \_\_\_ world.
27. Tom looked at him, without \_\_\_ word, took out his wallet and gave him \_\_\_ ten-pound note.
28. We are told that \_\_\_ wicked shall be punished.
29. You know I never cared for \_\_\_ drama.



### Grammar in Context

**Ex. 15.** Put in 'a/an' or 'the'.

#### A Bad Customer

- 1) A man went into 2) \_\_\_ shop and asked for 3) \_\_\_ pound of apples which cost one shilling. 4) \_\_\_ shopkeeper gave them to him. Then 5) \_\_\_ man asked, 'Can I exchange 6) \_\_\_ apples for 7) \_\_\_ pound of plums? 8) \_\_\_ price is 9) \_\_\_ same.' 10) \_\_\_ shopkeeper agreed, took back apples and gave him plums. 11) \_\_\_ man took them and was going to leave 12) \_\_\_ shop. 13) \_\_\_ shopkeeper asked him for 14) \_\_\_ money. '15) \_\_\_ money for what?' asked 16) \_\_\_ man. '17) \_\_\_ money for 18) \_\_\_ plums,' said 19) \_\_\_ shopkeeper. 'But I gave you 20) \_\_\_ apples for 21) \_\_\_ plums,' answered 22) \_\_\_ man. 'Well, then, 23) \_\_\_ money for 24) \_\_\_ apples.' 'But you still have your apples,' said 25) \_\_\_ man and walked out of 26) \_\_\_ shop.

### Thank You, I Feel Much Better

1) \_\_\_ doctor whose medical skill was much better than his handwriting, sent 2) \_\_\_ invitation to 3) \_\_\_ patient who was his friend to spend 4) \_\_\_ evening with him. He said that there would be music and other things. 5) \_\_\_ friend did not come, and did not sent any explanation. When they met 6) \_\_\_ following day, 7) \_\_\_ doctor asked whether he had received 8) \_\_\_ note. 'Yes, thank you,' replied 9) \_\_\_ other. 'I took it to 10) \_\_\_ chemist, he made up medicine and I feel much better already.'

#### Ex. 16. Complete the sentences below, using 'the' or 'a' where necessary.

Three monks were travelling through Turkey hoping to meet 1) **the** wisest man in 2) \_\_\_ whole country. 3) \_\_\_ monks explained that they wanted to meet him because they each had 4) \_\_\_ question to ask him. 5) \_\_\_ Sultan sent for Hodja Nasreddin who came to 6) \_\_\_ palace at once. 7) \_\_\_ first monk stepped up and asked his question. He was rather 8) \_\_\_ clever monk.

'Where is 9) \_\_\_ centre of 10) \_\_\_ Earth?'

'At this moment, 11) \_\_\_ centre of 12) \_\_\_ Earth is exactly below 13) \_\_\_ right foot of my donkey,' answered Nasreddin.

'How can you possibly know?' asked 14) \_\_\_ monk.

'If you measure 15) \_\_\_ Earth carefully, you'll find that I'm right,' replied Hodja.

Then 16) \_\_\_ second monk asked his question.

'How many stars are there in 17) \_\_\_ sky?' It was quite 18) \_\_\_ tricky question.

'As many as there are hairs on my donkey,' replied Hodja. 'As you'll see if you count them.'

19) \_\_\_ third monk came forward.

'How many hairs are there in my beard?' he asked.

'This is 20) \_\_\_ easy question', said Hodja. 'As many as there are hairs in 21) \_\_\_ donkey's tail. If you don't believe me, we can pull out 22) \_\_\_ hairs from your beard and 23) \_\_\_ hairs from 24) \_\_\_ donkey's tail one by one and count them.'

Nasreddin is such 25) \_\_\_ clever man. I needn't have asked my question to find that out.

So, everybody could see that Hodja was 26) \_\_\_ wisest man of all.



## Translation Practice

### Ex. 17. Translate into English.

1. В вагоне, в который они вошли, не было свободных мест. — Они вошли в вагон, в котором не было свободных мест.
2. В новостях очень много писали о молодой талантливой актрисе, которая сыграла роль Анны. — Роль Анны играла молодая талантливая актриса, которая недавно окончила театральный институт.
3. Группа туристов, которая отправилась в горы, состоит из студентов. — Сегодня группа туристов, которая состоит из студентов, отправляется в горы.
4. На углу вашей улицы висят часы, которые приводятся в действие электричеством. — Она посмотрела на часы на углу и поняла, что опоздает на поезд.

### Ex. 18. Translate into English.

1. Замок сломался. — Кому мне отдать починить замок? — Ты знаешь, где чинят замки? — Не забудь купить замок.
2. Мне нужно снять комнату. — Проветри комнату.
3. Мы не знали, что здесь есть озеро. — Озеро глубокое.
4. Нож не режет. — У тебя нет ножа? — Возьми нож и отрежь хлеба.
5. У нас сегодня апельсины на десерт. — Апельсины в буфете. — Возьми себе апельсин. — Апельсин не кислый?

### Ex. 19. Translate into English.

1. В холле темно.
2. Где ключ?
3. Где можно купить пальто? — Где тебе сшили (have sth sewn) пальто?
4. Дверь закрыта.
5. Ручка не пишет. — У вас есть ручки в продаже?
6. Сколько квартир в доме?
7. Сколько стоят эти сервизы? — сколько предметов в сервизе? — Сколько стоят сервизы сегодня?
8. Ты любишь собак? — Не дразни (tease) собаку. — Никогда не пытайся погладить (stroke) собаку, если ты её не знаешь.
9. У тебя есть телефон? — Телефон не работает.

**Ex. 20.** Translate into English.

1. Был чудесный день.
2. Группа сделала такие успехи! — Какой успех имела книга!
3. Дай деньги мне. Ты ведь их всегда теряешь.
4. Какой неожиданный визит!
5. Не стоит трогаться в путь в плохую погоду. — Мы не тронемся, пока погода не переменится. — Ты любишь такую погоду? — Какая была скверная погода!
6. Он нашел такую хорошую работу! — Какая интересная работа!
7. Такие сведения всегда нужны. — Сведения уже поступили?
8. Ты слышал эти новости? — Новости из дома плохие. — Он привёз хорошие вести. — Это такая неожиданная новость!
9. Это очень хороший совет. — Совет хороший. — Это не дружеский совет!

**Ex. 21.** Translate into English, paying special attention to the underlined words.

10. Будьте внимательнее: Вы сделали ошибку.
11. В центре города строится новый торговый центр.
12. В этом году он первый раз был в лагере.
13. «Где мама?» — «Она на кухне».
14. Его уведомили об этом электронным письмом.
15. «Кто у двери?» — «Это курьер».
16. Лагерь был расположен в лесу.
17. Мой друг написал мне об этом в электронном письме.
18. Мы ходили вчера в театр. Пьеса была замечательная.
19. Немцы и японцы много работают.
20. Португальцы очень отличаются от испанцев.
21. Почта — важное государственное учреждение.
22. Рынок был уже закрыт, и мы пошли в магазин.
23. «Чем занимается Джон?» — «Он переводчик».
24. Я не знал, что недалеко от нашего дома есть парк.
25. Я предпочитаю проводить каникулы в горах, у моря или в деревне.

**Ex. 22.** Translate the sentences from Russian into English.

1. Дэнни посмотрел на дом, и вдруг в окне он увидел лицо.
2. Ему подарили полдюжины рубашек, которые кто-то привёз из Англии.
3. Иногда посетители звонили не в тот звонок.
4. История, которую я собираюсь тебе рассказать, длинная. Садись на диван, и давай поговорим.
5. Какая красивая бабочка здесь на стене!
6. Компас был изобретен в Древнем Китае.
7. Роджер посмотрел на него, не говоря ни слова, и дал ему стодолларовую банкноту.
8. Спасибо, Стефан. Я знал, что ты дашь мне правильный совет.
9. Старики не могут помочь молодым.
10. У неё был свой собственный ключ.
11. Хотя земля была холодной и мокрой, небо было ясным. Вставало яркое солнце.
12. Эдвард остался на неделю в коттедже.
13. Я просто хотела взглянуть на дом и задать тебе несколько вопросов.

## 9.2. The Use of Articles with Nouns of Material and Abstract Nouns

Nouns of material	Abstract nouns
<i>butter, tea, iron, water, honey, wine, snow, etc.</i>	<i>anger, beauty, curiosity, freedom, weather, etc.</i>

### The usage

- In a general sense, no article is used.

*Blood is thicker than water. He doesn't like coffee. She was as pale as snow. While there is life, there is hope. What fine weather we're having today! They walked in silence along the path.*

- When modified by a particularizing attribute or the situation makes it definite, we use 'the'.

*Rosa tasted the wine. It was good. The coffee she made was better than he had hoped and very hot.*

*Last night I heard 'Carmen' and enjoyed **the music**. We enjoyed **the stillness** of the air.*

- 'A/an' is used with uncountable abstract nouns when modified by a descriptive attribute which brings out a special aspect.

*A **hot anger** rose in his chest.*

*There was a wonderful **happiness** everywhere.*

- When an indefinite part of the substance is meant, 'some/any' are used.

*I bought **some bread** and **cheese**.*

- We use 'a/an' with nouns of material when we mean: 1) sorts of food; 2) a portion of something; 3) an object made of a certain material.

*They give **a good coffee** here. He drank **a brandy** and went out. There is **a tin** of sardines on the table.*

### Exercises

**Ex. 23.** Say what articles you would use for the nouns in these situations.

*Model: У киоска «Соки-воды» Вы говорите: «Я, пожалуй, возьму*

*томатный сок». – zero article*

1. «Мама, купи мне мороженое», – просит девочка.
2. «У тебя всё лицо в яйце, иди умойся».
3. «Вы выпьете черный кофе?» – «Да, и без сахара».
4. Вы поинтересовались, из чего изготавливают строительные блоки. «Из цемента и камня», – ответили Вам.
5. На завтрак я ем вареное яйцо и чашку кофе.
6. На просьбу купить мороженое Вы отвечаете: «Здесь не продают мороженое».
7. При выходе из магазина Вас спросили, есть ли там апельсины.
8. Проходя мимо киоска, Вы спрашиваете: «Хочешь, я тебе куплю мороженое?»
9. Расхваливая костюм, Вы замечаете: «Не похоже, что это хлопок, можно подумать, что это шерсть».
10. Сосед интересуется, из чего сделан Ваш сервант. «По-моему, это красное дерево».

**Ex. 24.** Insert articles or 'some' where necessary.

*Model: 'We shan't have \_\_\_ fish,' Robin said. – 'We shan't have fish,' Robin said.*

1. \_\_\_ coffee without \_\_\_ bread could never honestly serve as supper.
2. \_\_\_ rest of us had finished eating, but Dave had cut himself another slice of \_\_\_ cheese.
3. '\_\_\_ fish is very fresh,' – the waiter assured us.
4. Dinner began in \_\_\_ silence. In silence \_\_\_ soup was finished. It was \_\_\_ excellent soup. And \_\_\_ fish was brought. Nobody took it and \_\_\_ fish was taken away. Then the maid brought \_\_\_ champagne.
5. He bought \_\_\_ old beef, and \_\_\_ ham, and \_\_\_ French bread and butter, and came back with his pockets pretty heavily laden.
6. She did not answer, but her face was hard and pale as \_\_\_ stone.
7. She made \_\_\_ coffee.
8. There were two bottles of \_\_\_ wine, \_\_\_ plate of \_\_\_ oranges with \_\_\_ powdered sugar.
9. You've caught cold; I saw you shivering, and you must have \_\_\_ chicken soup to drive it out.

**Ex. 25.** Insert articles or 'some' where necessary.

*Model: She hurried in again and found \_\_\_ water almost boiled away. – She hurried in again and found the water almost boiled away.*

1. \_\_\_ blood is thicker than \_\_\_ water.
2. \_\_\_ coffee was better than Danny had hoped and very hot.
3. Barber went to \_\_\_ bar and ordered \_\_\_ coffee, then changed it to \_\_\_ brandy because \_\_\_ coffee wasn't enough after \_\_\_ talk like that.
4. Her face was yellow in colour and her skin resembled \_\_\_ leather.
5. I'm going to cut \_\_\_ grass in \_\_\_ garden. It is \_\_\_ hard work but it has to be done.
6. My heart felt as heavy as \_\_\_ lead.
7. Rosa tasted \_\_\_ wine. It was harsh but refreshing.
8. She had \_\_\_ brown shining hair which hung down on either side of her face.
9. She looked with \_\_\_ eager, hungry eyes at \_\_\_ bread and \_\_\_ meat and \_\_\_ beer that \_\_\_ landlady brought her.
10. The hostess brought in \_\_\_ pears, \_\_\_ cold chicken, \_\_\_ tongue, \_\_\_ cheese.

11. Without giving her \_\_\_ opportunity to protest any more, he went to \_\_\_ telephone and ordered \_\_\_ coffee and several sandwiches.
12. You drank \_\_\_ wine with breakfast, dinner, and supper, and fifty people always drank it with you.



### Grammar in Context

**Ex. 26.** Put in 'a/an', 'the' or '-'.

#### The Luncheon

'I never eat anything for luncheon,' – she said. '1) A little fish, perhaps. I wonder if they have 2) \_\_\_ salmon. And unless they have 3) \_\_\_ caviar. I never mind caviar.'

For myself I chose 4) \_\_\_ cheapest dish on 5) \_\_\_ menu and that was 6) \_\_\_ mutton chop.

'I think you are unwise to eat 7) \_\_\_ meat,' she said.

Then came the question of 8) \_\_\_ drink.

'I never drink anything for luncheon, except 9) \_\_\_ white wine. My doctor won't let me drink anything but 10) \_\_\_ champagne. And what are you going to drink?'

'11) \_\_\_ water.'

She ate 12) \_\_\_ caviar and 13) \_\_\_ salmon. She talked gaily of 14) \_\_\_ art, 15) \_\_\_ literature and 16) \_\_\_ music.

**Ex. 27.** Fill in 'a/an', 'the', 'some', according to the meaning.

#### An English Secret

1) – tea is best made in 2) \_\_\_ brown china teapot. First, you warm 3) \_\_\_ pot with 4) \_\_\_ hot water which you pour away after 5) \_\_\_ moment or two. Then put in 6) \_\_\_ teaspoonful of 7) \_\_\_ tea for each person and an extra one 'for luck'. Now pour in 8) \_\_\_ boiling water and leave 9) \_\_\_ tea to stand for three to five minutes before pouring it into fine china cups, with or without 10) \_\_\_ milk and 11) \_\_\_ sugar.

Philip Sidley is 12) \_\_\_ tea expert. He believed that 13) \_\_\_ secret of 14) \_\_\_ good tea lies in 15) \_\_\_ quality of 16) \_\_\_ water you use. Another expert, Jonathan Goodall, does not think 17) \_\_\_ type of 18) \_\_\_ water is such 19) \_\_\_ important aspect. He says 20) \_\_\_ main thing is to make 21) \_\_\_ tea immediately after 22) \_\_\_ water has boiled.





## Translation Practice

**Ex. 28.** Translate into English.

1. Вода в реке очень холодная. — Вода необходима для жизни. — Принеси мне воды, пожалуйста.
2. Дайте мне, пожалуйста, молока. — Молоко необходимо детям. — Я не пью молоко, я пью чай или кофе.
3. Купи лимон к чаю. — Лимон полезен. — Нарезь лимон.
4. Снег был глубокий. — Очень трудно ходить по глубокому снегу.
5. Сок вкусный. — Я предпочитаю апельсиновый сок. — Сок, которым я тебя угощу, сделала моя мама.
6. Чай горячий. — Я люблю чай. — Положи сахар в чай.
7. Я попросил купить хлеба и масла. — Положите масла в суп. — Поставьте масло на стол.

**Ex. 29.** Translate into English.

1. Джеймс попросил воды и жадно (thirstily) её выпил.
2. Земля была покрыта свежим снегом.
3. Какие новости? — Ты слышал новость?
4. Кофе подали с настоящими сливками.
5. Она учила детей работать с бумагой и ножницами.
6. Они покупают новую мебель.
7. Отец начал резать горячее мясо.
8. Погода была такой тёплой, что мы решили поплавать. — Какая замечательная сегодня погода!
9. Совет, который он получил от своих друзей, был следующим: отказаться от работы.
10. Я ему одолжил пять евро на прошлой неделе. Ты думаешь, он отдаст мне деньги?
11. Я знаю, что работа, которую я выполнил, — это хорошая работа, лучшая в моей жизни.

### 9.3. The Use of Articles with Proper Nouns

#### Geographical Names

Geographical Names	No article	The definite article 'the'
1. Continents, countries, cities/towns, villages	<ul style="list-style-type: none"> <li>generally <i>Africa, France, London, Abbotsbury, the village of Petrovka</i></li> <li>when modified by a prepositional attribute <i>Latin America, Central Asia</i></li> </ul>	<ul style="list-style-type: none"> <li>when having a particularizing attribute <b><i>The Philadelphia</i></b> he was born in...</li> <li><i>Gone is the Moscow of the merchants and aristocrats.</i></li> <li><i>In his book W. Scott described the England of the Middle Ages.</i></li> <li>'plurals' and when consisting of sth <i>the United States, the Soviet Union, the United Kingdom, the Netherlands</i></li> <li>exceptions <i>the Hague, the Crimea, the Caucasus</i></li> </ul>
2. Oceans, seas, rivers, channels/canals, deserts	—	<b><i>the Pacific (Ocean), the Black Sea, the Volga, the (English) Channel, the Suez Canal, the Sahara</i></b>
3. Lakes	<i>Lake Baikal Lake Ontario</i>	<ul style="list-style-type: none"> <li>regions where a lake is located <b><i>the Baikal, the Ontario</i></b></li> </ul>
4. Mountains	<ul style="list-style-type: none"> <li>peaks <i>Elbrus, Everest</i></li> </ul>	<ul style="list-style-type: none"> <li>mountain chains <b><i>the Urals, the Alps</i></b></li> </ul>
5. Islands	<ul style="list-style-type: none"> <li>a single island <i>Madagascar, Corfu</i></li> </ul>	<ul style="list-style-type: none"> <li>island groups <b><i>the Bermudas, the British Isles</i></b></li> </ul>
6. Regions	<i>North America, Latin America, Central Asia western Canada, southern Spain</i>	<b><i>the Middle East, the Far East, the north of England</i></b>

Geographical Names	No article	The definite article 'the'
7. Four cardinal points of the compass	<ul style="list-style-type: none"> <li>set expressions <i>from East to West,</i> <i>from North to South</i></li> </ul>	<i>the South, the North, the West, the East</i>

### Names of People, Relationships, Titles

Names of people	No article	The definite article 'the'	The indefinite article 'a/an'
1. Names of people	<ul style="list-style-type: none"> <li>generally <i>There was a letter from Susan inviting me to a party.</i></li> <li>modified by adjectives <i>old, young, little, dear, poor, honest</i> <i>Young Jolyon was standing by the piano.</i> <i>She is a widow of poor George</i></li> </ul>	<ul style="list-style-type: none"> <li>with a name in the plural meaning the whole family <i>He is very different from the rest of the Kents.</i></li> <li>with the name modified by a particularizing attribute <i>Is he the Sheldon who is a writer?</i> <i>She was no more the Julia of the first years of their marriage</i></li> </ul>	<ul style="list-style-type: none"> <li>one member of a family <i>I have often wondered if Tim was really a Burton.</i></li> <li>when names of people indicate typical features of a well-known name <i>She felt like an Alice in Wonderland.</i></li> <li>names of people meaning «некий» (sometimes modified by the adjective 'certain')</li> </ul> <p><i>I heard it from a (certain) Mr. Jagger</i></p>
2. Nouns of relationship	<ul style="list-style-type: none"> <li>followed by a proper name <i>Uncle Jolyon, Aunt Polly</i></li> </ul>	<ul style="list-style-type: none"> <li>other people's relatives <i>The son was as clever as the father.</i></li> </ul>	

Names of people	No article	The definite article 'the'	The indefinite article 'a/an'
	<ul style="list-style-type: none"> <li>used only by the members of the family: <i>She went into the hall and asked, 'Is Mum back?'</i></li> </ul>	<i>Lomonosov was <b>the</b> son of a fisherman.</i> <i>Becky was <b>the</b> daughter of an artist</i>	
3. Nouns denoting ranks, titles, professions followed by a proper name	<i>Academician</i> <i>Professor</i> <i>Doctor</i> <i>Count</i> <i>Brown</i> <i>Lord</i> <i>Colonel</i> <i>Mr./Mrs./Ms.</i> <i>etc.</i>	<ul style="list-style-type: none"> <li>nouns denoting profession followed by a proper name  <i><b>The painter Warhol</b> left many fine pictures</i></li> </ul>	

### Names of Places, Some Buildings, Public Organisations, etc.

Names of places, buildings, public organizations, etc.	The definite article 'the'	No article
	usually when you need to make a common noun unique, particularize it, or substantivize an adjective	when they contain proper names, genitives, some acronyms and some exceptions
Historical events	<i><b>the</b> French Revolution</i>	—
Public/political organizations	<i><b>the</b> Senate, <b>the</b> Houses of Parliament, <b>the</b> United Nations, <b>the</b> Government</i>	<i>NATO, Parliament, Congress</i>

<b>Names of places, buildings, public organizations, etc.</b>	<b>The definite article ‘the’</b>	<b>No article</b>
Public/historical buildings, churches	<i>the Bank of England, the Winter Palace, the Tower of London</i>	<i>Westminster Abbey, St. Paul’s Cathedral, Buckingham Palace</i>
Documents	<i>the Constitution</i>	—
Parties	<i>the Labour Party, the Tory</i>	—
Names of newspapers and periodicals	<i>the Times, the Washington Post</i>	(foreign) <i>Pravda, Der Spiegel</i>
Businesses and chains of shops	—	<i>General Motors, Sony, Shell</i>
Ships, trains, spacecraft	<i>the Orient Express, the Titanic</i>	<i>Apollo, Challenger</i>
Theatres, cinemas	<i>the Globe, the Bolshoy (Theatre), the Odeon, the Arbat</i>	<i>Her Majesty’s</i>
Museums	<i>the British Museum, the Hermitage, the Tate Gallery</i>	—
Parks	—	<i>Hyde Park, St. James’s Park</i>
Schools, colleges, universities	<i>the University of London</i>	<i>Carnegie College, London University</i>
Restaurants	<i>the Cage Royal</i>	<i>Leoni’s</i>
Hotels	<i>the Hilton</i>	<i>Brown’s</i>
Stations and airports	—	<i>Heathrow, Sheremetyevo</i>
The names of counties, states, streets	—	<i>Yorkshire, Texas, Oxford, High Street</i>

## Exercises

**Ex. 30.** Write the names of the places below in two columns: 1) those with 'the'; 2) those without 'the'.

*Model: river Thames – the river Thames*

~~River Thames~~, Netherlands, Paris, India, Arctic, Alps, Luxembourg, Sahara, Nile, Istanbul, Chile, Sweden, Gobi Desert, Bombay, South China Sea, Hamburg, Pyrenees, Solomon Islands, Algeria, Philippines, Barcelona, Rocky Mountains, People's Republic of Mongolia, Africa

**Ex. 31.** Supply 'the' or '-'.

*Model: I haven't got the least idea how many rooms there are in \_\_\_ 'Ritz' (hotel). – I haven't got the least idea how many rooms there are in the 'Ritz' (hotel).*

1. And eventually, \_\_\_ 'Queen Elizabeth' was put to sea.
2. Do you know the song about \_\_\_ London Bridge?
3. Go down \_\_\_ Oxford Street till you come to \_\_\_ Oxford Circus, then turn right.
4. Governmental offices line \_\_\_ Whitehall, and on the right there is \_\_\_ Downing Street.
5. He attended \_\_\_ Congress only nine times.
6. He never reads \_\_\_ 'Komsomolskaya Pravda'.
7. He spoke about the role of \_\_\_ Labour Party during the election period.
8. I could never afford to stay at hotels like \_\_\_ 'Brown's' or \_\_\_ 'Hilton'.
9. Look at the percentage of lawyers in \_\_\_ Senate.
10. The Kings and Queens of England were crowned and buried in \_\_\_ Westminster Abbey.
11. There is an interesting article in \_\_\_ 'Times'.
12. Two famous works of art have recently been acquired by \_\_\_ 'Tate Gallery', London.
13. We had an early dinner at \_\_\_ 'Leoni's' and then went to play at \_\_\_ 'Shakespeare's Globe'.
14. 'What's your address?' – 'I live in \_\_\_ Montague Road, number 27.'
15. You can't visit \_\_\_ London without seeing \_\_\_ Buckingham Palace.

**Ex. 32. Insert articles where necessary.**

*Model: \_\_\_ Suez Canal was blocked. – The Suez Canal was blocked.*

1. \_\_\_ Elbrus is the highest peak in \_\_\_ Europe.
2. \_\_\_ Hague, a city in \_\_\_ Western Netherlands near \_\_\_ North Sea, is the seat of the Dutch Government.
3. \_\_\_ Lake Baikal is the deepest lake in the world.
4. \_\_\_ Philippines is an archipelago which consists of thousands of islands.
5. \_\_\_ Riviera in \_\_\_ Caucasus is the most popular place in summer.
6. \_\_\_ Sahara is the greatest desert in \_\_\_ North Africa, extending from \_\_\_ Atlantic Ocean to \_\_\_ Nile.
7. \_\_\_ West Indies is a chain of islands between \_\_\_ North and \_\_\_ South America.
8. The home ownership rate in \_\_\_ South East of \_\_\_ England is higher than in \_\_\_ North.
9. The surface of \_\_\_ Mediterranean is never so blue as that of \_\_\_ Adriatic.
10. When you are in \_\_\_ sky, you see only snow in \_\_\_ Arctic or \_\_\_ Greenland. You have glimpses of \_\_\_ Andes or \_\_\_ Pacific.

**Ex. 33.** In each of the following sentences the article ‘the’ has been left out at least once. Read the sentences and mark where ‘the’ should be. The number in brackets tells you how many times ‘the’ should occur.

*Model: When we were in London, we stayed at ‘Royal Hotel’ in Albert Street near Trafalgar Square. (1) – When we were in London, we stayed at the ‘Royal Hotel’ in Albert Street near Trafalgar Square.*

1. In the evening, we went to a pub just off Leicester Square, then we went to a play at National Theatre. (1)
2. Next day we went to Houses of Parliament and Westminster Abbey and had lunch at Peking Restaurant. (2)
3. On the first morning, we went to British Museum and had lunch at MacDonald’s in Church Street. (1)
4. We looked in ‘Evening Standard’ newspaper and found there was a good film at Odeon cinema near Piccadilly Circus. (2)

**Ex. 34.** Insert articles where necessary.

*Model: \_\_\_ 'Queen Mary' was launched by \_\_\_ Queen Mary in 1938. –  
The 'Queen Mary' was launched by Queen Mary in 1938.*

1. \_\_\_ father and \_\_\_ daughter appeared at last.
2. \_\_\_ gentle, tender-hearted Amelia sadly was \_\_\_ only person to whom  
Becky could attach herself.
3. \_\_\_ poor Edward muttered something, but what it was nobody knew.
4. \_\_\_ professor Keitel is \_\_\_ man to whom you'll be responsible for your  
undergraduate teaching.
5. \_\_\_ Tolstoy is my favourite writer.
6. \_\_\_ Willowbys left town as soon as they were married.
7. 'I'll run to \_\_\_ Mother', he said in \_\_\_ loud whisper.
8. Elsie said she would ring up \_\_\_ Doctor Hitchcock.
9. He has the humour of \_\_\_ Chekhov.
10. He is the nearest we have to \_\_\_ English Leonardo da Vinci.
11. He predicted the victory of \_\_\_ Mrs. Thatcher in the 1979 election.
12. I am \_\_\_ Mr. Keaton to whom you were to come.
13. I know very little about him as you do – he is \_\_\_ Mr. Tarantino.
14. If you are \_\_\_ Napoleon, you'll play \_\_\_ game of \_\_\_ power, if you're  
\_\_\_ Leonardo, you'll play for \_\_\_ knowledge.
15. One of the correspondents handed McCartney the paper and asked,  
'Are you \_\_\_ McCartney who wrote this?'
16. There was a little sentimentality about \_\_\_ Forsytes.
17. This Pat wasn't like \_\_\_ Pat of his memories.
18. This was made by \_\_\_ 'Fassbinder and Son'.
19. This wasn't \_\_\_ Beatrice she knew.
20. To feel more comfortable, you should have taken \_\_\_ 'Sapsan'.



### Grammar in Context

**Ex. 35.** Fill in the gaps in these short dialogues with 'a/an', 'the', '-'  
or 'one'.

A: You'll never guess who I saw in Covent Garden.

B: Who?

A: Kate Winslet!

B: Not 1) **the** Kate Winslet? When?



A: 2) \_\_\_ evening last week. I was out for 3) \_\_\_ evening with 4) \_\_\_ Smiths, old family friends, and there she was!

B: Wow! She's 5) \_\_\_ wonderful actress, but she'll never be 6) \_\_\_ Marilyn Monroe.

\*\*\*

A: There's 1) \_\_\_ Graham Potter on 2) \_\_\_ phone for you. He's phoning because he heard about your interest in archery and wants to know if you'd like to become 3) \_\_\_ FITA member.

B: 4) \_\_\_ what member?

A: Apparently FITA is 5) \_\_\_ international archery organisation.

B: I'm still in 6) \_\_\_ bath. Can you tell him to call back?

**Ex. 36.** Fill in the articles where necessary.

Dear Sarah,

How have you been? My family and I have just returned from a five-day holiday in 1) \_\_\_ Spain. It was great!

We travelled by 2) \_\_\_ plane and arrived at 3) \_\_\_ airport in 4) \_\_\_ Madrid on 5) \_\_\_ Sunday. The next day we went sightseeing and visited 6) \_\_\_ Prado Museum and 7) \_\_\_ Escorial Palace where 8) \_\_\_ King of Spain lives. Of all European cities I think Madrid is 9) \_\_\_ most beautiful! We stayed there for 10) \_\_\_ two days and then spent three days touring some of 11) \_\_\_ Spanish islands.

I liked 12) \_\_\_ Spanish people very much, but I found it very difficult to understand 13) \_\_\_ language. I had taken 14) \_\_\_ Spanish lessons at school but most of 15) \_\_\_ locals spoke far too quickly! I really loved 16) \_\_\_ food though; especially 17) \_\_\_ paella, a dish made with seafood and rice.

All in all, we had a fantastic holiday and we have decided to come back to Spain again 18) \_\_\_ next summer. Maybe you can come with us?

All the best,

Kimberly

**Ex. 37.** Fill in the articles where necessary.

Looking for 1) **an** exciting destination for your next holiday? Well, why not visit 2) \_\_\_ America's Aloha State – beautiful Hawaii? Hawaii is 3) \_\_\_ group of islands located in the middle of 4) \_\_\_ Pacific Ocean. The islands are famous for their natural beauty including 5) \_\_\_ large

number of volcanoes, some of which are still active today. 6) \_\_\_ Mount Kilauea, for example, which is located within 7) \_\_\_ Hawaii Volcanoes National Park, had 8) \_\_\_ small eruption in 2008. Because of its amazing landscape, Hawaii has become 9) \_\_\_ popular tourist destination for 10) \_\_\_ mountaineers and hikers. But Hawaii has much more to offer than just its natural beauty. Many visitors come to Hawaii to go 11) \_\_\_ surfing or try other water activities. You can also experience Hawaii's rich culture around the island. In 12) \_\_\_ Honolulu, 13) \_\_\_ capital city, you can admire local art at 14) \_\_\_ Hawaii State Art Museum or find out about Hawaii's history at 15) \_\_\_ Bishop Museum. Afterwards, if you fancy 16) \_\_\_ open-air shopping centre, go to the 'Ala Moana Center'. It's 17) \_\_\_ largest of its kind in the world, and you can pick up some interesting souvenirs there. Wherever you are in Hawaii, you can be sure of 18) \_\_\_ warm welcome from 19) \_\_\_ Hawaiian people. Often, locals perform 20) \_\_\_ hula, a Hawaiian dance, for visitors, and everyone is given a lei, 21) \_\_\_ beautiful necklace made from flowers



### Translation Practice

**Ex. 38.** Translate into English.

1. Берега Рейна очень живописны.
2. Вам нравится эта картина? Это Шемякин.
3. Вас ждёт какой-то Медников.
4. Венеция расположена на берегу Адриатического моря.
5. И. В. Мичурин родился в 1855 г. в деревне Долгое, недалеко от Козлова. Мичурины всегда были садовниками.
6. Константиновы поселились здесь два года назад.
7. Кордильеры находятся в Северной Америке.
8. Крылова называли русским Лафонтеном.
9. Крым и Кавказ расположены на берегу Чёрного моря.
10. Ливингстон погиб в Центральной Африке.
11. Москва наших дней – это не Москва XIX века.
12. Она была Клэптон и, как все Клэптоны, очень умна.
13. Она вышла замуж за Кормана, с которым нас познакомили у Кэмеронов.

14. Она показывала мне фотографию замечательной долины в Баварии.
15. Они купили дом в Марлоу, который выходил окнами на Темзу.
16. Они любили гулять в Гайд-парке.
17. «Про какого Толстого вы говорите?» – «Про Толстого, который написал роман “Петр Первый”».
18. Средиземное море находится между Европой, Азией и Африкой.
19. Эльбрус – очень красивая гора.

### 9.4. Special Difficulties in the Use of Articles

#### The Names of Months and Days, Seasons, Meals, Languages

The nouns	As a rule, no article	When modified by a particularizing attribute, situation: ‘the’	When modified by a descriptive attribute: ‘a’	In set expressions
1. The names of months and days ( <i>May, Monday</i> )	<i>May is a spring month. I met her on Monday</i>	<i>We’ll always remember <b>the</b> May of 1945. She came on <b>the</b> Friday when David was born</i>	<i>A cold <b>May</b> is a usual thing in St. Petersburg</i>	—
2. The names of seasons ( <i>summer, winter</i> )	<i>I like <b>winter</b>. It was <b>summer</b> when we first came here. <b>early/late</b> spring, <b>winter</b></i>	<i>It happened in <b>the</b> spring of 1930</i>	<i>It was <b>a</b> beautiful spring</i>	—

The nouns	As a rule, no article	When modified by a particularizing attribute, situation: 'the'	When modified by a descriptive attribute: 'a'	In set expressions
3. Nouns: <i>day, night, morning, evening, afternoon</i>	<i>Day is meant for work, <b>night</b> for sleep. It was <b>evening</b>. <b>early morning, late afternoon</b></i>	<i>He'll never forget <b>the day when he met her</b>. <b>The night</b> was warm and beautiful</i>	<i>I spent <b>a sleepless night</b></i>	<i>by day/ night; at night/ dawn/ daybreak/ sunrise/ sunset/ noon; from morning till night; in the morning/ evening/ afternoon</i>
4. The names of languages ( <i>French, German, English</i> )	<i>She knows <b>French</b> well</i>	<i><b>The English</b> of America differs from <b>the English</b> of Great Britain. <b>the English language</b></i>	—	<i>What is <b>the English</b> for...?</i>
5. The names of meals ( <i>lunch, dinner, tea</i> )	<i>Did you <b>have dinner?</b> <b>Lunch</b> is ready</i>	<i><b>The dinner</b> we had today was very good. <b>The lunch</b> was a success</i>	<i>After <b>a heavy breakfast</b>, we started for...; <b>a meal, to have a meal</b></i>	<i>to have breakfast (lunch, dinner, tea, coffee)</i>

## School, College, University, Prison/jail, Bed, Town, Church

The nouns	When the nouns lose the specific meaning and express the purpose for which they serve: no article	When the nouns denote specific objects; the articles are used in accordance with the general rules
School/ college/ university	to be at / go to school/ college/university to leave school/college <i>After I left school, I went to university.</i> (as a student) <i>Why aren't the children at school today?</i> (as pupils)	to go to the school (the building is meant), to leave the school (to leave the building) <i>Mr. Kelly went to the school to meet his daughter's teacher.</i> <i>Excuse me, where is the university, please?</i>
Church	in/at church <i>Mrs. Kelly goes to church on Sundays.</i> (for a religious service)	<i>The church was built in the 17th century.</i> <i>There is a church in the village</i>
Prison/jail	to be in prison to be sent to prison/jail to be put in prison <i>Ken's brother is in prison for robbery.</i> <i>Fred robbed a bank but he was caught and sent to prison</i>	<i>Ken went to the prison to visit his brother.</i> <i>They lived near a prison</i>
Bed	to go to bed, to be in bed, to stay in bed <i>It's time to go to bed.</i> <i>Is Tom still in bed?</i>	<i>Her portrait was on the wall beside the bed.</i> <i>There is a table, six chairs, a bed and a cupboard in the room</i>

The nouns	When the nouns lose the specific meaning and express the purpose for which they serve: no article	When the nouns denote specific objects; the articles are used in accordance with the general rules
Work	to go to work, to be at work, to start work <i>Why isn't Ann <b>at work</b> today?</i>	<i>I like <b>the work</b> I'm doing now.</i> <i>a new work of modern art</i> <i>the works of Shakespeare</i> (products of the intellect or imagination)
Home	to go home, to come home, to be at home, to stay at home, to feel at home <i>Will you be <b>at home</b> tonight?</i> <i>Let's go <b>home</b></i>	Institution or place: <i><b>an orphans' home, a nursing home, a maternity home.</b></i> Place where an animal or a plant is native: <i><b>the home of the tiger</b></i>
Town	to/in town <i>You can't go to <b>town</b> tomorrow.</i> <i>What are you going to do <b>in town</b>?</i> <i>He spent 20 years <b>in town</b>;</i> <i>he is not used to <b>country life</b>.</i> (as opposed to the country)	<i>I want to go to <b>the town</b> I was born in.</i> <i>Would you rather live <b>in a town or in the country</b>?</i> <i>The whole town was talking about it</i>
Hospital	to go to hospital, to be in hospital <i>Jack had an accident. He had to go to <b>hospital</b>. He is still <b>in hospital</b> now</i>	<i>When Ann was ill, we went to <b>the hospital</b> to visit her.</i> (as visitors, we mean a particular hospital)

## Exercises

**Ex. 39.** Insert articles where necessary.

*Model: I paid my first visit to his house on \_\_\_ clear February night. – I paid my first visit to his house on a clear February night.*

### Day, Night, Morning, Evening

1. \_\_\_ fine September afternoon was dying fast.
2. \_\_\_ morning was cold and sharp and sunny.
3. \_\_\_ night being sharp and frosty, we trembled from \_\_\_ head to \_\_\_ foot.
4. \_\_\_ night came and he sent his sadness into his sleep.
5. \_\_\_ night outside seemed very quiet.
6. Arthur did not pass \_\_\_ sleepless night; he slept long and well.
7. During \_\_\_ evening, we played innumerable games of cards...
8. He wondered what hour it was. \_\_\_ sun seemed to indicate \_\_\_ late morning...
9. I cannot describe to you \_\_\_ intense silence of \_\_\_ night.
10. I was up at six in \_\_\_ morning.
11. It is \_\_\_ early morning.
12. It was about ten o'clock at \_\_\_ night.
13. It was early in \_\_\_ afternoon.
14. It was nearly \_\_\_ sundown.
15. It was \_\_\_ evening, and he was walking across the school grounds on his way home.
16. It was \_\_\_ morning after Roger had talked to me in \_\_\_ Park, and Margaret and I were sitting at \_\_\_ breakfast.
17. On \_\_\_ bright January morning, \_\_\_ telephones kept ringing in my office.
18. She has had \_\_\_ bad night, probably \_\_\_ rather delirious night.
19. We are going to have \_\_\_ ideal night.

**Ex. 40.** Insert articles where necessary.

*Model: All \_\_\_ nature was very calm and beautiful. – All the nature was very calm and beautiful.*

### Names of Seasons

1. \_\_\_ day had been fine and warm; but at \_\_\_ coming on of \_\_\_ night, \_\_\_ air grew cool.

2. \_\_\_ declining sun looked brightly upon \_\_\_ little Wiltshire village.
3. \_\_\_ summer drew to \_\_\_ end, and \_\_\_ early autumn.
4. It was \_\_\_ cold fall and \_\_\_ wind came down from \_\_\_ mountains.
5. It was \_\_\_ lovely evening in \_\_\_ spring time of \_\_\_ year.
6. It was pretty late in \_\_\_ autumn of \_\_\_ year.
7. There was going to be \_\_\_ election soon, we all knew: this was \_\_\_ spring of 1955.
8. You see, \_\_\_ winter was very bad time for me, and I really had no money at all to buy \_\_\_ bread with.

**Ex. 41.** Insert articles where necessary.

*Model: The invitations to \_\_\_ dinner for sixteen people were sent out. — The invitations to dinner for sixteen people were sent out.*

### Names of Meals

1. \_\_\_ dinner was very sound.
2. ‘ \_\_\_ dinner will be ready in \_\_\_ few minutes,’ she said.
3. But \_\_\_ hot bath and \_\_\_ good dinner fixed him up.
4. He came in one morning when I was having \_\_\_ breakfast on \_\_\_ terrace of \_\_\_ hotel and introduced himself.
5. He was giving \_\_\_ big lunch on \_\_\_ following day and at \_\_\_ end of \_\_\_ week \_\_\_ grand dinner.
6. I saw to it that he had \_\_\_ good dinner.
7. Mr. Wayne settled back in his chair, savouring his drink, expecting \_\_\_ good dinner.
8. They had \_\_\_ supper in silence.

**Ex. 42.** Insert articles where necessary.

*Model: Maycomb was \_\_\_ old town. — Maycomb was an old town.*

### Bed, School, Prison, Town

1. \_\_\_ hospital where Amy worked was in the East End.
2. \_\_\_ school was not particularly good one.
3. Among other public buildings in \_\_\_ certain town... there is one anciently common to most towns, great or small... \_\_\_ workhouse.
4. Before that, she had taught history in \_\_\_ girls’ school.
5. Dolores said nothing at all on \_\_\_ way to \_\_\_ town.
6. He told with \_\_\_ perfect truth... how he had in time been released from \_\_\_ prison.



7. I never knew \_\_\_ lawyer yet who didn't threaten to put me in \_\_\_ prison sooner or later.
8. I'm going to be out of \_\_\_ town for few days.
9. In all probability, he was already in \_\_\_ town.
10. They went to \_\_\_ church every Sunday morning.
11. Unless we can give \_\_\_ rector \_\_\_ bed, he had nowhere to lay his head this night.
12. Who could be in \_\_\_ prison \_\_\_ quarter of \_\_\_ century, and be prosperous!
13. You take your man home, Mrs. Douglas, and get him to \_\_\_ bed before eleven.

**Ex. 43.** Add 'the' where necessary.

*Model: Is he still in \_\_\_ bed? – Is he still in bed?*

1. \_\_\_ bed in this room is too small for me.
2. \_\_\_ school is almost falling down.
3. Can I go \_\_\_ home now?
4. Does she like it at \_\_\_ university?
5. I don't usually go to \_\_\_ church but my parents do.
6. I usually go to \_\_\_ bank once a week.
7. Poor James! He hates being at \_\_\_ hospital.
8. We visited him in \_\_\_ prison about a month ago.
9. What are you going to study at \_\_\_ college?
10. What time do you finish \_\_\_ work?
11. Would you like to go to \_\_\_ cinema tonight?

**Ex. 44.** Choose the correct article or the word 'some'.

*Model: To make pancakes, we need the/some flour and -/some milk. –*

*To make pancakes, we need some flour and some milk.*

1. Danny plays the/- tennis very well, he plays the/- guitar well, too.
2. 'Have you ever been to -/the Crimea?' – 'Yes, I always go to the/- South in summer.'
3. I like watching -/the television. Will you turn on the/a television set?
4. My favorite season is the/- spring. I'll never forget a/the spring of 2019; it was so warm.
5. Sarah goes to the/- school. Her father had to go to a/the school to see her teacher.

6. 'Shall we go to a/the cinema tonight?' – 'I'd love to but I've seen a/the film.'
7. The ambulance took -/the injured people to the/- hospital. We must go to -/the hospital to visit them.
8. What a/- beautiful dress! Did you get it in a/the shop in the/- Broad street.
9. 'What did you have for a/- lunch today?' – 'I had some/a sandwich in an/the office canteen.'
10. 'Who is going to open an/the exhibition?' – 'I heard -/the Queen is going to honour the event.'
11. Will you give me some/the water, please? I'm so thirsty. Oh! It's warm! I hate -/the warm water.

**Ex. 45.** Correct the mistakes: add, remove or change the articles in these sentences. There is more than one mistake in some sentences.

*Model: Our first lesson after the lunch is the Geography. – Our first lesson after lunch is Geography.*

1. He is a most respected man in the firm.
2. I first played basketball in USA last summer.
3. I often work at the home.
4. The Rome is my favourite city in Italy.
5. This is the expensive ring.
6. What time does bank open on Fridays?
7. When I leave a university, I want to be the journalist.
8. Whites invited us for the dinner tonight.



### Grammar in Context

**Ex. 46.** Fill in the gaps in these short dialogues, using the nouns and noun phrases given. Use the article before each gap as a guide.

*holiday I'll never forget / horizon / ~~summer of 2018~~ / summer we spent in Denmark*

A: Do you remember the 1) **summer of 2018**?

B: Of course! It's a 2) \_\_\_\_\_. It was the 3) \_\_\_\_\_, wasn't it?

A: That's right. Blue sky to the 4) \_\_\_\_\_ all day, every day!

\*\*\*

*first Monday after my birthday / future / morning*

A: Haven't seen you for ages! When did you start your new job?

B: It was the 1) \_\_\_\_.

A: And how is it going?

B: Really well but the journey is awful in the 2) \_\_\_\_.

A: Do you drive?

B: Yes, but it takes ages. In 3) \_\_\_\_ I think I'll take the train.

**Ex. 47.** Use 'a/an' or 'the' to fill in the gaps where necessary.

### **Young People and University**

Mary Williams (17, still at school): 'I plan to go to 1) – university when I leave 2) \_\_\_\_ school. I'll probably study 3) \_\_\_\_ English because I love 4) \_\_\_\_ English literature. At 5) \_\_\_\_ moment, I am very interested in 6) \_\_\_\_ poetry of T. S. Eliot. Actually, what I am looking forward to is 7) \_\_\_\_ freedom of 8) \_\_\_\_ university life. 9) \_\_\_\_ school I go to is pretty strict – it is 10) \_\_\_\_ boarding school near York.'

**Ex. 48.** Where is the definite or indefinite article missing?

Jenny isn't Tom's sister, she is his friend. She lives in 1) – Apple Street. 2) \_\_\_\_ Apple Street is a small street in 3) \_\_\_\_ North of 4) \_\_\_\_ York. In 5) \_\_\_\_ winter, she goes to 6) \_\_\_\_ school by 7) \_\_\_\_ bus, in 8) \_\_\_\_ summer she goes to 9) \_\_\_\_ school by 10) \_\_\_\_ bike.

Jenny goes to 11) \_\_\_\_ same school as Tom. Sometimes Tom's father takes them to 12) \_\_\_\_ school in 13) \_\_\_\_ morning.

14) \_\_\_\_ school they go to is 15) \_\_\_\_ big school. There are a lot of 16) \_\_\_\_ students at Jenny's school and not all of them like 17) \_\_\_\_ school. But Jenny does; she likes 18) \_\_\_\_ school because most of 19) \_\_\_\_ teachers she has got are really good.

Today she can't go to 20) \_\_\_\_ school; she must stay in 21) \_\_\_\_ bed but she hasn't got temperature. She has got 22) \_\_\_\_ cold and 23) \_\_\_\_ bad headache. She feels terrible and she doesn't want to eat anything. She just wants to see 24) \_\_\_\_ doctor and stay in 25) \_\_\_\_ bed.



## Translation Practice

**Ex. 49.** Translate the sentences.

1. «Ты не мог бы подождать до зимы?» – спросил Сэм.
2. Была ранняя весна, день был чудесный, и у нас было хорошее настроение.
3. В этом году весна была короткой.
4. Весна в этом году пришла рано.
5. Для лета это был очень тёплый вечер.
6. Зима заканчивалась, в воздухе пахло весной.
7. Зимой и летом мы проводили выходные за городом.
8. Казалось, что осень в этом году наступит раньше.
9. Она поехала в деревню на лето.
10. Это был первый день лета.

**Ex. 50.** Translate the sentences.

1. В деревне есть больница.
2. Год назад она закончила институт и начала работать в школе в деревне недалеко от Москвы.
3. Книги, газеты, журналы лежали на столе, стульях, кровати.
4. Когда почти стемнело, он посетил городскую тюрьму.
5. Мы закончили работу в полночь, мы слишком устали и легли спать даже без ужина.
6. Он живёт в одном крыле дома, остальную часть дома он превратил в госпиталь.
7. Он и мой брат вместе ходили в школу.
8. После окончания школы он начал работать в офисе своего отца.
9. Стефан сидел на краю кровати и улыбался.
10. Утром, как обычно, я пошёл в школу.
11. Хотя было одиннадцать часов, Софья всё ещё была в постели.
12. Эта мысль впервые пришла ко мне, когда я лежал в постели во время бессонной ночи.

**Ex. 51.** Translate into English.

1. Был тёплый летний вечер.
2. Была тёплая летняя ночь.
3. Было прекрасное утро, солнечное и тихое.

4. Было раннее утро, все в доме ещё спали.
5. Вечер был холодным и туманным.
6. И днём и ночью он думал об одном.
7. Машины на фабрике работали день и ночь.
8. На дворе (outside) была ночь.
9. Настала ночь, и путешественники решили отдохнуть.
10. Он переночевал у приятеля.
11. Он пишет с утра до ночи.
12. Он провёл бессонную ночь и был очень бледен.
13. Приятно поехать за город в ясный летний день.
14. Утро было холодное и ветренное.
15. Я думаю, день будет ясным и теплым.
16. Я никогда не забуду вечер, который мы провели в Лондоне.
17. Я убедил его провести ночь в нашем доме и отдохнуть.

## **9.5. The Use of Articles with Nouns in Some Set Expressions**

### **The Use of the Indefinite Article**

- a great many (with countables) – много
- a great/good deal (with uncountables) – много
- all of a sudden – внезапно
- as a result – в результате
- at a glance – сразу, с первого взгляда
- in a hurry – второпях
- in a low (loud) voice – тихо (громко)
- it's a pity – жаль
- it's a pleasure (spoken, formal) – приятно
- it's a shame – жалко
- to be at a loss – быть в растерянности, недоумении
- to fly into a passion / a fury / a rage / a temper – прийти в бешенство, в ярость
- to have a good mind to do sth (spoken) – иметь желание что-либо сделать, быть склонным
- to have a good time – хорошо провести время
- to have a talent for sth – быть талантливым в чем-то

- to take a fancy to sb (informal) – проникнуться симпатией, почувствовать расположение к кому-то
- to tell a lie – говорить неправду

### **The Use of the Definite Article**

- at the bottom/top of – внизу/вверху
- in the original – в оригинале
- it's out of the question (mainly spoken) – об этом и речи быть не может
- on the one hand – с одной стороны
- on the other hand – с другой стороны
- on the whole – в целом
- the other day (informal) – на днях
- to be on the safe side – для верности, на всякий случай
- to play the piano (the violin, the harp) – играть на пианино, скрипке, арфе
- to take the trouble to do sth – не поленился сделать что-то
- to tell the truth – говорить правду

### **The Use of the Zero Article**

- at first sight/glance – с первого взгляда
- at heart – в глубине души
- at present – в настоящее время
- at sunrise (at dawn) – на рассвете
- at sunset (at dusk) – на закате
- at work – за работой
- by chance – случайно
- by land, by sea, by air, by train, by plane, by ship, etc. – сушей, морем, по воздуху, на поезде, на самолете, на корабле и т. д.
- by mistake – по ошибке
- by name – по имени
- by post, email, phone, Skype, etc. – по почте, электронной почте, телефону, Скайпу и т. д.
- for ages (informal) – целую вечность
- for hours (on end) – часами
- from beginning to end – с начала до конца
- from dusk till dawn – от заката до рассвета

- from head to foot/toe – с головы до ног/пят
- from morning till night – с утра до вечера
- in debt – в долгу
- in question – тот, о котором идет речь
- on board the ship – на борту корабля
- on deck – на палубе
- on foot – пешком
- out-of-doors – на дворе, на улице, вне дома
- to give (to get, to ask) sb's permission – дать (получить, попросить) разрешение
- to go to sea, to be at sea – стать моряком, выходить в море
- to keep house (for sb) – вести хозяйство
- to lose heart – терять мужество
- to play football/hockey – играть в футбол/хоккей
- to take offence at sth – обижаться на что-то
- to take sth to heart – принимать что-то близко к сердцу

### Exercises

**Ex. 52.** Insert articles where necessary.

1. \_\_\_ little car in \_\_\_ question now stood outside \_\_\_ front door.
2. \_\_\_ rain had stopped and we went on \_\_\_ foot to \_\_\_ Ebury Street.
3. 'Are you \_\_\_ bad sailor?' she asked. – 'About as bad as is possible in spite of having been at \_\_\_ sea so much.'
4. All of \_\_\_ sudden, his face had become stony.
5. All seemed perfectly at their ease, by no means in \_\_\_ hurry.
6. Am I dealing, young people, with \_\_\_ case of \_\_\_ love at \_\_\_ first sight?
7. Behind \_\_\_ house was \_\_\_ large garden, and in summer, \_\_\_ students almost lived out-of-\_\_\_ doors.
8. Dear, dear! It seems only \_\_\_ other day since I took you down to school to Slough!
9. He decided that he would not at \_\_\_ present explain to her who he was.
10. He has taken her death very much to \_\_\_ heart indeed.
11. He is beginning to lose \_\_\_ heart, they say.
12. I got into conversation with him by \_\_\_ chance at \_\_\_ concert.
13. I returned at once, and found Ada sitting at \_\_\_ work by \_\_\_ fireside.

14. I saw \_\_\_ good deal of him during \_\_\_ war.
15. It is \_\_\_ pity to worry her if she has \_\_\_ talent for \_\_\_ uneasiness.
16. On his trip round the world with Fleur, he had often put his nose out and watched the dancing on \_\_\_ deck.
17. Rosa was well aware that she had never taken \_\_\_ trouble to get to know Annette.
18. She burned like \_\_\_ fire from \_\_\_ head to \_\_\_ foot.
19. She went by \_\_\_ coach because it was cheaper.
20. She's taken quite \_\_\_ fancy to you, Ridgeon.
21. Somewhere \_\_\_ great many men were singing.
22. The parcel came by \_\_\_ post.
23. They started at \_\_\_ dawn, and \_\_\_ boy I sent with them didn't come back till \_\_\_ next day.
24. We've had some tea already on \_\_\_ board \_\_\_ yacht.
25. You will go to \_\_\_ sea and forget all about me in \_\_\_ month.



### Translation Practice

**Ex. 53.** Translate into English, using some of the set expressions given above.

1. Во время обеда он по ошибке назвал меня Мэри.
2. Вы по ошибке принесли не тот учебник.
3. Ему позволили повидаться с нею на несколько минут.
4. Если вы так ответите, он придет в ярость.
5. Мой брат очень хорошо играет на скрипке.
6. Мы всегда заставляли его за работой.
7. Мы уже можем читать Диккенса в оригинале.
8. На днях я случайно встретила Нину.
9. Он был в растерянности, он не мог соврать.
10. Он был постоянно в долгах.
11. Он всегда говорит очень тихо.
12. Он даже не потрудился встретить нас на вокзале.
13. Он любил играть на флейте (flute).
14. Она вела хозяйство своего овдовевшего брата.
15. Она смотрела налево и направо и говорила тихим голосом.



16. Она читает с утра до ночи.
17. Они любили путешествовать морем и пешком.
18. По правде говоря, я так и не поняла, почему она обиделась.
19. «Приходите ко мне завтра». — «Об этом и речи быть не может, я очень занята».
20. Рада (просто удовольствие) видеть тебя.
21. Услышав это, он впал в страшную ярость.
22. Я могу привести ряд примеров.
23. Я наткнулся на эту книгу совершенно случайно.
24. Я полагаю, ты сказал мне чистую (bare) правду.



### Self-study

1. Quizlet set: Articles + common nouns — [quizlet.com/191484530/articles-common-nouns-flash-cards/](https://quizlet.com/191484530/articles-common-nouns-flash-cards/).
2. Quizlet set: Articles + nouns of material, abstract nouns, special difficulties — [quizlet.com/191595514/articles-nouns-of-material-abstract-nouns-special-difficulties-flash-cards/](https://quizlet.com/191595514/articles-nouns-of-material-abstract-nouns-special-difficulties-flash-cards/).
3. Quizlet set: Articles + proper nouns — [quizlet.com/193451471/articles-proper-nouns-flash-cards/](https://quizlet.com/193451471/articles-proper-nouns-flash-cards/).
4. Quizlet set: Articles + set expressions — [quizlet.com/191578050/articles-set-expressions-flash-cards/](https://quizlet.com/191578050/articles-set-expressions-flash-cards/).

## Unit 10. THE PRONOUN

### Recommendations for study: Unit 10

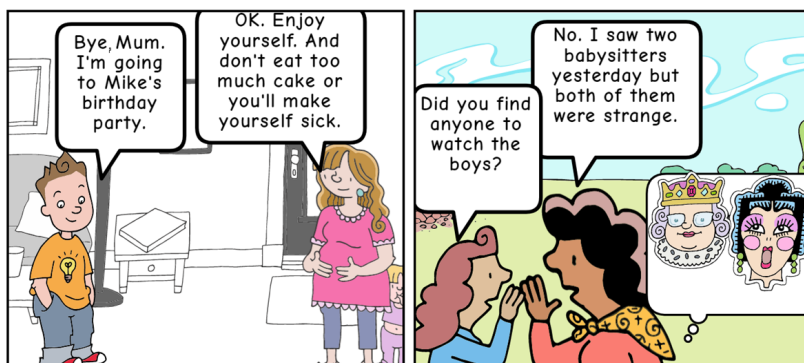
**Unit objectives:** study the information about the Pronoun and do the exercises provided.

#### After this unit students will:

- learn about the types and the use of the pronoun in various types of sentences;
- be able to use the pronoun appropriately in speech and writing;
- acquire skills in using referencing and substitution in a sentence to maintain coherence and cohesion of a text.

#### Class type: problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



This comic was created at [www.MakeBeliefsComix.com](http://www.MakeBeliefsComix.com)

A pronoun is a word that is used instead of a noun or noun phrase. All pronouns can be divided into:

- **Personal:** *I, he, she, it, we, you, they.*
- **Possessive:** *my, his, her, its, our, your, their.*
- **Reflexive:** *myself, himself, herself, itself, ourselves, yourself (yourselves), themselves.*
- **Reciprocal:** *each other, one another.*
- **Demonstrative:** *this (these), that (those), such, the same.*
- **Interrogative:** *who, whose, what, which.*

- **Defining:** *each, every, everybody, everyone, everything, all, either, both, other, another.*
- **Indefinite:** *some, any, somebody, anybody, something, anything, someone, anyone, one.*
- **Negative:** *no, none, neither, nobody, no one, nothing.*
- **Quantifiers (functioning as pronouns):** *much, many, little, few, a little, a few a lot of, plenty of.*

## 10.1. Personal and Possessive Pronouns

Personal pronouns have two cases; there are corresponding possessive pronouns and their absolute forms.

Personal pronouns		Possessive pronouns	
Nominative case	Objective case	Possessive pronouns	Absolute forms
I	me	my	mine
he	him	his	his
she	her	her	hers
it	it	its	—
you	you	your	yours
we	us	our	ours
they	them	their	theirs

### Notes

- We don't have singular and plural forms of *you*. We can say 'You're wrong' to someone we don't know at all (Вы) or we know very well (ты), to a child or to an adult.
- We use *it* for things, to refer to animals, a baby or a child. We use *he, she, who* when we refer to pets, ships, cars, motorbikes, a country (old-fashioned) if a reference is 'affectionate'.

*Spot is my dog. **He** is my best friend. My cat is fluffy. **She** likes to sleep on my bed. My old car is not fast, but **she** looks classy. In 1941, America assumed **her** role as a world power.*

- We use objective pronouns after ‘to be’, ‘than’ and in answer to questions ‘Who?’:

*‘Who is it?’ – ‘It’s **me/him/her/us/them.**’*

*‘Who told him?’ – ‘**Me / not me.**’*

*He is taller than **me/him/her** (= I am).*

- Possessive pronouns are dependent, so they must go in front of nouns.

*He’s **my** brother. Is it **your** bag? The dog ate **its** meat.*

- Absolute forms stand on their own, without a noun, or they can be used in such constructions as ‘a friend of mine’, ‘that car of yours’.

*This phone is **mine**. That **brother of yours** is always in trouble (negative colouring). That **music of hers** drives me crazy (negative colouring).*

- Possessive pronouns are often used before the names of the parts of the body, clothing, things belonging to a person, etc. In this case, they are not translated into Russian.

*He rose and held out **his** hand to help his father. The girl dropped **her** bag, and he picked it up. He always puts **his** hands into **his** pockets.*

### Exercises

**Ex. 1.** Fill in the blanks with personal pronouns.

*Model: I see a girl, I see \_\_\_\_\_. – I see a girl, I see her.*

1. Give me the book, give \_\_\_\_\_ to me.
2. I don’t like Ann’s brother, I don’t like \_\_\_\_\_.
3. I know the boy, I know \_\_\_\_\_.
4. I see a teacher, I see \_\_\_\_\_.
5. I’m glad to meet both Tom and Ann, I’m glad to meet \_\_\_\_\_.
6. Please, read this letter, read \_\_\_\_\_.
7. This task was given to you and to me, it was given to \_\_\_\_\_.

**Ex. 2.** Fill in the blanks with personal pronouns.

*Model: ‘Do you listen to modern music?’ – ‘Yes, I listen to \_\_\_\_\_ all the time. \_\_\_\_\_ think \_\_\_\_\_’s fantastic.’ – ‘Yes, I listen to it all the time. I think it’s fantastic.’*

1. ‘Did you like this play?’ – ‘No, \_\_\_\_\_ didn’t like \_\_\_\_\_ very much. \_\_\_\_\_ think \_\_\_\_\_’s too dull.’
2. ‘Do you know Mr. Davis?’ – ‘Yes, \_\_\_\_\_ know \_\_\_\_\_ very well. \_\_\_\_\_ lives next door to \_\_\_\_\_.’

3. 'Do you like your neighbours?' – 'Yes, \_\_\_ like \_\_\_. \_\_\_'re nice people.'
4. 'Do your friends play tennis?' – 'Yes, \_\_\_ play all the time. \_\_\_ think \_\_\_'s the best game.'
5. 'Does Ann like playing the piano?' – 'Oh, yes. \_\_\_ enjoys \_\_\_ very much. \_\_\_ says \_\_\_ relaxes \_\_\_.'

**Ex. 3.** Answer the questions, using 'my – mine', 'her – hers', etc.

*Model: 'Does this book belong to you?' – 'Yes, this is my book. The book is mine.'*

1. Do these shoes belong to your son?
2. Do these things belong to him or to her?
3. These books belong to us, don't they?
4. This umbrella doesn't belong to you, does it?
5. Will this new flat belong to them?

**Ex. 4.** Use the absolute form of the possessive pronoun in brackets. Translate the sentences into Russian.

*Model: The pleasure was all \_\_\_ (my). – The pleasure was all mine.*

1. \_\_\_ (our) was the last turn.
2. Her handbag is on the chair. \_\_\_ (my) is on the sofa.
3. It was through no fault of \_\_\_ (her).
4. Our house is in that street. \_\_\_ (he) is round the corner.
5. You can very well do without my help but not without \_\_\_ (their).

**Ex. 5.** Fill in the blanks with missing possessive pronouns.

*Model: This doesn't look like \_\_\_ book, it must be \_\_\_. – This doesn't look like my book, it must be yours.*

1. He has come to see me because \_\_\_ father and \_\_\_ are school friends.
2. I see that he has lost \_\_\_ pencil; perhaps you can lend him \_\_\_.
3. Tell him not to forget \_\_\_ ticket; she mustn't forget \_\_\_ either.
4. Tell me, isn't that \_\_\_ girlfriend over there?
5. This is \_\_\_ work; I did it without any help at all.

**Ex. 6.** Reword the following sentences. Pay attention to the indefinite article before nouns in the singular.

*Model: He's my cousin. — He's a cousin of mine. They're our friends. — They're friends of ours.*

1. He's her former school friend.
2. He's her friend.
3. I'm his student.
4. I'm your colleague.
5. She's his niece.
6. She's our neighbour.
7. She's their relative.
8. They're her students.

**Ex. 7.** Choose the correct form of the pronouns in brackets.

*Model: It may be \_\_\_ (our, ours) dictionaries. — It may be our dictionaries.*

1. \_\_\_ (their, theirs) knowledge of the subject is not much superior to \_\_\_ (our, ours).
2. All \_\_\_ (our, ours) clothes were extremely dirty, and \_\_\_ (my, mine) especially so.
3. He hasn't read a line of \_\_\_ (your, yours). How can he criticize \_\_\_ (your, yours) poems?
4. His essay is much more interesting than \_\_\_ (your, yours) or \_\_\_ (my, mine).
5. I'm afraid they will take \_\_\_ (her, hers) advice, not \_\_\_ (your, yours).
6. This is \_\_\_ (your, yours) tablet, but where is \_\_\_ (my, mine)?
7. Will you help me to sort out the things? I can't tell which are \_\_\_ (your, yours) and which are \_\_\_ (my, mine).

**Ex. 8.** Choose the correct form of the pronouns in brackets.

*Model: She got to \_\_\_ (her, hers) feet and took \_\_\_ (his, him) hand. — She got to her feet and took his hand.*

1. \_\_\_ nerves are as bad as \_\_\_ (your, yours; my, mine).
2. \_\_\_ was not a marriage that could last (their, theirs).
3. 'Let me see your passports.' I gave him \_\_\_, and Catherine got \_\_\_ out of \_\_\_ handbag (my, mine; her, hers; her, hers).
4. After all, this is \_\_\_ home just as much as \_\_\_ (your, yours; my, mine).

5. His eyes were as bright as \_\_\_ (her, hers).
6. His own hand shook as he accepted a rose or two from \_\_\_ and thanked her (her, hers).
7. I looked at \_\_\_ (her, hers) and at none other from that moment.
8. Mind \_\_\_ own business, and I'll mind \_\_\_ (your, yours; my, mine).
9. Mr. Black gave \_\_\_ (his, him) wife a leather bag for \_\_\_ (her, hers) birthday.
10. My sister likes much sugar in \_\_\_ tea, but I like little in \_\_\_ (her, hers, my, mine). 'Who can drink tea as sweet as \_\_\_ (your, yours)', I wonder.
11. The next voice to speak up was not the John's but \_\_\_ (my, mine).

**Ex. 9.** Use the appropriate form of personal pronouns in the following sentences.

*Model: He patted Jack heartily on \_\_\_ (he) shoulder. — He patted Jack heartily on his shoulder.*

1. \_\_\_ (they) say there's been a great earthquake in the Pacific.
2. 'This foolish wife of \_\_\_ (I) thinks I'm a great artist,' said he.
3. Don't show this letter to \_\_\_ (you) brother.
4. He put \_\_\_ (he) hand in \_\_\_ (she).
5. She folded the paper and replaced it in \_\_\_ (it) folder.
6. She makes all \_\_\_ (she) clothes herself.
7. The children had had \_\_\_ (they) tea. Kate was late for \_\_\_ (she) as usual, Mary and Paul were having \_\_\_ (they).
8. Then he stopped and pointed and said, 'Those are peas.' I said, 'We've got some peas, too.' — 'I expect \_\_\_ (you) are bigger than \_\_\_ (our),' he said politely.
9. There was a cold wind blowing, so I put on \_\_\_ (I) heavy coat.
10. There's a horrible article of \_\_\_ (he) in the evening's paper.
11. This demand of \_\_\_ (they) is quite ridiculous.



### Grammar in Context

**Ex. 10.** Fill in the correct personal pronouns or possessive pronouns.  
 Hi David,  
 Sorry it took 1) **me** so long to reply to 2) \_\_\_ email. I hope you are having a good time in Spain. I guess 3) \_\_\_ is a lot warmer there than here in England! By the way, I want to thank 4) \_\_\_ again for the jumper you sent

me for 5) \_\_\_ birthday. I really like 6) \_\_\_!

Well, I started my studying again yesterday. 7) \_\_\_ has been a long time since I saw many of my friends because a lot of 8) \_\_\_ went to sports camps or on holidays with 9) \_\_\_ families during the summer. So, yesterday 10) \_\_\_ all had fun chatting about 11) \_\_\_ adventures over the holidays. And there's a new student in my class. 12) \_\_\_ name is Martin, and 13) \_\_\_ is from Newcastle. I showed him around the university and tried to make 14) \_\_\_ feel comfortable on his first day. That's all my news for now. Write to 15) \_\_\_ whenever you get the chance.

Best wishes,  
Richard



### Translation Practice

**Ex. 11.** Translate into English, paying attention to the italicized words.

1. Вчера они взяли *наши* книги и оставили нам *свои*.
2. «Где *твоя* флешка?» – «Я забыл *её* дома».
3. *Его* мама сейчас в деревне, а *моя* – в городе.
4. *Её* родители живут в центре города, а *его* – на окраине.
5. Машина мистера Брауна в гараже, а *наша* в подземном паркинге.
6. Он, должно быть, перепутал ключи и взял ключ соседа вместо *своего*.
7. Она протянула (put out) руку и взяла *мою*.
8. После всего, что произошло, мы не могли верить ни одному *её* слову.
9. Построена новая дорога; *её* длина более тысячи километров.
10. Результаты показали, что *наш* план был более правильным, чем *их*.
11. Самое лучшее предложение – *ваше*.
12. Твой билет на столе, а *её* билет – в сумке.
13. Это *ваша* записная книжка, а это – *его*, но где же *моя*?
14. Это *моё* мнение, я вижу, оно отличается от *твоего*.
15. Этот автомобиль небольшой, но мотор у *него* довольно мощный.
16. Этот чемодан не *мой*, это *их*.
17. Я знаю *ваш* адрес, но я не знаю *их* адрес.
18. Я предпочитаю Среднее Поволжье из-за *его* более сухого климата.



## 10.2. Reflexive and Reciprocal Pronouns

### Notes

- The reflexive pronouns are **myself, himself, herself, itself, ourselves, yourself/yourselves, themselves**.
- The reciprocal pronouns are **each other, one another**.
- We often use reflexive pronouns with the verbs like *amuse, blame, cut, dry, enjoy, hurt, introduce*, etc.

*I enjoyed myself very much at the party. We amused ourselves playing football on the beach.*

*Jamie Oliver prides himself on his cooking.*

- We can use reflexive pronouns after prepositions.

*Look after yourself! Take care of yourself. She lives by herself (= alone). She made the cake by herself (= without help).*

- We do not use ‘myself’, etc. after *feel, relax, concentrate, wash, dress, shave, behave, meet* if we describe the actions.

*I feel bad after falling ill. You must try and concentrate. I got up, washed, shaved and dressed quickly.*

- But we use reflexive pronouns with some of these verbs in the imperative.

*Wash/dress/shave yourself! – Помойся/оденься/побрейся! Behave yourself! – Веди себя прилично!*

- Compare:

<b>-selves (себя)</b>	<b>each other / one another (друг друга)</b>
<i>Tom and Ann stood in front of the mirror and looked at themselves.</i> (Tom looked at Tom, Ann looked at Ann.)	<i>Tom and Ann stood in front of the mirror and looked at each other.</i> (Tom looked at Ann and Ann looked at Tom.)

- ‘Each other’ generally implies only two, ‘one another’ – two or more, but these days ‘each other’ is more common, especially in informal style, for any number.
- Remember some set expressions meaning ‘alone, without a company’:  
**on (her/his/its/our/their) own, by myself/yourself/himself/itself (singular), by ourselves/yourselves/themselves (plural).**

*I like living on my own / by myself. Did you go on holidays on your own / by yourself? Learner-drivers are not allowed to drive on their own / by themselves.*

## Exercises

**Ex. 12.** Extend the statements following the example given in the pattern.

*Model: The children like to cook dinner. – They always do it themselves.*

1. I like to clean my flat.
2. I never ask my mother to buy my clothes.
3. My sister likes to make cakes.
4. The boys built this tree house.
5. We want to repair the bicycle.

**Ex. 13.** Insert a reflexive pronoun where necessary.

*Model: He shaves \_\_\_ every other day. – He shaves every other day.*

1. Be careful with the knife; you may cut \_\_\_.
2. Behave \_\_\_!
3. Go and wash \_\_\_.
4. He likes his wife to dress \_\_\_ well.
5. He thinks too much \_\_\_.
6. I tried to make \_\_\_ useful.
7. She looked in the mirror and could not recognize \_\_\_.
8. She was beside \_\_\_ (вне себя) with anger.
9. She washed \_\_\_ quickly and went to prepare breakfast.
10. Sit down and make \_\_\_ at home.
11. The child fell and hurt \_\_\_ badly.
12. You can't behave \_\_\_.

**Ex. 14.** Complete these sentences using 'myself, yourself, etc.'

*Model: Here is the money, go and buy \_\_\_ an ice cream. – Here is the money, go and buy yourself an ice cream.*

1. Be careful! That pan is very hot. Don't burn \_\_\_.
2. Did you make the dress \_\_\_?
3. Don't worry about us. We can look after \_\_\_.
4. He spends most of his time alone, so it's not surprising that he learned to take care of \_\_\_.
5. I want to know you better. Tell me about \_\_\_.
6. It isn't her fault. She really shouldn't blame \_\_\_.
7. The boy was lucky when he fell down the stairs. He didn't hurt \_\_\_.
8. Tom cut \_\_\_ while he was shaving this morning.

**Ex. 15.** Complete these sentences, using ‘myself, etc.’ only where necessary.

*Model: I really don't feel \_\_\_ well today; I'll stay in bed. – I really don't feel well today; I'll stay in bed.*

1. I tried to study, but I just couldn't make \_\_\_.
2. It was a lovely holiday. We really enjoyed \_\_\_ very much.
3. Jack and I first met \_\_\_ at a party five years ago.
4. The phone rang while I was taking a shower. I dried \_\_\_ and ran into the room.
5. The routine is the same every morning I wash \_\_\_ and have breakfast.
6. Tom is growing a beard because he doesn't like shaving \_\_\_.
7. You're working too much. Why don't you relax \_\_\_ more?

**Ex. 16.** Write ‘-selves’ or ‘each other’.

*Model: Look at \_\_\_\_. Your face is dirty. – Look at yourself. Your face is dirty. How long have Tom and Ann known \_\_\_\_? – How long have Tom and Ann known each other?*

1. At Christmas friends often give \_\_\_ presents.
2. I enjoyed \_\_\_ very much at the party.
3. I think this poor dog has hurt \_\_\_.
4. Jack and Jill are very happy together. They love \_\_\_ very much.
5. Nora and I don't see \_\_\_ very often these days.
6. She has no reason to blame \_\_\_.

**Ex. 17.** Complete these sentences using ‘on my own / by myself, etc.’ or a single reflexive pronoun.

*Model: Learner-drivers are not allowed to drive on \_\_\_\_. – Learner-drivers are not allowed to drive on their own.*

1. Do you like working with other people, or do you prefer working by \_\_\_?
2. If the rest of you can't help, we'll have to do it on \_\_\_.
3. Mothers shouldn't leave children in the house on \_\_\_.
4. She hated being in the house on \_\_\_\_. She was afraid to be alone.
5. The box was too heavy for me to lift by \_\_\_.
6. Very young children should not be allowed to go swimming by \_\_\_.

7. We've often made that mistake \_\_\_\_.
8. You can't expect them to do everything by \_\_\_\_.

**Ex. 18.** Finish these sentences, using reflexive pronouns.

*Model: If you want a job done well, do it \_\_\_\_\_. – If you want a job done well, do it yourself.*

1. Did the boys build this tree house \_\_\_\_?
2. He made a mistake, then he corrected \_\_\_\_.
3. I hope you didn't hurt \_\_\_\_.
4. I never do anything until I have checked everything \_\_\_\_.
5. Next year we shall live all by \_\_\_\_.
6. Pat, stop laughing and behave \_\_\_\_.
7. She says John broke the vase, but really, she did it \_\_\_\_.
8. The boss announced the news \_\_\_\_.
9. The girl stood at the fire, warming \_\_\_\_.
10. There can be no doubt that Shakespeare \_\_\_\_ wrote this play.
11. They went swimming, but they didn't enjoy \_\_\_\_\_. It was too cold.
12. We built most of the house \_\_\_\_.
13. What are you doing here? Explain \_\_\_\_!
14. You cannot leave the baby in the house all by \_\_\_\_.



### Grammar in Context

**Ex. 19.** Read this woman's diary. There are seven mistakes in the use of reflexive and reciprocal pronouns. Find and correct them.

Jan's birthday was Wednesday, and I forgot to call him. I reminded **me myself** all day, and then I forgot anyway. I felt terrible. My sister Anna said, 'Don't be so hard on yourselves', but I didn't believe her. She prides herself on remembering everything. Then I remembered the article on self-talk. It said that people can change the way they explain problems to themselves. Well, I listened to the way I talked to me, and it sounded really insulting – like the way our high-school math teacher used to talk to us, I thought.

Jan and I are good friends, and we treat each others well. In fact, he forgave myself for my mistake right away. And I forgave him for forgetting our dinner date two weeks ago. Friends can forgive themselves, so I guess I can forgive myself.

**Ex. 20.** Fill in the appropriate personal, possessive or reflexive pronouns.

### The Visitor

John, an old friend of 1) **mine**, wanted to visit 2) \_\_\_\_\_. After 3) \_\_\_\_\_ plane had landed in Frankfurt, 4) \_\_\_\_\_ telephoned 5) \_\_\_\_\_ from the airport to tell 6) \_\_\_\_\_ that 7) \_\_\_\_\_ had arrived. I had no time to fetch 8) \_\_\_\_\_, so I told him 9) \_\_\_\_\_ new address and said that I had left the key under the doormat for 10) \_\_\_\_\_. Two hours later John called me from the flat. 11) \_\_\_\_\_ said that he had made 12) \_\_\_\_\_ some chicken and that he had helped 13) \_\_\_\_\_ to some orange juice. He told me that he had not been able to find the key under the doormat and that he had climbed in through the living-room window near the apple tree.

I started to laugh, 'Oh John, there isn't an apple tree in front of 14) \_\_\_\_\_, flat but there is one in front of my neighbour's.'



### Translation Practice

**Ex. 21.** Translate into English using reflexive pronouns.

1. Будьте осторожны, вы можете ушибиться.
2. Вам не надо приходить самому, можете прислать кого-нибудь.
3. Ведите себя как следует.
4. Возьмите себя в руки.
5. Вы действительно сделали это совершенно самостоятельно?
6. Вы можете разделить это между собой.
7. Вы поставите себя в очень неловкое положение, если расскажете об этом.
8. Девушка шла, тихо напевая про себя.
9. Когда мы приехали, сам губернатор встретил нас в аэропорту.
10. Мы представились как журналисты из интернет-издания.
11. Он был вне себя от радости.
12. Он был совершенно один в комнате.
13. Он на себя не похож (look) сегодня.
14. Он не узнал себя в том страшном лице, которое смотрело на него из зеркала.
15. Он увидел это сам.
16. Она живёт одна.

17. Они слишком много о себе возомнили.
18. Ты можешь сделать это сам?
19. Через несколько минут он снова был самим собой.
20. Я очень горжусь собой, что нашёл выход из этой трудной ситуации.



### Communication & Writing Practice

**Ex. 22.** Imagine you receive an email from a friend who attends university in another city. Your friend is not doing well at university and is having problems with a boyfriend or girlfriend. Write your friend an email. Explain what you usually tell yourself when things are not going well.

*Model: Annette, I'm sorry you are having problems at university. Here's what I tell myself when I have problems...*

## 10.3. Demonstrative Pronouns

### Notes

- The demonstrative pronouns are **this/these, that/those, such, the same**.

Distance	Singular	Plural
close	this	these
distant	that	those

- Both 'this' and 'that' can be applied to people or things.

*I like **that** fellow', he said to his brother. Other people were anxious to get **this** soap at **this** price.*

- 'This/that' and 'it' correspond to the Russian demonstrative pronoun «это». 'This/that' is usually accompanied by a pointing gesture while 'it' is used when such gesture is inappropriate.

*What is **this/that**? – **This/that/it** is a computer. What are **these/those**? – **These/those/they** are dictionaries.*

- 'That' and 'those' are also used to describe past events (what has happened, what sb has just said, etc.).

*I remember **that** day in the smallest details. The morning was bright and nothing could forecast the terrible events that were to come.*

- ‘That’ can be used to avoid repeating of a preceding noun in the singular; ‘those’ can be used to avoid repeating of a preceding noun in the plural.

*The butter that I bought yesterday is better than **that** I bought today. (that = the butter) At our company, there are a few machines similar to **those** described in this journal. (those = the machines)*

- ‘This’ is used to introduce oneself on the phone or to introduce people. ‘That’ is the other speaker on the phone.

*Hello! **This** is Helen. Mr. Smith, **this** is Mrs. Sutton. Is **that** Richard?*

- ‘This’ is sometimes used instead of ‘a/an’ for emphasis in spoken language.

*So, there was **this** girl. And suddenly she came up to me and slapped on me on the face!*

- The pronoun ‘same’ is always used with the definite article.

*Martin’s Sunday was **the same** as before. We were in **the same** class.*

### Exercises

**Ex. 23.** Insert ‘this, that, these, those’ or ‘it’.

*Model: All \_\_\_ is very interesting. – All this is very interesting.*

1. (In a shop) ‘More apples?’ – ‘No, thanks, \_\_\_’ll do (хватит, достаточно).’
2. \_\_\_ are the laptops of the latest type.
3. None of \_\_\_ present expressed any surprise on hearing \_\_\_.
4. Suddenly I felt something soft and warm on my knees. \_\_\_ was a cat.
5. Try one of \_\_\_.
6. ‘What is this?’ – ‘\_\_\_ is a computer.’
7. ‘Who were you talking with?’ – ‘\_\_\_ was a friend of mine.’

**Ex. 24.** Use one of the demonstrative pronouns in the following sentences.

1. \_\_\_ is vegetable oil; I always buy \_\_\_ one.
2. \_\_\_ is what I thought last year.
3. \_\_\_ is what I want you to do.
4. Do you see \_\_\_ bushes on the other side of the river?
5. He was one of \_\_\_ men whom women all like.
6. He went to the \_\_\_ cafe as when he had stayed at the hotel.

7. I believe you, but there are \_\_\_ who wouldn't.
8. I have divided the books into two piles. \_\_\_ are to be kept. \_\_\_ are to be sold.
9. Let us leave \_\_\_ subject. I don't want to talk about it.
10. Our house was next to \_\_\_ of June's.
11. She gave me the \_\_\_ present as a year before.
12. Well, \_\_\_ is life.
13. What do you want me to do with \_\_\_?

**Ex. 25.** Substitute 'that' or 'those' for the repeated noun.

*Model: There are no richer art museums in this country than the museums of St. Petersburg. — There are no richer art museums in this country than those of St. Petersburg.*

1. Natural sugar is of higher quality than the sugar produced artificially.
2. The invisible riches lying in the Urals may be still greater than the riches discovered.
3. The stories written by O'Henry are as full of life as the stories written by Mark Twain.
4. The language in this textbook is easier than the language in the original novels.
5. The pictures painted by Rembrandt can't be compared to the pictures painted by Rubens.



### Translation Practice

**Ex. 26.** Translate into English paying attention to the use of personal and demonstrative pronouns as the subject.

1. Вы помните его? Какой это был мужественный человек!
2. Достаточно, можете прекратить работу.
3. Какие это были чудесные воспоминания!
4. «Кто там?» — «Откройте, это я».
5. Кто-то постучал в дверь. Это мой сосед.
6. «Куда вы положили деньги?» — «Они в кошельке, на полке».
7. «Посмотрите, кто это?» — «Это один из наших студентов».
8. У неё прекрасные волосы. Они длинные и волнистые.
9. «Что с вашими часами?» — «Они отстают на 5 минут».



10. «Чьи это брюки?» – «Это мои брюки».
11. Это были самые красивые розы, какие я когда-либо видел.
12. «Я где-то видел этого человека». – «Это один из наших спортсменов». – «Да, теперь я узнаю, это он!»
13. Я принёс вам важные новости. Это самые последние новости.

## 10.4. Interrogative Pronouns

### Notes

- Interrogative pronouns (or question words) are **who, whose, what, which, whom**.
- They are used to form special questions.
- ‘Who’ refers to human beings, ‘what’ usually refers to things (it may be applied to people when asking about their occupation).

*‘Who was that?’ – ‘It was my friend.’ / ‘It was Tom Smith.’ ‘What are you looking for?’ – ‘I’m looking for a pen.’ ‘What is he?’ – ‘A doctor’ (rarely used these days).*

- ‘Which’ has a selective meaning «*который (из)*». It may refer either to people or to things.

*Which of us does he mean? Which side do you prefer? Which would you like? This or that?*

- ‘Whom’ is quite formal and is often replaced with ‘who’ in spoken language.

*Who did you give it to? (more spoken) – To whom did you give it? (formal, slightly old-fashioned)*

- Mind the difference: **Who is he?** – this question asks about the name of some person. **What is he?** – about the occupation of the person. **Which is he?** – about some particular person out of the group.

### Exercises

**Ex. 27.** Insert interrogative pronouns.

*Model: ‘\_\_\_ of the two of them is right?’ he asked me. – ‘Which of the two of them is right?’ he asked me.*

1. \_\_\_ are you talking about?
2. \_\_\_ are your intentions for the summer?
3. \_\_\_ bag is this? Yours or John’s?

4. \_\_\_ can I do for you?
5. \_\_\_ city do you live in: London or Manchester?
6. \_\_\_ did you meet at the theatre?
7. \_\_\_ do we call the sea between England and France?
8. \_\_\_ do you prefer: tea or coffee?
9. \_\_\_ do you usually do at weekends?
10. \_\_\_ does the avocado taste like?
11. \_\_\_ is he? Is he a lawyer?
12. \_\_\_ is Smith? Is he an engineer?
13. \_\_\_ is speaking?
14. \_\_\_ is that man over there?
15. \_\_\_ of you did it?
16. \_\_\_ problem are you working at now?
17. \_\_\_ sort of films do you like best?
18. \_\_\_ turn is it now?
19. \_\_\_ would you like to see as your assistant?
20. We serve coffee and tea. \_\_\_ would you like?



### Translation Practice

**Ex. 28.** Translate into English.

1. Какой метод Вы используете?
2. Какой это цвет, я не пойму?
3. Кого Вы ждёте здесь?
4. Кого из них Вы спрашивали об этом?
5. Кому Вы отдали свой учебник?
6. Кто знает этого человека?
7. Кто из Вас разбил эту вазу?
8. Кто этот высокий человек?
9. На каком пальце носят обручальное кольцо в Англии?
10. На каком этаже Вы живёте?
11. О чём Вы говорили, когда я Вас встретил?
12. Что Вы купили?

## 10.5. Defining Pronouns

### 10.5.1. All, Everybody, Everything, Everyone, Every, the Whole

#### Notes

- ‘All’ (все, весь, вся, всё) is a generalizing pronoun; it takes a group of things or people as a whole. It can be used as a subject, complement, object, determiner.  
...*When **all** was said and done...* (subject) *He loved me, **that’s all**.* (complement) *And Martin forgot **all** about it.* (object). ...*if **all** the doors are closed...* (determiner)
- ‘Everybody’ (more frequent in speech, especially in BrE) / ‘everyone’ (more common in writing) (каждый, всякий, все) refer to all the members of the group of people or taken one by one.
- ‘Everything’ (всё) may be applied to things in the same meaning.
- Compare «всё»:

with plural countable nouns	with singular countable nouns	subject/object
<b>all (the)...</b>	<b>(the) whole...</b>	<b>everybody, everyone, everything</b>
<i><b>All the books</b> have been sold out. <b>All students</b> should know this</i>	<i>Have you read <b>the whole book</b>? He didn’t say a word <b>the whole evening</b></i>	<i><b>Everybody (everyone)</b> watches this TV series. My granny knows <b>everyone</b> in her street. He thinks he knows <b>everything</b>. <b>Everything</b> went wrong</i>

- We use ‘all’ (весь, вся, всё) with uncountable nouns.  
*He spends **all** his free time on social networks. I’ve got **all** the information I need.*
- We use ‘all’ in the expression ‘all about’.  
*He told us **all about** that.*
- We can use ‘all day / the whole day (morning, evening, night, week)’ meaning the complete day.  
***all day** (not ‘all the day’), **all week** (not ‘all the week’)*
- ‘All’ is often used after pronouns ‘we, you, they’ and the verb ‘to be’.  
*We **all** know it. We are **all** glad to see you. They **all** went there. They are **all** there.*

- Remember the expressions ‘we all = all of us, you all = all of you, they all = all of them’.

*You must **all** go there. = **All of you** must go there. They **all** work here. = **All of them** work here. **All three of us.** (Мы все трое.) **All four of them.** (Они все четверо.)*

- Mind the place of ‘all’ (after the auxiliary, before the main verb).

*We have **all** read his article. We shall **all** be here tonight. We must **all** go there.*

- «Всё, что» = all (that) (negative meaning), everything (that).

*That’s **all** I want. I told him **everything** I knew.*

- We use a singular verb after ‘every/everyone/everybody/everything’.

***Every seat** in the theatre **was** taken. **Everybody** looks tired today. **Everything** he said **was** true.*

- We use ‘every’ to say how often something happens.

*We go out to eat sushi **every weekend**. Don’t worry, the buses run **every five minutes**. Ann goes to see her mother **every three weeks**.*

### Exercises

**Ex. 29.** Fill in ‘all (the), everything, everyone/everybody, the whole’.

*Model: I can’t lend you any money. \_\_\_ I’ve got is a pound and I need that. — All I’ve got is a pound and I need that. I can’t stand him. He disagrees with \_\_\_ I say. — He disagrees with everything I say. She worked from morning till night. She worked \_\_\_ day. — She worked the whole day.*

1. \_\_\_ has got their faults. Nobody is perfect.
2. \_\_\_ in our family plays the piano. The \_\_\_ family likes music.
3. \_\_\_ in the team played well.
4. He didn’t say where he was going. \_\_\_ he said was that he was going away.
5. He is a great scientist. He devoted his \_\_\_ life to the development of science.
6. He opened a tin of sardines. When he finished eating, there were no sardines left. He ate \_\_\_ tin of sardines.
7. He read the book from beginning to end. He read \_\_\_ book.
8. I didn’t spend much money in the shops. \_\_\_ I bought was a pair of gloves.
9. It rained from the beginning of the week to the end. It rained \_\_\_ week.
10. Janet told me \_\_\_ about her trip to Spain. Spain is a wonderful country.

11. Jill doesn't do any of the housework. Her husband does \_\_\_\_.
12. Nothing was left of the building after the fire. \_\_\_\_ building is to be reconstructed.
13. She is very kind. \_\_\_\_ likes her.
14. They did \_\_\_\_ they could to help us. \_\_\_\_ was very kind to us.
15. We've redecorated \_\_\_\_ rooms of the house. \_\_\_\_ house looks new.
16. Why are you always thinking about food? Food isn't \_\_\_\_.

**Ex. 30.** Say how often something happens. Use 'every' with the periods of time given below.

*leap year / three hours / five minutes / half hour / ten minutes / year / four years*

*Model: The Olympic Games take place \_\_\_\_ . – The Olympic Games take place every four years.*

1. Old grandfather clock strikes \_\_\_\_.
2. There's a good bus service to the centre. The buses run \_\_\_\_.
3. Tom is ill in bed. He has to take the medicine \_\_\_\_.
4. We have twenty-nine days in February \_\_\_\_.
5. We live near a busy airport. A plane flies over the house \_\_\_\_.
6. You should have your car serviced \_\_\_\_.



### Translation Practice

**Ex. 31.** Translate into English.

1. Весь зал бурно аплодировал.
2. Всё здание было разрушено взрывом.
3. Все леса в этом районе были вырублены (cut down).
4. Все мы играем в школе в футбол и волейбол.
5. Все присутствующие должны расписаться здесь.
6. Все стены зала были увешаны старинным оружием.
7. Вся книга была разорвана.
8. Не весь снег ещё растаял.
9. Он, по-видимому, выдумал всю эту историю от начала до конца.
10. Они обыскали весь дом.
11. У нас есть все основания не соглашаться с этим.
12. Я хожу в парикмахерскую раз в два месяца.

## 10.5.2. Both, either, neither, each, every

### Notes

#### Both

- ‘Both’ (оба) is used for two things in affirmative sentences with plural forms of nouns and verbs:

***Both (the) brothers live in Moscow. Both my daughters are married. Both Brad and Angelina are rich. = They are both rich.***

- We/you/they both – мы/вы/они оба

***They both graduated from Cambridge.***

- We both = both of us

***We both know it. = Both of us know it. You must both go there. = Both of you must go there. They both work here. = Both of them work here.***

- ‘Both’ is not used in negative sentences; we use ‘neither’ instead.

Они оба не пришли на собрание. – ***Neither of them came to the meeting.***

Мы оба не знали об этом. – ***Neither of us knew about it.***

- There is a correlative conjunction ‘both... and’ (как..., так и; и..., и).

We don’t separate it with a comma in English.

***Both Tom and Kate went to the meeting. The jeans are both good and cheap.***

#### Either, Neither

- We use ‘either’ and ‘neither’ to talk about two things and use singular forms of nouns after them.

- ‘Either’ has three meanings: 1) each of the two (один из двух, любой из двух); 2) one or the other (тот или другой); 3) both (и тот и другой, каждый из двух).

***You may go by either road. – Можете идти по той или другой дороге (любой из двух). Here are two tasks; you may choose either of them. – Вот два задания, вы можете выбрать любое (из них). There were chairs on either side of the table. – С той и другой (с каждой) стороны стола стояли стулья.***

- ‘Neither’ (ни тот, ни другой) is used with the singular verb in formal English and with the plural verb in informal English.

***Neither of these statements is (formal) / are (informal) true. – Ни то, ни другое утверждение не является правильным.***

- There are also correlative conjunctions ‘either... or...’ (или..., или), ‘neither... nor...’ (ни..., ни). We don’t separate them with a comma in English.

*He is **either** in London **or** in Glasgow now. **Neither** my wife **nor** I liked this movie.*

### Each, every

- ‘Each, every’ mean «каждый, всякий».
- ‘Each’ is used for a limited number of people or things which we treat separately, one by one. It can be used on its own.

***Each student** in our group has this book. — У каждого студента нашей группы есть эта книга. We have five students, and **each** is very talented.*

- We use ‘every’ when we mean an unlimited number of things or people which we treat as a group. We can also use ‘every’ to answer the question ‘how often’ and use ‘every (single) one’.

*I go to the gym **every day**. **Every university** must have a library. I remember all of my university teachers, **every (single) one** of them.*

### Exercises

**Ex. 32.** Complete these sentences with ‘both/neither/either’, using ‘of’ if necessary.

*Model: Ed and Jim were \_\_\_ big men. — Ed and Jim were both big men.*

1. \_\_\_ my parents is English. My father is Polish, and my mother is Italian.
2. \_\_\_ these pullovers are very nice. The problem was that she liked \_\_\_ them. She didn’t know which one to choose.
3. ‘Is today the 18th or the 19th?’ — ‘\_\_\_ . It’s the 20th.’
4. ‘Which of the two pineapples would you like?’ — ‘Oh, \_\_\_ will do.’
5. By that time, \_\_\_ his sisters had got married.
6. There are two ways to the city centre. You can go along the footpath by the river, or you can go along the main road. You can go \_\_\_ way.
7. These are very gloomy rooms. I’m afraid \_\_\_ will suit me.
8. When the boat started to sink, we were really frightened because \_\_\_ us could swim.

**Ex. 33.** Choose the correct item.

*Model: It's not good for you to stay in bed all/every day. You should get up and do something. — It's not good for you to stay in bed all day. You should get up and do something.*

1. Both T-shirts are cheap; they cost 5 each/every.
2. Either/Neither Susan or Laura will tell you what to do.
3. He was thirsty, so he drank the whole / all the juice.
4. I don't like these biscuits. I prefer the one/ones Mum made.
5. Neither/Either Peter nor Tom came to the meeting.
6. No/None of my friends has phoned me this weekend.
7. She read the all/whole book in two hours.
8. We had a great weekend as the weather was perfect both/all days.
9. You have to check every/each one of these contracts separately.

**Ex. 34.** Make sentences with 'both... and...', 'neither... nor...' and 'either... or...', using the words in brackets.

*Model: We didn't like the hotel. It was \_\_\_ (clean/comfortable). — It was neither clean nor comfortable.*

1. He is an ideal husband. He \_\_\_ (smoke/drink).
2. I couldn't remember his name. He was \_\_\_ (Robert/Richard).
3. I didn't like the film. It was \_\_\_ (boring/long).
4. I wasn't able to go on holiday that year. I had \_\_\_ (time/money).
5. 'We have tickets for Saturday or Sunday concert. Which do you prefer?' — 'I don't care. I can go \_\_\_ (Saturday/Sunday).'

**Ex. 35.** Use 'both', 'either' or 'neither' in the following sentences.

*Model: There are oak trees on \_\_\_ bank of the river. — There are oak trees on either bank of the river.*

1. The man held the axe in \_\_\_ hands.
2. The veranda stretched on \_\_\_ side of the house.
3. The first apple pie of the season was on the table, and a large dish of purple grapes. Muriel was too angry to touch \_\_\_.
4. I could hear them \_\_\_, but saw \_\_\_.
5. \_\_\_ of the two could sing.
6. \_\_\_ of them was of the same opinion.
7. \_\_\_ his legs were broken in the accident.
8. You may use \_\_\_ of the two dictionaries, but not \_\_\_ of them.



9. She had shining brown hair which hung down on \_\_\_ sides of her face.
10. 'What are you going to have, orange juice or Coke?' – '\_\_\_, I'm not thirsty.'
11. 'Which job are you going to take?' – 'I'm afraid \_\_\_.'
12. Nick and Tom are \_\_\_ my friends. But \_\_\_ is in the town now.
13. '\_\_\_ the jars, the big one and the small one, are empty. You can take \_\_\_ of them.' – 'I'm afraid \_\_\_ will do.'

**Ex. 36.** Insert 'every, each' or 'either'.

*Model:* \_\_\_ day he comes here, and \_\_\_ time he asks me the same questions. – *Every day he comes here, and each time he asks me the same questions.*

1. He shook hands and had a few minutes' talk with \_\_\_ of us.
2. There was a huge building on \_\_\_ side of the square, \_\_\_ having a massive arched gate.
3. There were huge buildings on \_\_\_ side of the street and \_\_\_ had rows of balconies as its only decoration.
4. 'Which would you prefer, the Webster or the Oxford dictionary?' – '\_\_\_ will do. Thank you.'



### Grammar in Context

**Ex. 37.** Fill in 'all, every, none, both, either' or '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 what you're looking for?

Customer: No. I'm afraid 3) \_\_\_ of them are suitable. They are 4) \_\_\_ too big.

Assistant: Would you like to try something else?

Customer: Yes, please. I'd really like something trendy. 5) \_\_\_ my clothes are plain, and 6) \_\_\_ of them are very nice. I'm fed up with them. 7) \_\_\_ time I go shopping, I say I'll get something more fashionable, 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. 38.** Choose the correct item.

Sue: Have you decided where to go on holiday?

Mary: Not yet. I have a brochure but 1) all/every the hotels are so expensive!  
2) All/Whole of them provide full board but I want 3) both/either half board or self-catering.

Sue: Why don't you get a room at a hostel? Two friends of mine did, and they 4) every/both said it was cheap and enjoyable. In fact, 5) either/neither of them spent much money.

Mary: Alright, let's have a look at some hostels in Spain and Greece. They 6) every/all look nice, and I see that 7) each/whole room has a sea view.

Sue: Right. So, it's 8) either/neither Spain or Greece.

Mary: Yes. 9) Both/Every of them look perfect.



### Translation Practice

**Ex. 39.** Translate into English.

1. В гостинице есть два свободных номера, можете занять любой.
2. В каждом конце коридора была дверь.
3. Двое из них не смогли прийти, но каждый имел серьезную причину.
4. Каждую минуту мальчик выглядывал в окно.
5. «Какую мне выбрать книгу, я не читал ни ту, ни другую?» — «Выбирайте любую, они обе интересные».
6. Никто не отвечает на звонок — она либо очень больна, либо куда-то ушла. В любом случае мы поможем открыть дверь.
7. Оба, я и мой брат, были молоды и сильны.
8. Они ехали по широкой дороге, по обе стороны которой росли деревья.
9. Они оба в отпуске.
10. Они осматривали каждый экспонат в музее с большим интересом.
11. Передай это сообщение папе или брату, боюсь, я не увижу ни того, ни другого.
12. Ты не можешь взять с собой оба моих планшета.
13. Я помню каждый дом на нашей улице.



## Communication & Writing Practice

**Ex. 40.** A film critic is comparing two films – ‘Star Wars: The Phantom Menace’ and ‘2001: A Space Odyssey’. Make sentences from the prompts below using ‘both, both... and, neither, neither... nor’ as in the model.

- are science fiction films +
- are about space travel in the future +
- won the Oscar for Best Picture -
- have a lot of special effects +
- have original soundtracks -
- made a lot of money at the box office +
- were filmed with 3D technology -

*Model: Both ‘The Phantom Menace’ and ‘A Space Odyssey’ are science fiction films.*

**Ex. 41.** Look at the following notes, then write the statement a witness gave to the police. Use ‘both, neither, all, none’. Add any other necessary words (articles, pronouns, prepositions, etc.) and choose the appropriate tenses.

look out of window – see two men – stand outside – tall – dark hair – no beard or moustache – old man come out of building – men get behind him – force him ground – he try defend himself – not able to stop them – people in street – not stop for help – walk quickly past – time old man scream – they kick him again – two men run away – police arrive

*Model: When I looked out of the window at about nine o’clock, I saw two men standing outside. They were both tall and had dark hair...*

### 10.5.3. Another, Other(s), the Other(s)

#### Notes

- ‘Other’ (другой, в смысле «остальной») can be used both in the singular and in the plural. In the singular, it refers to particular things.
- ‘Other’ = the second of the two.

*The twins are so much alike that people can’t tell one from **the other**.*

- We use ‘other’ in front of plural nouns when we refer to ‘different ones’.

*Jim likes travelling and learning about **other** cultures.*

- We use ‘the other’ in front of singular and plural countable nouns. It means ‘not this one’ or ‘the remaining one(s)’. It refers to particular things, the second of the two’.

*Where are **the other** books? The police arrested one man but **the other** one got away.*

- We use ‘the others’ (plural) when the reference is to two or more; it is used without a noun.

*Six of them are mine, **the others** are John’s. Where are **the others**?*

- We use ‘another’ in front of singular countable nouns to mean: 1) one more, an additional one (ещё один); 2) a different one (другой); 3) a similar one (второй). It doesn’t refer to anything in particular.

*We need **another** day to finish this. Can you give me **another** cup of tea? Come **another** day. We can do it **another** time. This guy is very clever; he may be **another** Edison.*

- Mind some set expressions:

**one after the other** — один за другим (по порядку);

**one after another** — один за другим (в любом порядке);

**the other day** — на днях, недавно;

**one way or another** — так или иначе.

### Exercises

**Ex. 42.** Supply the appropriate word out of those given in brackets.

*Model: The shoes do not fit me. Will you kindly give me \_\_\_ pair? (another, the other) — Will you kindly give me another pair?*

1. I have lost my pen. I must buy \_\_\_ one. (another, other)
2. I met him at the club \_\_\_ night. (other, the other)
3. I read the books about Harry Potter by J. Rowling one after \_\_\_\_\_. (another, the other)
4. I read the stories by O’Henry one after \_\_\_\_\_. (another, the other)
5. I see only five copies here. Where are \_\_\_ ones? (the other, the others)
6. There were many people on the beach; some were bathing, \_\_\_ were lying in the sun. (others, the others)
7. They are going to get punished one way or \_\_\_\_\_. (another, other)
8. They haven’t met for twenty years, neither of them has seen even a photo of \_\_\_\_\_. (another, the other)

**Ex. 43.** Use 'other(s)' or 'another'. Insert an article if necessary.

*Model: Without \_\_\_ word, he left the room. — Without another word, he left the room.*

1. \_\_\_ day, I made an epigram. I hope you'll like it.
2. \_\_\_ people have told me the same thing.
3. He was always somewhat indifferent to the feelings of \_\_\_.
4. It was not a large garden, but it was long and narrow. John and I walked right to \_\_\_ end of it in silence.
5. The bar was kept by two very nice girls; one was American and \_\_\_ English.
6. The house on \_\_\_ side of the river was built of grey stone.
7. Then I read the novels of William Burroughs one after \_\_\_.
8. Why are you alone? Where are \_\_\_?
9. Would you like \_\_\_ cup of tea?



### Translation Practice

**Ex. 44.** Translate into English.

1. Дайте мне, пожалуйста, другой номер этого журнала.
2. Другого пути не было.
3. Если вам не нравится этот костюм, я могу вам предложить другой.
4. Когда увидишь остальных, напомни им о нашем уговоре.
5. Нам не пришлось долго ждать, машины подходили одна за другой.
6. Они были похожи как две капли воды, только один был немного выше другого.
7. В комнату вошли двое. Одного я никогда не видел, лицо другого показалось мне смутно знакомым.
8. Пришлось ехать через поле: другой дороги не было.
9. Собака ела мясо, но отказывалась от другой пищи.
10. Это тупой (blunt) нож, дайте мне другой.

## 10.6. Indefinite and Negative Pronouns

### 10.6.1. Some, Any, No, None, One, No one

#### Notes

- When used with nouns of material, ‘some/any’ have the meaning of indefinite quantity (некоторое количество, немного, сколько-нибудь), but usually they are not translated into Russian.

*Give me **some** water, please. — Дайте мне воды, пожалуйста. Have you bought **any** sugar? — Купили ли вы сахару? There isn't **any** milk in the fridge. — В холодильнике нет молока.*

- Before countable nouns in the plural, ‘some/any’ are translated as «несколько, какие-то, какие-нибудь».

*He asked me **some** questions. — Он задал мне несколько вопросов. Have you got **any** interesting books? — Есть у вас (какие-нибудь) интересные книги? I saw **some** strange people near your house. — Я видела каких-то незнакомых людей у вашего дома.*

#### Some, Any or Zero in Relation to Quantity

- Countable nouns: the plural of ‘a/an’ is normally ‘any’ or ‘some’ when we are referring to quantity.

*Is there **a** present for the children? — Are there **any** presents for the children? Here is **a** present for the children. — Here are **some** presents for the children.*

- Countable nouns: sometimes we don't use ‘any’ and ‘some’ even if we are referring to quantity. The meaning is exactly the same though we generally prefer to use ‘any’ or ‘some’.

*Are there **any** presents for the children? — Are there **presents** for the children? Here are **some** presents for the children. — Here are **presents** for the children.*

- Uncountable nouns: in the same way, we sometimes don't use ‘any’ and ‘some’ when referring to quantity.

*Is there **any** milk in the fridge? = Is there **milk** in the fridge? There's **some** milk in the fridge. = There's **milk** in the fridge.*

## Some and Any: Basic Uses

Some (limit)	Any (no limit)
<ul style="list-style-type: none"> <li>• Affirmatives: <i>I want <b>some</b> apples.</i></li> <li>• Questions + ‘yes’ (offers): <i>Do you want <b>some</b> tea?</i></li> <li>• Requests: <i>May I have <b>some</b> coffee, please?</i></li> <li>• = certain: <i><b>Some</b> people just can’t stop arguing.</i></li> <li>• We know/think a person/thing exists: <i>Are you waiting for <b>somebody</b>?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Negatives: <i>I don’t want <b>any</b> apples now.</i></li> <li>• Uncertain (‘real’) questions: <i>Is there <b>any</b> information on this issue?</i></li> <li>• With ‘hardly, never, without, seldom, rarely, at all’ (negative meaning): <i>There’s <b>hardly any</b> milk left. I haven’t got <b>any</b> idea <b>at all</b>.</i></li> <li>• After ‘if’/idea of ‘if’: <i>If you have <b>any</b> questions, feel free to ask. I’m sorry for <b>any</b> trouble I’ve caused (= if I caused any trouble)</i></li> </ul>

- ‘Any’ can be used with or without a noun.

*There’s **hardly any** milk left. — There’s **hardly any** left.*

### Some and Any: Other Uses

- ‘Some’ and ‘any’ also have special uses: «несколько» от «любой, всякий».

*I haven’t been there for **some** years. (= I haven’t been there for several years.)*

***Any** fool can google it.*

### Not... any, No, None

- We can use ‘no’ instead of ‘not any’ before plural countable nouns or uncountable nouns in negations. We use an affirmative verb with ‘no’. It sounds more emphatic.

*There **aren’t any** buses after midnight. — There **are no** buses after midnight.*

*There **isn’t any** milk. — There’s **no** milk.*

- We can also use ‘no’ in place of ‘not a/an’.

*I’m **not an** expert. — I’m **no** expert.*

- ‘None’ stands on its own as a pronoun.

*We have **no** bananas. — We have **none**.*

## None of and Neither of

- The negative of 'all' is 'none of'.

*All the girls left early (все девочки). — None of the girls left early (никто из девочек).*

- The negative of 'both' is 'neither of'.

*Both girls left early (обе девочки). — Neither of the girls left early (ни одна из).*

- Plural verbs are more common with 'none'. Singular verbs are less common and much more informal.

*None of the students were late.*

- 'None of sb' = 'nobody (more spoken) / no one' (formal, written).

*I've seen none of them. = I've seen no one / nobody.*

## Exercises

**Ex. 45.** Put in 'some' or 'any' only where possible.

*Model: The natives eat \_\_\_ meat raw. — The natives eat meat raw. There wasn't \_\_\_ meat in the fridge. — There wasn't any meat in the fridge.*

1. \_\_\_ life is full of surprises. — There isn't \_\_\_ life in that girl.
2. \_\_\_ money has to be earned. — Will you lend me \_\_\_ money?
3. \_\_\_ spices are bad for you. — Put \_\_\_ spices into the soup.
4. Buy \_\_\_ bread and cheese for the picnic. — We can't do without \_\_\_ bread.
5. I don't like \_\_\_ boiled cabbage. — Would you like \_\_\_ boiled cabbage?
6. I like \_\_\_ biscuits and \_\_\_ sweets. — I bought \_\_\_ biscuits for tea.
7. There isn't \_\_\_ news of him. — I hate \_\_\_ bad news.

**Ex. 46.** Supply 'some' or 'any'.

*Model: Go and ask him for more paper. I haven't got \_\_\_ in my desk. — I haven't got any in my desk.*

1. \_\_\_ doctor will tell you that smoking is harmful for you.
2. \_\_\_ people just don't know how to mind their own business.
3. 'Have you got \_\_\_ sugar?' — 'I expect we have. Yes, there's \_\_\_ sugar in this bowl.'
4. 'I think we've run out of sugar. Is there \_\_\_ sugar in that bowl?' — 'No, there isn't \_\_\_.'
5. Shall I help you to \_\_\_ fruit?



6. There aren't \_\_\_ buses after 12.30.
7. There isn't \_\_\_ explanation for this.
8. Were there \_\_\_ objections?
9. 'What book shall I bring you?' – '\_\_\_ you like.'

**Ex. 47.** Supply the appropriate pronoun out of those given in brackets. Sometimes more than one answer is possible, but you need to explain the difference in meaning.

*Model: You can find him \_\_\_ time between six and nine. (some, any, no) – You can find him some time between six and nine (в какой-то момент с 6 до 9, не всё время). You can find him any time between six and nine (в любое время с 6 до 9).*

1. Can we have \_\_\_ milk? (any, some)
2. Do I have \_\_\_ choice? (any, no)
3. Don't bother about the colour. You can buy her a blouse of \_\_\_ colour. (any, some)
4. He can answer only \_\_\_ questions on the subject. (some, any, no)
5. If you have \_\_\_ news, call me back. (any, some, no)
6. Is \_\_\_ additional proof necessary? (any, some)
7. Is there \_\_\_ question on the subject? (some, any, no)
8. She has a perfect complexion and \_\_\_ colour becomes her. (some, any)
9. They understood each other without \_\_\_ words. (no, some, any)
10. What material do you need? \_\_\_ that is available. (some, any)
11. 'Will you have \_\_\_ more tea?' – 'Thank you.' (any, no, some)
12. Will you have \_\_\_ more tea? (any, no) You've had only one cup.

**Ex. 48.** Supply 'some', 'any' or 'no' for the following sentences.

*Model: I don't want \_\_\_ money. – I don't want any money.*

1. \_\_\_ time ago, I read his story on the Net.
2. 'Let's go back home. It's already late.' – 'I'd rather stay out a little longer.' – 'I suppose we've got to go home \_\_\_ time.'
3. Don't let us have \_\_\_ nonsense about it.
4. He wants \_\_\_ more pudding. You can take it away.
5. I am \_\_\_ accountant, but these figures are wrong.
6. I don't think there is \_\_\_ milk left in the jug.
7. My mother hoped that perhaps the school had \_\_\_ funds to give me a grant.

8. She helped borrow \_\_\_ more money.
9. There is hardly \_\_\_ place in this house where we can talk alone.
10. You have \_\_\_ fine flowers in your garden.

**Ex. 49.** Choose between 'no one' and 'none' to use it in the following sentences.

*Model: I invited all of them, but \_\_\_ have come. – I invited all of them, but none have come.*

1. \_\_\_ answered his question; silence fell in the room.
2. \_\_\_ had anything to gain by his death.
3. \_\_\_ of the new men have been able to pass the test.
4. \_\_\_ of us is perfect; we all make mistakes.
5. \_\_\_ of us knew how ill she was.
6. \_\_\_ of us were sure of the facts.
7. \_\_\_ was able to understand what he meant.
8. He asked for food, but his mother said there was \_\_\_.
9. He could find \_\_\_ in the village who could tell him what had gone wrong.
10. I looked around the room, expecting to see piles of books; \_\_\_ were visible.
11. Of all the girls he phoned, \_\_\_ were at home.
12. Philip slowly mounted the stairs. \_\_\_ of his family was yet up.
13. That is \_\_\_ of your business.
14. We had \_\_\_ to give us accurate information, let alone advice.



### Translation Practice

**Ex. 50.** Translate into English.

1. В кувшине есть вода. Вы хотите воды?
2. В солонке есть соль?
3. В холодильнике есть молоко. Будете молоко?
4. Возьмите любую книгу (которая вам нравится).
5. Дайте мне хлеба (сыра).
6. Любой студент знает это.
7. Можно взять немного сахара?
8. Налейте мне воды (молока, кофе, супу).

9. Приходите в любое время.
10. У вас есть какие-нибудь интересные английские книги?
11. Хотите кофе (чая, молока)?

**Ex. 51.** Translate into English.

1. «Есть ли какая-нибудь разница между этими фотографиями?» – «Я не вижу никакой разницы». – «Думаю, нет разницы, какую оставить».
2. Нет смысла волноваться об этом.
3. Никто из вас даже не представляет, как много он сделал для нашего города.
4. Такси никогда нет, когда оно тебе нужно.
5. У меня нет чая, но есть кофе, правда, только растворимый.
6. У нас здесь нет рек, но есть несколько озёр.
7. Я хочу установить новые окна, у тебя есть какие-нибудь компании на примете?

### 10.6.2. Some, Any, No: Compounds

	People	Things	Places
<b>Affirmative</b>	someone/somebody	something	somewhere
<b>Interrogative</b>	anyone/anybody	anything	anywhere
<b>Negative</b>	no one / not anyone nobody / not anybody	nothing / not anything	nowhere / not anywhere

*I met **someone** last night. There **isn't anyone** here who can help you.*

#### Notes

- We also use 'some' compounds in questions expecting 'yes' and in offers and requests.

*Was there **something** you wanted? Would you like **something** to drink?*

- We also use 'any' compounds 1) in questions when we're doubtful about the answer; 2) to mean 'it doesn't matter who, what, where' (especially after 'it'); 3) after 'if'.

*Is there **anyone** here who is a doctor? You can go **anywhere** you like. I doubt **if anyone** can help her.*

- We use ‘no’ compounds when the verb is affirmative.

*I've got **no time**. – I **haven't got any time**. I've seen **nobody / no one**. – I **haven't seen anybody/anyone**. I've bought **none of them**. – I **haven't bought any of them**. I've done **nothing** today. – I **haven't done anything** today. I've been **nowhere** today. – I **haven't been anywhere** today. There's **no one** here.*  
(= not anyone)

- The traditional rule is to use masculine pronouns with ‘anyone, everyone, no one, etc.’ unless the context is definitely female (e.g. a girls’ school). But in modern English ‘they’ is often considered to be more polite as it is gender-neutral.

*If **anyone** wants to leave early, **he** (more traditional) / **they** (more polite) can ask for permission. Addressing the female-only audience: ‘If **anyone** wants to leave early, the headmistress said, **she** can ask for permission.’*

### Exercises

**Ex. 52.** Supply ‘anybody/anyone, nothing, anything, nobody / no one, somebody/someone’ or ‘something/somewhere/anywhere’. Sometimes more than one answer is possible, but you need to explain the difference in meaning.

*Model: I want to tell you \_\_\_\_\_. – I want to tell you something. – I want to tell you nothing.*

1. At the party, you'll see \_\_\_\_ you haven't met yet.
2. Can \_\_\_\_ translate these sentences?
3. Charlie had never seen \_\_\_\_ like that place except in films.
4. Do you live \_\_\_\_ near Jim?
5. He left without saying \_\_\_\_ to \_\_\_\_.
6. I know \_\_\_\_ who can help you.
7. I think there is \_\_\_\_ wrong with my watch.
8. I'm afraid he knows \_\_\_\_ about it.
9. I'm sure \_\_\_\_ had taken your bag.
10. I've prepared \_\_\_\_ for dinner which you'll like very much.
11. If \_\_\_\_ delays you, you must let me know.
12. Is there \_\_\_\_ here who can speak Japanese?
13. ‘Is there \_\_\_\_ in the basket?’ – ‘No, it's empty.’
14. The doorbell rang, but there was \_\_\_\_ there.
15. The town was still the same when I returned. \_\_\_\_ has changed.

16. There is 'No parking' area. \_\_\_ who parks their car here will be fined.
17. There was \_\_\_ in the room. It was dark.
18. They slept in the park because they didn't have \_\_\_ to stay.
19. 'Where did you go for your holiday?' – ' \_\_\_\_. I stayed at home.'
20. With special tourist bus ticket, you can go \_\_\_ you like.
21. Would you like \_\_\_ to start with before you order the main course?



### Grammar in Context

**Ex. 53.** Read the email below and fill in the gaps with 'some', 'any', 'no' or 'every' or one of their compounds. What advice can you give to Ken?

Dear Ben,

I'm writing to ask you for 1) **some** advice. As you know, I've got my end-of-year exams next month, and it's really important that I pass 2) \_\_\_ subject. The problem is I'm finding it very difficult to study. Whereas 3) \_\_\_ else in my class is doing a lot of revision 4) \_\_\_ night, I sometimes end up doing 5) \_\_\_ at all! I just can't get started, no matter how much I try. You see, I'm the kind of person who needs 6) \_\_\_ quiet to study. But at home my little brothers are always playing and making noise. I just can't get 7) \_\_\_ done when they are running around from room to room. By the way, I haven't told 8) \_\_\_ else about this; I especially don't want to worry my parents. I've thought about talking to 9) \_\_\_ at school about using a classroom to study in the evenings, but I'm not sure that will work. I know I have to do 10) \_\_\_ soon because time is running out. It's so frustrating. Sometimes, I feel that there is 11) \_\_\_ I can do to change things.

Please, write back soon.

Ken

**Ex. 54.** Complete the text with one suitable word in each space.

One of the adventures of Odysseus /ə'dɪsɪəs/ is the story of Polyphemus /ˌpɒlɪ'fɪ:məs/ the Cyclops, a one-eyed giant. Odysseus arrived at an island with 1) **his** men, and took some of them to the cave where Polyphemus lived. There wasn't 2) \_\_\_ else in the cave, only some sheep and goats. When the Cyclops arrived, he shut 3) \_\_\_ in his cave by rolling a huge rock over the entrance and then killed some of the men. 4) \_\_\_ else could move the rock, so Odysseus knew that it would be foolish to kill the Cyclops. He

had to think of 5) \_\_\_ else to do. He waited until the evening and made the Cyclops drunk. He told the Cyclops that his name was 6) \_\_\_. When the giant was asleep, Odysseus and his men pushed a huge piece of wood into his eye so that he became blind. The Cyclops shouted with pain, and some other giants heard and asked him who had injured 7) \_\_\_. He told them Odysseus's name, and so they laughed and supposed that he had just hurt 8) \_\_\_. Odysseus and his men escaped by hiding 9) \_\_\_ under the sheep as they left the cave in the morning. Polyphemus couldn't see or feel 10) \_\_\_. The giant threw huge rocks at the Greeks' ship, but they managed to escape from the island.



### Translation Practice

**Ex. 55.** Translate the sentences into English.

1. Боюсь, он ничего не знает об этом.
2. В комнате кто-то есть.
3. Дайте мне что-нибудь почитать.
4. Дать вам что-нибудь почитать?
5. «Должен ли кто-нибудь прийти к вам сегодня вечером?» — «Я не знаю, меня никто не предупредил».
6. Есть здесь кто-нибудь?
7. Кто-то стучится в дверь.
8. Может ли кто-нибудь перевести эти предложения?
9. На столе ничего нет.
10. Никто ничего не сказал, но наверняка кто-то всё знает о нём.
11. Он что-то знает об этом.
12. Она что-нибудь знает об этом?
13. Спроси кого-нибудь об этом.
14. Я ничего вам не могу сказать об этом.
15. Я хочу вам что-то сказать.

**Ex. 56.** Translate the sentences into English.

1. Авария, казалось, была серьезной, но никто не пострадал (injure).
2. В комнате никого не было, она была абсолютно пуста.
3. В комнате стояла полная тишина, никто ничего не говорил.
4. Вы можете предоставить мне информацию о том, какие достопримечательности стоит осмотреть в этом городе?

5. Если кто-нибудь будет спрашивать об этом, не говорите ничего.
6. Если кто-нибудь позвонит в дверь, впустите его.
7. Если кто-то стал свидетелем этого происшествия, позвоните в полицию.
8. Ещё немного кофе?
9. Мы сделали несколько фотографий, но ни одна из них не удалась (be good).
10. Мы хотели пойти в ресторан, но не смогли, потому что ни у кого из нас не было денег.
11. Почему ты заглядываешь под кровать? Ты что-то потерял?
12. Фильм действительно замечательный. Ты можешь спросить любого, кто его видел.
13. Я не могла приготовить омлет, потому что у меня не было яиц.
14. Я нигде не могу найти свои часы.
15. Я ничего не сказала. Ни слова.

**Ex. 57.** Translate into English paying attention to the use of 'some, any, no' and their compounds.

1. «Не хотите ли ещё пирога?» — «Спасибо, но я больше не хочу».
2. А разве кто-нибудь заходил? Я никого не заметил.
3. Вряд ли есть что-нибудь, чего он не видел. Его ничем не удивишь. Разве что у вас есть что-нибудь особенное.
4. Кто-то оставил вам сообщение.
5. Не даст ли мне кто-нибудь из вас свои конспекты по языкознанию? (notes)
6. Неужели он вам ничего не рассказал? Он знает больше, чем любой из нас.
7. Никто мне ничего не говорит. Может быть, вы мне что-нибудь скажете?
8. «У вас нет вакантных мест?» — «К сожалению, ничего не могу вам сейчас предложить. Зайдите в любой день на следующей неделе».
9. Я вижу здесь чье-то мокрое пальто в прихожей. Что, кто-нибудь пришёл?
10. Я ничего не могу вам сказать. Спросите кого-нибудь ещё.

**Ex. 58.** Give a translation of the story, paying special attention to the underlined words.

В школе все изучали предметы, которые им не очень удавались (be good at). Никто не может отрицать (deny), что некоторые предметы для них труднее, чем остальные. Я никогда не встречал никого, кто был бы так умён, что знал все предметы одинаково хорошо (equally well).

Хуже всего у меня обстояли дела с химией (weakest subject). Я учил наизусть формулы и задачи, но ничто не могло улучшить (improve) мои знания. «Пора (it's time) тебе делать что-то с этим предметом», – говорил мой учитель. Перед последним экзаменом я постарался. Я получил «5», но далее следовало краткое пояснение: «3» – за аккуратность, остальное за знания.



### Communication & Writing Practice

**Ex. 59.** Work in pairs.

1. Ask each other about the following problems, using the pattern and prompts below.

*Problems: headache / toothache / a cold / sore feet / an upset stomach / a bad back / etc.*

*Solutions: ointment, aspirin, pills, vitamins, etc.*

*Model: 'Can you recommend something for a sore throat?' – 'Yes, I always get some lemon sweets from the chemist's.'*

2. Discuss what kind of things you never eat and what kind of things you love eating, using 'anything', the prompts below and your own ideas.  
*salt / spice / nuts / etc.*

*Model: 'I never eat anything with sugar in it.' – 'Oh, I'll eat anything sweet.'*



### 10.6.3. One and You, One and Ones

#### Notes

- We use ‘one’ as a pronoun meaning ‘everyone/anyone’, to refer to ‘people in general’ only when we want to be formal. In everyday speech, we use ‘you’ in an informal way to mean ‘everyone/anyone’.

*A: Is it easy to go camping in this country?*

*B: Yes, but **one** is not allowed to camp where **one** likes. **One** can only use campsites. / Yes, but **you** can’t camp where **you** like. **You** can only use campsites.*

- Don’t use ‘one’, ‘one’s (= your)’ and ‘oneself (= yourself)’ unless you want to sound formal.
- We can’t use an adjective on its own in place of a singular countable noun. We must use a noun after an adjective, or we must use ‘one’ to avoid repeating the noun.

*Don’t use that cloth. Use this **clean one**. (Not ‘Use this clean.’)*

- We use ‘ones’ to avoid repeating a plural countable noun.

*I don’t want to wear **my old shoes**. I want to wear **my new ones**. (Not ‘Wear my new.’)*

- We can use ‘one’ and ‘ones’ for people as well as things.

*‘Do you know **John/Jane Smith**?’ – ‘Is he/she **the one who** phoned last night?’*

*‘Do you know **the Smiths**?’ – ‘Are they **the ones who** used to live in this house?’*

- We don’t use ‘one’ instead of an uncountable noun. We repeat the noun or use no noun at all.

*Don’t drink **that milk**. Drink **this fresh milk**. / Drink **this fresh**. (Not ‘this fresh one’)*

- We use ‘one/ones’ to refer to people and things after ‘Which?’, ‘this/that’ and adjectives. We can also omit ‘one’.

*‘Which **one** would you like? **This one** or **that one**? / Which would you like? **This or that**?’ – ‘I’d like **the large one / the red one**.’*

- We sometimes omit ‘one’ and ‘ones’ after superlatives and in short answers.

*‘Which **one/ones** would you like?’ – ‘I’d like **the best (one/ones)**. / **The large / the red**.’*

- We usually avoid ‘ones’ after ‘these/those’.

*I want **these/those**. (Not ‘these ones.’)*

- We normally use ‘one/ones’ after ‘this/that/these/those’ + adjective.

*I want **this/that white one**. I want **these/those white ones**.*

- We can’t omit ‘one/ones’ in the structure meaning «ТОТ, КОТОРЫЙ» because it’s a subject of a sentence.

*‘Which woman?’ – ‘**The one** in the green dress.’*

### Exercises

**Ex. 60.** Rewrite these paragraphs, using ‘you’, so that they sound more informal.

#### 1. In the Mountains

The moment one gets into the mountains, one is on one’s own. One has to rely on oneself for everything. This means one has to carry all one’s own food, though, of course, one can get pure drinking water from mountain streams. One won’t see any local people for days at a time, so one can’t get help if one’s lost. One has to do one’s best to find sheltered places to spend the night.

*Model: The moment you get into the mountains...*

#### 2. As One Grows Older

As one grows older, one becomes more silent. In one’s youth, one feels an intense fellowship with other people, one wants to throw oneself in their arms and one feels that they will receive one. One wants to open oneself to them. One’s life seems to overflow into the lives of others and become one with theirs as the waters of rivers become one in the sea.

But gradually the power one felt of doing all this leaves one; a barrier rises up between oneself and one’s fellows, and one realizes that they are strangers to one.

(from ‘Writer’s Notebook’ by W. Somerset Maugham)

**Ex. 61.** Use ‘one’ or ‘ones’ instead of the repeated noun.

*Model: This copy is torn. Bring me another copy. – Bring me another one.*

1. Galileo showed that the small weight dropped as quickly as the large weight.
2. He’s fond of nearly all games, but tennis and football are the games he likes best.
3. I’ve read all the books; may I take the other books too?
4. There are two vacant tables here. Which table will you take?
5. These cherries are sour. Have you got sweeter cherries?
6. ‘Which is my glass here?’ – ‘Take the glass nearest to you.’

**Ex. 62.** Supply 'one/ones' only where necessary.

*Model: I simply took this book because it was the first \_\_\_ I chanced to see. – I simply took this book because it was the first (one) I chanced to see.*

1. I've had enough soup. Give me no more \_\_\_.
2. Pour away that dirty water and get some clean \_\_\_.
3. We shouldn't have taken this phone. It seems to me that \_\_\_ is better.
4. 'Which actresses did you like?' – 'The \_\_\_ who appeared in Act I.'
5. 'Which computer did you use?' – 'The \_\_\_ that is in your office.'

**Ex. 63.** Supply 'one' or 'ones'.

*Model: 'I need that plate.' – 'Do you mean the small \_\_\_?' – Do you mean the small one?*

1. 'Has Paul got a silk tie?' – 'Yes, he's got \_\_\_.'
2. 'Have you got a raincoat?' – 'Yes, I've got a blue \_\_\_.'
3. 'I'd like to see some rings, please.' – 'These \_\_\_ in silver or those \_\_\_ in gold?'
4. I'd like to try one of these shirts. Please pass me that white \_\_\_.
5. If I were you, I'd sell that old car and buy a new \_\_\_.
6. 'Kate has a new dress.' – 'Do you mean the red \_\_\_?'
7. 'Two of those coats suit you very well.' – 'Which \_\_\_?'
8. 'Which jeans are you going to buy?' – 'The most expensive \_\_\_.'
9. 'Which shoes fit you best?' – 'The big \_\_\_.'



### Translation Practice

**Ex. 64.** Translate the sentences.

1. «Дай мне, пожалуйста, нож». – «Какой?» – «Тот, длинный».
2. «Какие перчатки ты хочешь купить?» – «Те, что на витрине».
3. Какой пуловер ты предпочитаешь? Красный или синий?
4. Мне нужен словарь; тот, что стоит на полке.
5. «Пожалуйста, передай мне ту тарелку». – «Какую?»
6. «Принеси мне книгу с моего стола». – «Какую?» – «Новый роман».
7. «У тебя есть новая сумка?» – «Да, черная».
8. «Я хочу проверить (test-drive) одну из этих машин». – «Эту или ту?»

## 10.7. Quantifiers (Used as Pronouns)

<b>Much</b> + uncountable nouns	<b>Many</b> + plural countable nouns	<b>A lot of / plenty of</b> + plural countable nouns / uncountable nouns
<i>I haven't got <b>much</b> money for stuff like that.</i> <i>Is there <b>much</b> snow outside?</i>	<i>He has lived in the same town for <b>many</b> years.</i> <i>Have you got <b>many</b> problems?</i>	<i>I've got <b>a lot of</b> friends.</i> <i>I've got <b>a lot of</b> spare time during my vacations.</i> <i>There's <b>plenty of</b> water in the kettle</i>

### Notes

#### Much/Many

- You can use 'much/many' without a noun.

***Much** was said, but little was done.*

- We use 'much/many' in negative statements.

*There isn't **much** space in this flat. There aren't **many** pandas in China.*

- We use 'much/many' in questions.

*Is there **much** demand for silk stockings? Will there be **many** guests at the party?*

- We use 'much/many' in formal statements usually before the subject (= a lot of).

***Much** money is spent on defense. **Many** teachers retire early.*

- We use 'much/many' in time references.

*I've lived here for **many** years.*

- We use 'much/many' with 'as... as...', 'so much/many... that...'

*Take **as much as** you like. There were **so many options that** I couldn't make my mind up.*

- We use 'not much / not many' to begin a sentence.

***Not many** know about this.*

***Not much** happens around here in winter.*

#### A lot of, lots of, plenty of

- 'A lot of' and 'plenty of' are quite informal. The formal equivalents are 'much/many, a great/good deal of, a great/large number (countables) / amount (uncountables) of'.

- ‘Plenty of’ means ‘more than enough’.
- We use ‘a lot of / lots of’ in affirmative sentences.

*She spends **a lot of** money on clothes. There were such **a lot of** people in the shops.*

- We use ‘a lot of / lots of’ in negative statements for emphasis.

*I haven’t got **a lot of** time for people like him!*

(Very) little + uncountable nouns	(Very) few + plural countable nouns	(Only) a little = ‘some but not much, a small quantity’ (немного)	(Only) a few = ‘a small number’ (несколько)
<i>He has got <b>little</b> information on this issue. I have very <b>little</b> time for reading</i>	<i>He has got very <b>few</b> friends. There seem to be very <b>few</b> people in this area</i>	<i>He knows <b>a little</b> French. <b>A little</b> care would have prevented the accident</i>	<i>We are going away for <b>a few</b> days</i>

- ‘Little/few’ are negative (= hardly any); ‘a little / a few’ are positive (= ‘some’).
- ‘Little/few’ and ‘a little / a few’ are more formal than ‘some, a bit, not much, not many’.

### Exercises

**Ex. 65.** Choose between ‘much’ and ‘many’, ‘(a) little’ and ‘(a) few’ to use in the following sentences.

*Model: Last week there was so \_\_\_ rain that I was not able to go out. – Last week there was so much rain that I was not able to go out.*

1. \_\_\_ heard about the book, but \_\_\_ read it.
2. \_\_\_ is spoken about it, but \_\_\_ believe it.
3. \_\_\_ was said, but \_\_\_ done.
4. Ann had slept \_\_\_ last night, and she had a headache.
5. At the bar, \_\_\_ men were discussing the coming elections in loud barking tones.
6. Aunt Jenna had \_\_\_ money while none of the other family had inherited as \_\_\_ as a pound.
7. He has very \_\_\_ knowledge of the matter.

8. He is a man of \_\_\_ words.
9. He knew he was not a good teacher, and he intended to do \_\_\_ of that.
10. He knows \_\_\_, but the \_\_\_ he knows he knows well.
11. He was so happily absorbed in the building of his house that events outside it affected him \_\_\_.
12. I began to miss London: it was not so that I had \_\_\_ close friends there, for I have \_\_\_ friends, but I missed variety.
13. I have so \_\_\_ things to do that I don't know which to do first.
14. I suggested that he should get \_\_\_ plums and some bread.
15. I'm going to stay for another hour. I have \_\_\_ more work to do.
16. My appointments were \_\_\_, so I was glad to accept the invitation.
17. My dear, I'm afraid I have not \_\_\_ news to convey, but still there are \_\_\_ things I'd like to add.
18. My sister spends so \_\_\_ money on her clothes that she has none left for holidays.
19. Nowadays he was very busy and he saw \_\_\_ of his old friends.
20. Say \_\_\_ and do \_\_\_.
21. She was glad to see me because I was English and she knew \_\_\_ English people.
22. The forces were unequal; they were \_\_\_ – we were \_\_\_.
23. There isn't \_\_\_ harm in it.
24. There weren't \_\_\_ people in the audience at the theatre.
25. Tom has eaten so \_\_\_ that he can't move.
26. Very \_\_\_ people know about it.
27. Virginia returned to England at the moment when \_\_\_ were leaving it.
28. We won't get all into the car. We are one too \_\_\_.

**Ex. 66.** Make the following sentences affirmative and replace 'many' and 'much' by suitable expressions.

*Model: Is there much water in the kettle? – There's a lot of / plenty of water in the kettle.*

1. Dick doesn't smoke much.
2. Do you have much time this week?
3. I didn't get much to eat when I had dinner with the Greens.
4. I drove along the edge of the sea. There were not many people about.
5. I haven't got much time for playing computer games.

6. Mary hasn't got much work to do today.
7. There isn't much I can do to help you.
8. There isn't much snow in Togliatti this winter.
9. There isn't much time to catch the train.



### Grammar in Context

**Ex. 67.** Fill in the gaps with 'much', 'many' or 'a lot of'.

*Model: 'How \_\_\_ time does it take you to get to university?' – 'Well, it depends on the traffic.'* – *How much time does it take you to get to university?*

1. 'Greg is a great footballer.' – 'I know. He's won \_\_\_ medals over the years.'
2. 'Have you got any oranges?' – 'Yes, there are \_\_\_ oranges in the fridge.'
3. 'How \_\_\_ milk do you take in your tea?' – 'Just a little, please.'
4. 'I don't have \_\_\_ money with me.' – 'That's OK. I'll lend you some.'
5. 'I'd really like to buy that car.' – 'Me too, but it must cost \_\_\_ money.'
6. 'Is there \_\_\_ juice left in the carton?' – 'No, we'll have to go and buy some.'
7. 'We haven't got \_\_\_ potatoes, I'm afraid.' – 'I'll go and get some from the market.'
8. 'Were there \_\_\_ people at the party last night?' – 'No, not really.'
9. 'Wow! You have \_\_\_ computer games.' – 'Would you like to play one now?'

**Ex. 68.** Fill in the gaps with 'a few' or 'a little'.

*Model: 'Would you like \_\_\_ biscuits with your tea?' – 'Just one or two, please.'* – *Would you like a few biscuits with your tea?*

1. 'Did you buy lots of souvenirs when you were in Paris?' – 'Not really, only \_\_\_.'
2. 'If we don't leave soon, we're going to be late for work.' – 'OK! I only need \_\_\_ more minutes to get ready.'
3. 'Is there enough flour to make a cake?' – 'No, there is only \_\_\_ left.'
4. 'This soup doesn't taste very nice.' – 'Yes, I think it needs \_\_\_ salt.'

**Ex. 69.** Translate the words in brackets.

### **What Sort of Shopper are You?**

Love it or hate it, we all go shopping. But there are different types of shoppers. Abby Edwards asked around.

#### **Melanie, 22, dancer**

I am an addict – I can spend 1) **a lot of** (много) money! When I have the cash, I'm out there and I buy 2) \_\_\_ (много) though I have 3) \_\_\_ (много) things to wear. I definitely have difficulty walking past 'sale' things.

#### **Brenda, 40, office manager**

I know 4) \_\_\_ (мало) about cooking. I don't spend 5) \_\_\_ (много) time shopping for clothes, either. I have 6) \_\_\_ (много) nice things to wear to the office. I am a reluctant shopper, so when I do splash out, I tend to feel 7) \_\_\_ (немного) guilty, and I rarely tell my husband how 8) \_\_\_ (много) I've spent. My husband always complains that I buy 9) \_\_\_ (много) things for myself and 10) \_\_\_ (мало) things for him, so I always knock down the price 11) \_\_\_ (немного).

#### **Martha, 48, housewife**

I hate shopping. I go shopping for clothes 12) \_\_\_ (несколько) times a year, and I don't need 13) \_\_\_ (много) things. I stay at home most of the time. I don't buy 14) \_\_\_ (много) food, either; we have a cow and 15) \_\_\_ (несколько) hens, and I grow most of the vegetables and fruits in our garden.

**Ex. 70.** While visiting her parents for Christmas, Ann made some notes for her friend Marsha. When Marsha read them, she found seven mistakes. Correct them.

DECEMBER, 24 Wednesday

Christmas is going to be fun: ~~much~~ **many** people are coming; the house will be crowded. There will be a little young men. I'm happy, I love dancing, I'm sure to get many presents tomorrow.

DECEMBER, 25 Thursday

It was a wonderful morning. I got much presents under the fir tree: many from my parents and grandparents and a little from my friends.

The Christmas dinner was delicious: much cakes and sweets. I didn't eat many, I wanted to dance much. The evening was fun. I danced a lot with all the boys.





## Translation Practice

**Ex. 71.** Translate into English.

1. В бутылке есть немного лимонада.
2. В комнате много света.
3. В субботу в магазинах много народа.
4. В университете много абитуриентов (applicants) на одно место.
5. Вы пригласили много гостей?
6. Извините, у меня мало времени, и я не могу долго разговаривать с вами.
7. Каждый день мы получаем много сообщений.
8. Кто из них переводит много статей с русского на английский?
9. Мама дала мне много поручений (things to do), но я смог выполнить только несколько.
10. Мы будем обедать через несколько минут.
11. Он зарабатывал мало денег и не мог жить в большом городе.
12. По воскресеньям в парке много народа.
13. Сейчас в университете мало студентов, так как сейчас каникулы.
14. Сколько иностранных языков вы собираетесь учить?
15. Ты знаешь много французских слов?
16. Ты увидишь его через несколько дней.
17. У вас много бумаги. Дайте мне немного, пожалуйста.
18. У вас сегодня много или мало работы?
19. У нас сегодня было много посетителей.
20. У неё не много платьев.
21. Я прочёл много книг по этому вопросу.

**Ex. 72.** Translate into English.

1. В ноябре в саду было уже мало цветов. Все понимали, что скоро наступит зима.
2. Дома осталось очень мало книг, которые Алиса не прочитала.
3. Как можно так много курить! Вы совсем не беспокоитесь о своём здоровье.
4. Летом мало дождливых дней, всё больше солнечных.

5. Летом мальчику было очень скучно, потому что очень мало его друзей осталось в городе.
6. Много уже было сказано по этому поводу, но мало что было сделано.
7. Моросил мелкий дождь, поэтому на улицах было мало туристов.
8. Там были Грины, Смиты, Гордоны и ещё много людей, которых я не знаю.
9. Туристам музей очень понравился, потому что там было много известных полотен и мало людей.
10. Чудесный праздник! Как много гостей! А ведь должно прийти ещё больше к восьми часам!
11. Я могу поделиться этим рецептом с вами. Его секрет в том, что нужно класть много масла и сахара на дно сковороды.



### Communication & Writing Practice

**Ex. 73.** Work with a group. Imagine that you are about to be shipwrecked near a deserted tropical island. You have room in your lifeboat for only five things. Look at the list. Decide what to take and give your reasons. Compare your choices with other groups' choices.

sugar	axe	fireworks
pasta	matches	telescope
beans	fishing equipment	compass
chocolate	radio	maps of the area
fresh water	laptop	a book 'Navigating by the Stars'
cooking pot	batteries	a book 'Tropical Plants You Can Eat'

*Model: I think we should take **a lot of** beans. We might not find **any** food on the island.*



## Self-study

1. Quizlet set: Pronouns – personal, possessive, reflexive – [quizlet.com/204404399/pronouns-personal-possessive-reflexive-flash-cards/](https://quizlet.com/204404399/pronouns-personal-possessive-reflexive-flash-cards/).
2. Quizlet set: Pronouns – demonstrative, interrogative, defining – [quizlet.com/205875936/pronouns-demonstrative-interrogative-defining-flash-cards/](https://quizlet.com/205875936/pronouns-demonstrative-interrogative-defining-flash-cards/).
3. Quizlet set: Pronouns – defining, indefinite, negative – [quizlet.com/205904540/pronouns-defining-indefinite-negative-flash-cards/](https://quizlet.com/205904540/pronouns-defining-indefinite-negative-flash-cards/).
4. Quizlet set: Quantifiers – [quizlet.com/206043570/quantifiers-flash-cards/](https://quizlet.com/206043570/quantifiers-flash-cards/).

## Unit 11. THE ADJECTIVE

### Recommendations for study: Unit 11

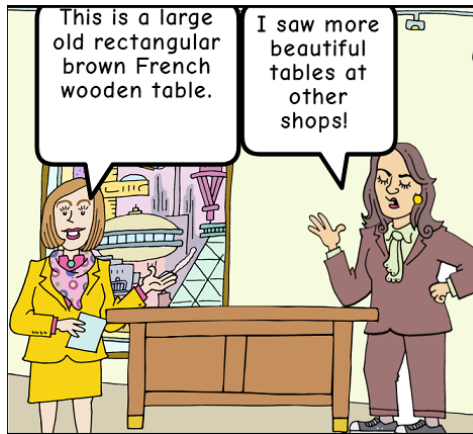
**Unit objectives:** study the information about the adjective and do the exercises provided.

### After this unit students will:

- learn about the formation and different types of the adjective in various types of sentences;
- be able to use the adjective appropriately in speech and writing;
- acquire skills in extending their sentences with detail and describing things.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



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**The adjective** is a word expressing a quality of a substance.

## 11.1. Adjective Formation

Simple	Derivative	Compound
<i>good</i>	<i>beautiful</i>	<i>snow-white</i>
<i>red</i>	<i>foolish</i>	<i>deaf-mute</i>
<i>new</i>	<i>hopeless</i>	<i>cold-hearted</i>
<i>unkind</i>	<i>four-wheeled</i>	<i>four-wheeled</i>

### Adjectives suffixes

Many adjectives related to verbs or nouns have a characteristic ending (or suffix):

*We enjoyed the party. – The party was very enjoyable.*

<b>-able, -ible</b> (capable of being)	<i>manageable, permissible</i>
<b>-ful</b> (full of)	<i>boastful</i>
<b>-ic</b>	<i>energetic</i>
<b>-ive</b> (capable of being)	<i>attractive</i>
<b>-ant, -ent</b>	<i>hesitant, persistent</i>
<b>-(i)an</b> (historical period, etc.)	<i>Victorian</i>
<b>-ish</b> (having the quality of)	<i>foolish, reddish</i>
<b>-ly, -y</b> (having this quality)	<i>friendly, snowy</i>
<b>-ous</b>	<i>humorous</i>
<b>-al</b>	<i>occasional</i>
<b>-en</b> (made of, similar to)	<i>wooden</i>
<b>-ing</b> (forms used as adjectives)	<i>running water</i>
<b>-ed</b> (forms used as adjectives)	<i>a tired person</i>

### Adjectives prefixes

A prefix (e.g. **im-**) added to an adjective generally has a negative effect.  
*I think it's possible to solve the problem. – I think it's impossible to solve the problem.*

<b>un-</b> (negative)	<i>uncooked, unimaginable</i>
<b>in-</b> (negative)	<i>incapable, inhuman</i>
<b>il-</b> (negative; mostly used before 'l')	<i>illegal, illegible</i>
<b>im-</b> (negative; mostly used before 'm', 'p')	<i>immoral, impractical</i>
<b>dis-</b> (negative)	<i>dishonest, disagreeable</i>
<b>ir-</b> (negative; mostly used before 'r')	<i>irresponsible, irregular</i>
<b>pre-</b> (before)	<i>pre-war</i>
<b>hyper-</b> (more than usual/normal)	<i>hyperactive</i>

### Compound adjectives of measurement, etc.

We combine numbers with nouns in the singular to form compound adjectives with hyphens: *a twenty-year-old man* (not ‘a twenty-years-old man’). We should prefer compounds of this kind to phrases with ‘of’ (a man of twenty years). Compound adjectives of this kind can refer to age (*a three-year-old building*), volume (*a two-litre car*), length (*a twelve-inch ruler*), price (*a \$50 dress / a fifty-dollar dress*), weight (*a five-kilo bag*), area (*a fifty-acre farm*), duration (*a four-hour meeting*), depth (*a six-foot hole*), time/distance (*a ten-minute walk*).

### Exercises

**Ex. 1.** Form adjectives from the given words with the help of the suffixes.

*Model: care – careful – careless; wool – woollen*

Use, frost, rain, rock, fog, snow, ice, sun, noise, speed, nature, trouble, hope, art, truth, possibility, beauty, insist, significance, shame.

**Ex. 2.** Form adjectives from the given ones with the help of the prefixes and point out the changes in meaning.

*Model: urban – interurban, suburban; practical – impractical*

Acceptable, national, continuous, possible, legal, appointing, complete, married, accurate, able, bearable, available, believable, conscious, stellar.

**Ex. 3.** Give the adjectives of the nationalities according to the models.

*Model: Russia – Russian; England – English*

Europe, America, Asia, Ukraine, Scandinavia, Australia, Poland, Finland, Spain, India, Canada, Egypt, Iran, Chile, Sweden, Romania, Nigeria, Italy.

**Ex. 4.** Supply the right adjective forms for the underlined words.

*Model: The story is full of humour. I've rarely read anything that's so \_\_\_\_\_. – I've rarely read anything that's so humorous.*

1. I don't know how to describe the colour of the sky. It's almost red, sort of \_\_\_\_\_.
2. I don't know where you find all that energy. You're tremendously \_\_\_\_\_.
3. I enjoyed his company greatly. It was just \_\_\_\_\_.
4. I found the book easy and pleasant to read. It's \_\_\_\_\_.
5. I'm attracted by this man. I find him very \_\_\_\_\_.
6. I've never met anyone who boasts as he does. He's extremely \_\_\_\_\_.

7. Many years have passed but I recognized the place at once. It is \_\_\_\_.
8. This firm produced a lot in recent years. This firm has been very \_\_\_\_ in recent years.
9. What level of radiation can be permitted? How much radiation is \_\_\_\_.

**Ex. 5.** Complete the following sentences with the adjectives made by adding the right suffixes to the underlined nouns.

*Model: The play was full of humour. The audience laughed at the \_\_\_\_ situations. — The audience laughed at the humorous situations.*

1. Bob hardly escaped the danger. The situation was very \_\_\_\_.
2. Everybody respected the man. He is a \_\_\_\_ man.
3. He sleeps on a bench in the park because he has no home. He is \_\_\_\_.
4. Olaf hoped to earn fame for his book. Did he hope to become \_\_\_\_?
5. The child obeys his parents. He is an \_\_\_\_ child.
6. The flood in India was a disaster. It was absolutely \_\_\_\_.
7. The soldier was given a medal for his courage. He was \_\_\_\_.
8. The sun was shining brightly. It was a \_\_\_\_ day.

**Ex. 6.** Supply the right adjective forms.

*Model: The coastline is not regular in shape. It is quite \_\_\_\_.* — *It is quite irregular.*

1. Bob's not very capable. He's \_\_\_\_ of making sound decisions.
2. I can't trust him. He is not always honest. He is said to be \_\_\_\_.
3. I doubt she is literate. She can't read or write. She is an \_\_\_\_ person.
4. It's not possible. Don't ask me to do the \_\_\_\_.
5. Such a situation is barely imaginable. It's quite \_\_\_\_.
6. This arrangement isn't strictly legal. Some people would regard it as \_\_\_\_.
7. This scheme isn't very practical. In fact, it's quite \_\_\_\_.

**Ex. 7.** Rewrite the following sentences using compound adjectives.

*Model: The car costs twenty thousand dollars. It is a \_\_\_\_.* — *It is a twenty-thousand-dollar car.*

1. I live not far from the University. It takes me ten minutes to walk there. It is a \_\_\_\_.
2. The baby is three months old. It is a \_\_\_\_.

3. The farm is eighty hectares. It's a \_\_\_\_.
4. The fence is twenty miles. It's a \_\_\_\_.
5. The jar contains three litres. It's a \_\_\_\_.
6. The parcel weighs two kilos. It's a \_\_\_\_.
7. The road is seventy kilometres. It's a \_\_\_\_.
8. The trip lasted two days. It was a \_\_\_\_.
9. The woman is seventy years old. It's a \_\_\_\_.

**Ex. 8.** Complete the following sentences with the appropriate adjective made by adding suffixes -ed, -ful, -ent, -ant, -able to the noun or to the verb.

*Model: I need paper with lines for it. Could you get me some \_\_\_\_ paper, please? – Could you get me some lined paper, please?*

1. Ann is such a beauty. She resembles her \_\_\_\_ mother.
2. Children depend on their parents. They are \_\_\_\_ on their parents.
3. Give me all the details; I need a \_\_\_\_ description.
4. He helped them. He was very \_\_\_\_.
5. I doubt if he was right. His story is very \_\_\_\_.
6. I wish I could agree with you, but it's difficult to be \_\_\_\_.
7. I'm going to wash my new dress. I hope it's \_\_\_\_.
8. Mr. Bogart has a lot of confidence in all he says and does. He is such a \_\_\_\_ person.
9. Mrs. Bosch had stripes on her skirt. She was wearing a \_\_\_\_ blouse to match.
10. My friend enjoys driving; he found it an \_\_\_\_ experience.
11. She always cheers other people up. She is such a \_\_\_\_ person herself.
12. She likes independence. She is so \_\_\_\_.
13. She was in a hurry, that's why we had a \_\_\_\_ talk.
14. There were crowds of people in the streets. The streets were \_\_\_\_.
15. This blouse has short sleeves, but I prefer a long-\_\_\_\_ one.
16. This show differs from all the other shows I've seen this year. It's so \_\_\_\_.
17. You can rely on Peter; he is such a \_\_\_\_ person.



## 11.2. Word Order

### Adjective and Noun

#### Notes

- Adjectives usually go in front of nouns.

*a new watch*

- Sometimes we use two or more adjectives together.

*There was a beautiful large round wooden table in the kitchen.*

- Adjectives like *new/large/round/wooden* are fact adjectives. They give us objective information about age, size, colour, etc.
- Adjectives like *nice/beautiful* are opinion adjectives. They tell us what someone thinks of something.
- Opinion adjectives go before fact adjectives.

*a nice sunny day, delicious hot soup, an intelligent young man, a beautiful large round wooden table*

- We put fact adjectives in the following order: How big? How old? What shape? What colour? Where from? What is it made of? What is it used for? + noun

*a tall young man, big blue eyes, a small black bag, a large old French plastic armchair*

- Materials (nouns) behave like adjectives when we use them to form compound nouns.

*a shirt (noun) made of cotton (noun) – a cotton shirt*

- We can have three-word compound nouns. ‘Material’ comes before ‘purpose’ or ‘use’.

*a clock made of plastic used in the kitchen – a plastic kitchen clock*

- We cannot separate a compound noun by an adjective.

*a good plastic kitchen clock* (not ‘a plastic good kitchen clock’)

Opinion & quality	Size & length	Age	Shape & width	Pattern & colour	Origin & participle (or vice versa)	Material	Purpose	Noun
<i>a wonderful</i>	<i>big</i>	<i>old</i>	<i>round</i>	<i>plain green</i>	<i>Chinese handmade</i>	<i>silk</i>	<i>bed-room</i>	<i>carpet</i>

## The Use of Adjectives after Verbs

- After *be/look/feel/seem/smell/taste/sound/get/become/grow* we use adjectives.

*Do you feel **tired**? The dinner smells **good**. Tom sounded **angry**. Your friend seems **nice**.*

- After other verbs we use adverbs (*badly/well/carefully*).

*Drive **carefully**. Susan plays tennis **well**. John behaved **badly** last night.*

- Compare:

*Tom looked **sad** when I saw him. — Tom looked at me **sadly**.*

- Adjectives beginning with ‘a-’ are used after the verb ‘to be’.

*He was **fast asleep**. She was **wide awake**.*

## Exercises

**Ex. 9.** Put the adjectives in brackets in the correct position.

*Model: a modern house (attractive) — an attractive modern house*

1. a cold day (rainy)
2. a gold watch (small/antique)
3. a handsome man (young)
4. a hot bath (nice)
5. a kitchen cupboard (oak)
6. a little village (old/lovely)
7. a red car (old/little)
8. a young girl (pretty)
9. an American film (old)
10. an old coat (worn)
11. an old mansion (stone/English)
12. big eyes (blue)
13. brown bag (leather)
14. long eyelashes (black/thick)

**Ex. 10.** Make two-word and three-word nouns.

*Model: a dress made of silk — a silk dress*

1. a box made of steel
2. a clock used in the kitchen
3. a sweater made of wool, worn in winter
4. a table made of plastic, used in the kitchen

5. railings made of iron
6. trousers made of cotton

**Ex. 11.** You're looking for items you want to buy. Begin each sentence with: I'm looking for..

*Model: polished – beautiful – wardrobe – oak – antique – French – I'm looking for a beautiful antique polished French oak wardrobe.*

1. sports car – well-maintained – second-hand – with low mileage
2. cottage – stone-built – small – old – country
3. cotton – shorts – summer – white – for my holiday
4. leather – Italian – a pair of – shoes – black – which I can use for work

**Ex. 12.** Supply adjectives or adverbs in the following sentences.

*Model: The child's skin feels \_\_\_\_\_. – Everything went \_\_\_\_\_. (smooth/smoothly) – The child's skin feels smooth. Everything went smoothly.*

1. She looked \_\_\_\_\_. – He answered \_\_\_\_\_. (nice/nicely)
2. The water smells \_\_\_\_\_. – The film ended \_\_\_\_\_. (bad/badly)
3. You cook \_\_\_\_\_. – Your cooking is very \_\_\_\_\_. (good/well)

**Ex. 13.** Translate the words in brackets.

*Model: What beautiful flowers! They \_\_\_\_ (хорошо пахнут), too. – They smell good, too.*

1. Ann \_\_\_\_ (казалась расстроенной) yesterday. Do you know what had happened?
2. Have you been out in the rain? You \_\_\_\_ (выглядишь промокшим).
3. I can't eat it. It \_\_\_\_ (ужасно на вкус), and there's too much salt.
4. I wasn't very well yesterday, but today I \_\_\_\_ (чувствую себя прекрасно).
5. Tom read his new story to me. It \_\_\_\_ (звучало интересно).



### Grammar in Context

**Ex. 14.** Put the adjectives in the correct order.

CENTRAL CITY

Apartment/Condo – Property

Ref No: BCS2BN1305

HOT DEAL: Special price available. Call us for rates.

### PROPERTY DESCRIPTION

This is a 1) **luxurious large new** (large, luxurious, new) apartment right in the heart of Sydney. It has a 2) \_\_\_ (wooden, beautiful, long) balcony giving incredible views of the city. It also has 3) \_\_\_ (glass, tall, rectangular) windows which let in plenty of sunlight. There is a 4) \_\_\_ (burgundy-coloured, comfortable, designer) sofa in the living room and a/an 5) \_\_\_ (expensive, square, modern) coffee table. There are two 6) \_\_\_ (white, medium-sized, lovely) bedrooms, each with its own private bathroom. There is a/an 7) \_\_\_ (outdoor, new, popular) swimming pool located on the apartment rooftop that is absolutely free of charge. There is also 8) \_\_\_ (seafood, excellent, Australian) restaurant located just next to the apartment entrance.



### Translation Practice

**Ex. 15.** Translate into English.

1. Дорогой старый круглый дубовый стул ручной работы.
2. Интересное старое французское полотно (картина).
3. Красивые светлые длинные волосы.
4. Маленькая черная металлическая коробка.
5. Незабываемое двухдневное путешествие на яхте.
6. Необычные золотые серьги ручной работы.
7. Новая белая хлопчатобумажная рубашка.
8. Уродливое зелёное платье.

**Ex. 16.** Translate the sentences.

1. Веди машину осторожно. Кажется, дорога очень скользкая (slippery).
2. Все волнения были позади. Он прибыл живым и здоровым.
3. Мне это не нравится, всё это выглядит небезопасным (safe).
4. Он зло посмотрел на меня, когда я прервал (interrupt) его.
5. Она была печальна; она печально смотрела на меня.
6. Пожалуйста, закрывай дверь тихо, ребёнок спит.
7. Поторопись! Ты такой медлительный.
8. Суп вкусный (прекрасный на вкус).
9. Том прекрасно себя ведёт и хорошо готовит.
10. Ты можешь побыть спокойным хоть минутку? Я так устала. Посиди спокойно.

### 11.3. The Comparison of Adjectives

We use the comparative when comparing one person or thing with another. We use the superlative when comparing one person or thing with more than one.

Adjectives		Comparative	Superlative
<b>One-syllable adjectives;</b> <b>some two-syllable adjectives ending in -y, -er, -ow, -le, -ure</b>	<i>hot</i>	<b>adjective + -er</b>	<b>the adjective + -est</b>
	<i>large</i>	<i>hotter</i>	<i>the hottest</i>
	<i>happy</i>	<i>larger</i>	<i>the largest</i>
	<i>narrow</i>	<i>happier</i>	<i>the happiest</i>
	<i>simple</i>	<i>narrower</i>	<i>the narrowest</i>
		<i>simpler</i>	<i>the simplest</i>
<b>Two or more syllable words;</b> <b>one-syllable past participles</b>	<i>beautiful</i>	<b>more + adjective</b>	<b>the most + adjective</b>
	<i>interesting</i>	<i>more beautiful</i>	<i>the most beautiful</i>
	<i>bored</i>	<i>more interesting</i>	<i>the most interesting</i>
		<i>more bored</i>	<i>the most bored</i>
		<i>more beautiful</i>	
		<i>more interesting</i>	
<b>Irregular forms</b>	<i>good</i>	<i>better</i>	<i>the best</i>
	<i>bad</i>	<i>worse</i>	<i>the worst</i>
	<i>old</i>	<i>older/elder</i>	the oldest / the eldest
	<i>far</i>	<i>farther/ further</i>	the farthest / the furthest

#### Notes

##### 1. Spelling rules

- One-syllable adjectives with a short vowel sound (*hot, big, fat, sad, wet*) double the consonant.

*hot – hotter – the hottest*

- Adjectives with a mute ‘e’ (*nice, fine, large, late, safe*) add **-r, -st**.

*nice – nicer – the nicest*

- When adjectives end in ‘y’ (*busy, happy*), we put **-i** instead of **-y**.

*busy – busier – the busiest*

## 2. Variations & exceptions

- Some two-syllable adjectives ending in **-y**, **-er**, **-ow**, **-le**, **-ure** and some others (*happy, clever, common, narrow, pleasant, quiet, simple, stupid, mature*) have two comparative or superlative forms: either with **-er/-est** (more frequently used) or with ‘more / the most.’
- Some one-syllable adjectives (*fun, real, wrong, right, just*, etc.) still form their comparatives and superlatives with the help of ‘more / the most.’

*real – more real – the most real*

*She's **cleverer** / **more clever** than you. She's **the cleverest** / **the most clever** person I know.*

## 3. Negative comparison

- We use ‘less / the least’ for all adjectives in case of negative comparison. ‘Less than’ is considered to be more formal than ‘not so/as than’.

*This dress is **expensive**, but this one is a bit **less expensive**, and that dress is **the least expensive**.*

## 4. Comparative and superlative forms often confused

- Both ‘further’ and ‘farther’ refer to distance. But only ‘further’ (not ‘farther’) can mean ‘in addition / more’.

*London is five miles **further/farther**. There is no **further** information.*

- We can use ‘elder / the eldest’ or ‘older / the oldest’ before a noun referring to people in a family. But we use only ‘older / the oldest’ for people and things.

*my **elder/older brother/son**, **the eldest/oldest child**, he's **the eldest/oldest***

*He is **older** than I am. This book is **older**.*

- ‘Lesser’ is formed from ‘less’ but is not a true comparative. We cannot use ‘than’ after it. ‘Lesser’ means ‘not so great’, and we use it in fixed phrases like *the lesser of two evils*.
- ‘Latest’ means ‘the most recent’ and ‘last’ means ‘the final’.

*I bought **the latest** edition of today's paper. – I bought **the last** edition of today's paper.*

- The comparative and superlative of ‘little’ is ‘smaller / the smallest’.

*a **small/little** boy – a **smaller** boy – **the smallest** boy*

- English ‘in the near future’ is Russian ‘в ближайшем будущем’.

*What will happen **in the near future**?*

## 5. Structures to compare

Comparative Structures		
as... as (for adjectives and nouns, in affirmative sentences & questions)		<i>His hands were <b>as cold as</b> ice.</i>
as many/much... as (for nouns)		<i>There was <b>as much water</b> in the white glass <b>as</b> in the red one.</i>
not so/as... as (for adjectives and nouns)		<i>It is <b>not so/as cold as</b> it was yesterday.</i>
not such a(n)/so... as (for nouns)		<i>This is <b>not such an</b> interesting book <b>as</b> his last one.</i>
(less)... than		<i>My brother is <b>older than I am</b> (more formal) / <b>me</b> (more spoken).</i>
		<i>This street is <b>less wide than</b> that one</i>
twice / three times / etc.		<i>Their house is <b>twice as big as</b> ours</i>
half as much/many as		<i>His car cost <b>half as much as</b> mine.</i>
half the size		<i>The room is <b>half the size</b>...</i>
half my age		<i>He is <b>half my age</b>.</i>
half the weight		<i>My trunk is <b>half the weight</b> of yours</i>
the same as		<i>Your jacket is <b>the same as</b> the one I bought last month.</i>
the same colour/time/etc. as		<i>My hair's <b>the same colour as</b> yours</i>
look, sound, smell, taste + like		<i>She <b>looks like</b> an angel</i>
the + comparative..., the + comparative (when one thing depends on the other)		<i><b>The sooner</b> you start, <b>the sooner</b> you'll finish.</i>
		<i><b>The younger</b> you are, <b>the more</b> freedom you have</i>
comparative + and + comparative		<i>Life is getting <b>harder and harder</b></i>
much	намного	<i>The Dnieper is <b>much longer</b> than the Thames.</i>
far	гораздо	
a great deal	значительно	
a lot		
		<i>This book is <b>far more interesting</b> than that one.</i>
		<i>Your room is <b>a great deal better</b> than mine.</i>
		<i>He's <b>a lot taller</b> than me</i>

a bit a little slightly	немного	<i>Could you speak <b>a bit/little more slowly?</b></i> <i>It's <b>slightly cheaper</b></i>
(a) most (= very)	крайне, весьма	<i>This is <b>a most interesting</b> book.</i> <i>That was <b>most kind</b> of you</i>
<b>But!</b> the most most (of) sb/sth	самый большинство	<i>the <b>most beautiful</b> garden</i> <i><b>most</b> people, <b>most</b> of my friends</i>
<b>Superlative Structures</b>		
the... of + plural noun phrase / period of time		<i>He's <b>the fastest</b> runner <b>of all</b>.</i> <i>It's <b>the most important</b> discovery <b>of the 20<sup>th</sup> century</b></i>
the... I've ever done/seen/etc.		<i>It's <b>the best</b> ice cream <b>I've ever tried</b></i>
the... in the + place / organization / group of people		<i>It's <b>the longest</b> river <b>in the world</b>.</i> <i>He's <b>the most hard-working</b> person <b>in our department</b></i>
by far	явно, несомненно	<i>She's <b>by far</b> the <b>smartest</b> student <b>in this class</b></i>

### Exercises

**Ex. 17.** Give the comparative and superlative of the following adjectives.

*Model: polite – more polite – the most polite*

happy, glad, complete, grey, honourable, shy, dry, just, free, recent, merry, uncomfortable, joyful, hot, thin, accurate, narrow, real, sweet, right, wicked, yellow, cosy, merciful, bad, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, good, much, dark, beautiful, dear, fit

**Ex. 18.** Give the comparative and superlative of the following compound adjectives.

*Model: well-known – better-known – the best-known*

fine-looking, short-sighted, good-natured, wide-spread, kind-hearted, old-fashioned, light-minded, well-read, high-pitched, strong-willed, much-travelled, narrow-minded



**Ex. 19.** Use the adjectives in the comparative degree.

*Model: His poems are popular (his novels). — His poems are more popular than his novels.*

1. Helen is cheerful (Jane).
2. John is clever (James).
3. Life in big cities is expensive (life in small towns).
4. My garden is nice (the school garden).
5. My room's cold (the kitchen).
6. Paris is old (New York).
7. Your hair is dark (your brother's hair).

**Ex. 20.** Give both comparative and superlative forms where possible.

*Model: His brother is talented. (than he / person I have ever met) — His brother is more talented than him / he is. His brother is the most talented person I've ever met.*

1. Basketball is popular. (than tennis / in the USA)
2. His work was careless. (than mine / in the class)
3. This task is simple. (than that one / in the book)
4. This watch is expensive. (than that one / in the shop)
5. Tuesday is convenient for me. (than Friday / of all weekdays)

**Ex. 21.** Choose the right forms in these sentences. In some cases, both forms are correct.

*Model: Is the station much \_\_\_ (further/farther)? — Is the station much further/farther? (both are correct)*

1. He is much \_\_\_ (older/elder) than his wife.
2. He's my \_\_\_ (older/elder) brother.
3. His \_\_\_ (latest/last) words were: 'The end.'
4. His English is \_\_\_ (best/better) than mine.
5. I'm not hurt in the \_\_\_ (least/less)!
6. I've got \_\_\_ (less/lesser) patience than you.
7. It is the \_\_\_ (more/most) I can do for you.
8. It's the \_\_\_ (furthest/farthest) point west.
9. It's the \_\_\_ (less/lesser) of two evils.
10. It's the \_\_\_ (oldest/eldest) building in the city.
11. My flat is \_\_\_ (littler/smaller) than yours.
12. Nick skates \_\_\_ (good/well).

13. She always follows the \_\_\_ (last/latest) fashion trends.
14. She is \_\_\_ (better/best) now.
15. She is the \_\_\_ (oldest/eldest) member of our family.
16. This is the \_\_\_ (more/most) beautiful picture I've ever seen.
17. We have no \_\_\_ (further/farther) information.
18. You'll find the explanation \_\_\_ (further/farther) on.
19. Your record is \_\_\_ (worse/worst) than mine.

**Ex. 22.** Make up sentences according to the model, using 'as... as' and the words given below.

*Model: This book, the other one, interesting. — This book is as interesting as the other one.*

1. He, I, tall.
2. Her new hat, her skirt, becoming (к лицу).
3. His stories, his jokes, funny.
4. Jane, Ann, charming.
5. Michael, his brother, strong.
6. Our car, their car, good.
7. The ice cream, the cake, delicious.
8. The sitting room, the bedroom, large.
9. This report, your report, interesting.
10. Your job, his, essential.

**Ex. 23.** Complete the sentences using 'as... as'.

*Model: The weather is still unpleasant today, but yesterday it was worse. — The weather isn't as bad as it was yesterday. I still smoke, but I used to smoke a lot more. — I don't smoke as much as I used to.*

1. Basil is busy on Sundays. He is busier on weekdays. He isn't \_\_\_.
2. I still feel quite tired, but I felt a lot more tired yesterday. I don't \_\_\_.
3. I was a bit nervous before the interview, but usually, I'm a lot more nervous. I wasn't \_\_\_.
4. My father works much, but he used to work much more when he was younger. He doesn't \_\_\_.
5. Volleyball is popular, but basketball is more popular in the US. Volleyball isn't \_\_\_.

**Ex. 24.** Make up negative sentences according to the model.

*Model: My mother, my father, tall. — My mother is not so tall as my father.*

1. His article, her article, long.
2. His voice, Pavarotti's, brilliant.
3. My flat, her flat, big.
4. The bus, the train, fast.
5. The pond, the river, deep.
6. This hat, that hat, beautiful.
7. This lecture, that lecture, interesting.
8. Your typing, hers, fast.

**Ex. 25.** Use 'a bit / a little / much / a lot / far' before comparatives.

*Model: You're driving too fast. Can you drive \_\_\_? (a bit / slowly) — Can you drive a bit more slowly?*

1. His songs are \_\_\_ than his operas. (much/famous)
2. I'm \_\_\_ today than I was yesterday. (a lot / tired)
3. I found the museum \_\_\_ than I had expected. (far/interesting)
4. I prefer this armchair. It's \_\_\_ the other one. (much/comfortable)
5. It's \_\_\_ in February than in March. (a bit / windy)
6. This flat is too small for me. I need something \_\_\_. (much/big)

**Ex. 26.** Translate the words in brackets, using the word 'most' in the appropriate form.

*Model: It was \_\_\_ (весьма давнее) time. — It was a most early time.*

1. \_\_\_ (большинство) people disapprove of such behaviour.
2. Coal is \_\_\_ (крайне важный) important natural resource.
3. He is \_\_\_ (весьма умный) man.
4. Shakespeare is \_\_\_ (самый выдающийся) English poet and playwright of all ages.
5. Swimming is \_\_\_ (крайне популярный) summer sport.
6. This is \_\_\_ (самая интересная книга) I've ever read on this subject.

**Ex. 27.** Make sentences with 'the same as'.

*Model: your hair / the same colour / mine — Your hair is the same colour as mine.*

1. I arrived here / the same time / you
2. I graduated from / the same university / my brother

3. this suit / the same size / that one
4. we rented / the same house / your parents
5. we stayed / the same hotel / our friends

**Ex. 28.** Translate the words in brackets.

*Model: This jacket is too small. I need \_\_\_\_\_. (больший размер) – I need a bigger size.*

1. He's not so keen on his studies. He's \_\_\_\_ (больше интересуется) in sports and music.
2. It's a pity you live so far away. I wish you lived \_\_\_\_ (поближе).
3. The hotel was surprisingly cheap. I expected it to be \_\_\_\_ (гораздо дороже).
4. There were a lot of people on the bus. It was \_\_\_\_ (более заполненным) than usual.
5. You hardly ever call me. Why don't you call \_\_\_\_ (немного чаще)?
6. You'll find your way around the town \_\_\_\_ (легче) if you have a map.
7. You're late. I expected you to be here \_\_\_\_ (раньше).
8. You're making too much noise. Can you be \_\_\_\_ (немного потише)?

**Ex. 29.** Complete these sentences. Use the comparative of the words in brackets + 'than'.

*Model: My toothache is \_\_\_\_ it was yesterday. (severe) – My toothache is more severe than it was yesterday.*

1. Health and happiness are \_\_\_\_ money. (important)
2. I like the countryside. It's \_\_\_\_ and \_\_\_\_ living in a town. (healthy/peaceful)
3. I prefer this armchair. It is \_\_\_\_\_. (comfortable)
4. I usually buy vegetables at the market. It's much \_\_\_\_\_. (cheap)
5. She looks like her mother, but I think she is even \_\_\_\_\_. (beautiful)
6. The problem is not so complicated. It's \_\_\_\_ you think. (simple)
7. You look \_\_\_\_ you were last year. Have you lost weight? (thin)
8. You won't believe it, but he is \_\_\_\_ his sister. (talkative)

**Ex. 30.** Use the required form of the adjective in the following sentences.

*Model: The sound grew \_\_\_ (faint) and \_\_\_ (faint). – The sound grew fainter and fainter.*

1. He felt \_\_\_ (bad) yesterday than the day before.
2. He is the \_\_\_ (tall) of the two.
3. He thought how much \_\_\_ (advanced) and broad-minded the \_\_\_ (young) generation was.
4. He turned out to be \_\_\_ (angry) than I had expected.
5. He was the \_\_\_ (last) man to come.
6. He's a far \_\_\_ (intelligent) person than my brother.
7. I wanted to ask you both what you thought of my \_\_\_ (late) film if you saw it.
8. Jack is the \_\_\_ (clever) of the three brothers.
9. My brother is much \_\_\_ (young) than myself.
10. She is \_\_\_ (amusing) in a small company.
11. She was the \_\_\_ (practical) of the family.
12. The \_\_\_ (long) the night, the \_\_\_ (short) the day.
13. The \_\_\_ (much) we go into the matter, the \_\_\_ (complex) it becomes.
14. The \_\_\_ (near) house is three miles away.
15. The first edition of the textbook is \_\_\_ (good), but the new one is still \_\_\_ (good).
16. They are \_\_\_ (good) people, far \_\_\_ (good) than you.
17. Today I'm no \_\_\_ (wise) than yesterday.

**Ex. 31.** Use the required form of the adjective in the following sentences.

*Model: The \_\_\_ (near) future will see this part of the desert turned into a flourishing oasis. – The near future will see this part of the desert turned into a flourishing oasis.*

1. \_\_\_ (bad) sin towards our fellow creatures is not to hate them, but to be indifferent to them.
2. All his life he had taken pains to be \_\_\_ (strong), \_\_\_ (brave) than his fellows.
3. And the hour was very \_\_\_ (solemn), \_\_\_ (solemn) of the hours.
4. Are there \_\_\_ (cheap) seats available?
5. Davy was \_\_\_ (talented) of the two brothers.
6. He always chooses \_\_\_ (easy) way.

7. He was \_\_\_ (restless). He was \_\_\_ (restless) than he had ever been.
8. He was only five years \_\_\_ (young) than I was, which made him forty-five.
9. I think we'll resume the conversation when you're a little \_\_\_ (calm), Caroline.
10. I think you're about \_\_\_ (pretty) girl in school.
11. In the \_\_\_ (far) end of the exhibition hall, we saw a group of young people.
12. It was the \_\_\_ (last) thing I had expected of him.
13. It's \_\_\_ (hot) in here than outside.
14. Kate remembered the little general; he was a good deal \_\_\_ (small) than herself.
15. She received congratulations as if she were \_\_\_ (happy) of women.
16. That was his \_\_\_ (clever) step.
17. The \_\_\_ (dim) light in the room grew \_\_\_ (dim).
18. The \_\_\_ (old) brother was twenty years \_\_\_ (old) than the \_\_\_ (young).
19. They got down to business without \_\_\_ (far) delay.
20. Things went from bad to \_\_\_ (bad).
21. This is \_\_\_ (sunny) room in the house.
22. This problem is as \_\_\_ (serious) as the others.
23. This walk towards them was \_\_\_ (courageous) act of Jolyon's life.
24. Try on both hats and see which is \_\_\_ (becoming).
25. Was there anything in the world \_\_\_ (bad) than indecision?
26. What's the \_\_\_ (late) news?
27. Which is \_\_\_ (high) mountain in the world?
28. You and your sister have done me a service \_\_\_ (great) than man can do for his fellow citizens.



### Grammar in Context

**Ex. 32.** Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

1. A: Did you enjoy the film?  
B: Not at all. It was **the worst** (bad) film I've ever seen.
2. A: Craig is very intelligent.  
B: Yes. He's \_\_\_ (clever) student in our class.

3. A: How much did you pay for that woollen hat?  
B: It was \_\_\_ (cheap) one I could find.
4. A: Did you enjoy your holiday?  
B: Oh, yes. It was \_\_\_ (good) holiday I've had in years.
5. A: Did you like the red shirt you tried on?  
B: Yes, but it was far \_\_\_ (expensive) the white one.
6. A: Whales are \_\_\_ (big) dolphins.  
B: I know. They are huge!
7. A: What time is \_\_\_ (early) train to Oxford in the morning?  
B: The first train leaves at 6 am.

**Ex. 33.** Use the comparatives and superlatives of the words given to fill in the gaps.

*talented/old/shy/tall/early/famous/successful*

Jessica and Ashlee Simpson are two of 1) **the most famous** celebrity sisters in the USA. Both sing and act, and both are popular TV personalities. Jessica is three years 2) \_\_\_ than her sister. She became famous a few years 3) \_\_\_ than Ashlee when she starred in her own reality TV series with her husband Nick. Ashlee began her career as a dancer and has recently become one of 4) \_\_\_ acts in pop music. The Simpson sisters look very similar although Ashlee is around 10 centimeters 5) \_\_\_ than Jessica. The girls have different personalities, too. Ashlee is well known for being an outgoing person while Jessica is much 6) \_\_\_ than her sister. Fans continue to disagree over which sister is 7) \_\_\_ but what is clear is that both girls have many exciting years ahead of them!

**Ex. 34.** Read three letters on a most controversial subject. Open the brackets, using the adjectives in the right form. Find the key phrases showing different points of view.

### **Elephants Live Longer**

Sir,

Doctors want us to believe that doing sports is 1) **good** (good) for our health. Sport and other activities help us to live 2) \_\_\_ (long). This is complete nonsense!

If you look at nature, you will see that the 3) \_\_\_ (active) animals have the 4) \_\_\_ (short) lifespan. A good example is the hummingbird (колибри).

However, animals which move slowly or live a 5) \_\_\_ (quiet) life, usually

grow a lot 6) \_\_\_\_ (old) like the tortoise or the elephant. This might also explain why the average woman lives about 5 years 7) \_\_\_\_ (long) than the average man who spends so much energy on hard, often physically hard work.

I therefore suggest that we should not advertise sports actively. This suggestion would help more people to have 8) \_\_\_\_ (long) lives.

Mr. Brendan Long,  
Guildford, Sussex

### **Women: Elephants or Hummingbirds?**

Sir,

I am writing in answer to Mr. Long's letter, in which he suggests that 9) \_\_\_\_ (slow) movers live 10) \_\_\_\_ (long). Mr. Long seems to believe that a kind of life in total lethargy is 11) \_\_\_\_ (healthy) than an active kind of life, which is a very dangerous suggestion, I believe.

Psychologists have shown that people who are 12) \_\_\_\_ (little) active are often depressive, eat and drink more and die of all kinds of illnesses at very early age.

Dr. Paul McNeill,  
London E3

Sir,

Mr. Long's theory about long life is sexist nonsense! Women usually work much harder than men because housework is very 13) \_\_\_\_ (hard) physical work, and very many women have a job besides the housework. Even in the Third World, where women do much of the agricultural work alone, they have 14) \_\_\_\_ (long) lives than men. How could Mr. Long explain this within his 'theory'?

Vanessa Grant, Jennifer Cartwright,  
Women and the Third World Working Group

**Ex. 35.** Mary is describing to Ann the clothing she bought. Complete her email to Ann, using the prompts below. Mind the order of adjectives in your sentences.

from: mary@mail.uk

to: ann@abc.com

*...so when I was downtown today I went on a real shopping spree. Could you imagine? I bought a new white cotton shirt. I also bought...*



1. cotton/white/shirt/new
2. felt (фетровый) / French / small / red / hat
3. jacket / brown / velvet / stylish
4. black / beautiful / long / skirt/party
5. coat / woollen / grey / winter / elegant
6. cotton / beige / all the vogue / trousers / casual

**Now Ann is describing these purchases to another friend comparing them with her clothing.**

*Today Mary went shopping to the Mall and bought a new white cotton shirt. Do you remember my new shirt? It's much more stylish but not so expensive as Mary's.*

1. new shirt / much / stylish / not so / expensive / as
2. hat / much / nice / not so / old fashioned / as
3. jacket / up-to-date / not so / drab / as
4. skirt / much / short / as... as / beautiful
5. coat/much/warm/cheap
6. trousers / not so / stylish / much / comfortable



### Translation Practice

**Ex. 36.** Translate the sentences using the model.

*Model: Чем раньше мы выедем, тем скорее мы приедем. — The earlier we leave, the sooner we'll arrive.*

1. Чем больше товаров вы продаёте, тем больше доход (make a profit).
2. Чем больше ты упражняешься в английском, тем быстрее ты выучишь его.
3. Чем больше я его узнаю (get to know), тем больше он мне нравится.
4. Чем дольше он ждал, тем больше он терял терпение (become impatient).
5. Чем дольше ты говоришь по телефону, тем больше ты должен платить.

**Ex. 37.** Translate into English.

1. В XVI веке Испания была самой могущественной державой мира.
2. Ватикан – самое маленькое государство в Европе.
3. Волга длиннее Днепра; это самая длинная река в Европе.

4. Киев — более древний город, чем Москва; это один из древнейших русских городов.
5. Купите обои посветлее для вашей комнаты. Она тогда не будет выглядеть такой мрачной, как сейчас.
6. Нам нужен шкаф поменьше, так как комната небольшая.
7. Реферат должен содержать лишь наиболее важные мысли автора.
8. Советую вам пойти этой дорогой. Это самый короткий путь. / Этот путь короче.
9. Эта проблема не так серьёзна, как вам кажется.
10. Язык этой статьи попроще. Начните с неё.

**Ex. 38.** Translate into English.

1. А нет ли дороги поближе?
2. Дальнейшие подробности будут раскрыты (give) в следующий раз.
3. Ей столько же лет, сколько и мне.
4. Ждите дальнейших инструкций.
5. Мария — наша старшая сестра.
6. На этот раз у вас меньше ошибок, чем было в прошлом сочинении.
7. Она на пять лет младше меня.
8. Последний поезд прибывает в полночь.
9. Сегодня не так тепло, как вчера.
10. Станция была не так далеко, как я думал.
11. Это мой лучший друг.
12. Это последнее произведение писателя.
13. Это самая короткая дорога до моря
14. Этот отель не такой дорогой, как я предполагал.
15. Я нашёл его в самом дальнем углу парка.

**Ex. 39.** Translate into English.

1. Ветер сегодня вдвое сильнее, чем вчера.
2. Комната почти квадратная, она немного больше в длину (lengthwise), чем в ширину (widthwise).
3. Новый аэропорт в три раза больше нашего старого.
4. Он не такой пунктуальный, как мне бы хотелось.
5. Самолёт поднимался всё выше и выше.
6. У нашей бабушки очень высокое давление, она чувствует себя значительно хуже.

7. Чем богаче человек, тем более жадным (greedy) он становится.
8. Чем быстрее мы закончим работу, тем лучше.
9. Чем реже они будут видеть вас здесь, тем лучше.
10. Это совершенно новый прибор, он может работать в три раза быстрее.
11. Я не так молод, как вы; вы вдвое моложе.

**Ex. 40.** Translate into English.

1. Все его приятели вдвое моложе его.
2. Новый стадион в несколько раз больше старого.
3. Он сильный, он может поднять ящик и в три раза тяжелей.
4. Пруд немного больше в длину, чем в ширину.
5. Сегодня вдвое холодней, чем вчера.
6. Хотя эта комната и в два раза меньше, она мне больше нравится.
7. Этот перевод вдвое легче. Вы с ним справитесь.

**Ex. 41.** Translate into English.

1. К сожалению, я не смог прийти так рано, как обещал.
2. Комната хорошая, но всё же не такая хорошая, как мне бы хотелось.
3. Кошка упала с крыши, но чувствует себя нисколько не хуже от этого.
4. Окно узкое, как дверь.
5. Он становится всё слабее и слабее.
6. Суп хорошо пахнет, а на вкус он ещё лучше.
7. Чем больше человек имеет, тем больше ему хочется.
8. Чем меньше ты будешь говорить, тем лучше.
9. Чем скорее ты сделаешь это, тем раньше мы закончим.
10. Я не так молод, как вы.

**Ex. 42.** Translate into English.

1. В прошлом году зима была такая же холодная, как и в этом.
2. Грамматика русского языка сложнее грамматики английского.
3. Его старший сын окончил университет в прошлом году.
4. Математика для нас была самым трудным предметом в школе.
5. Он больше занят, чем ты.
6. Он такой же сильный, как и его брат.
7. Ты читал его последнюю статью?

8. Эта квартира светлее, чем квартира на первом этаже.
9. Эта комната лучшая в квартире.
10. Это кратчайший путь до театра.
11. Это самая интересная книга, которую я когда-либо читал.
12. Это самое красивое здание в нашем городе.
13. Этот вопрос важнее того вопроса, который мы обсуждали вчера.
14. Этот перевод труднее того, который мы делали вместе.
15. Этот фильм не хуже того, который я видел позавчера.



### Communication & Writing Practice

**Ex. 43.** The word ‘way’ is often used with the superlative. Complete the provided options using the prompts below and your own ideas. Discuss your ideas in small groups.

*Model: I think the best way to learn English is to \_\_\_\_\_. – I think the best way to learn English is to go to an English-speaking country.*

*get good education / go in for sports / surf the Internet / work hard / donate money*

1. I think the best way to meet new friends is to \_\_\_\_\_.
2. The best way to keep fit is to \_\_\_\_\_.
3. I think the best way to make a lot of money is to \_\_\_\_\_.
4. I feel the best way to help poor people is to \_\_\_\_\_.

**Ex. 44.** Animals have their own sports heroes. What amazing feats are they capable of? Discuss your ideas in small groups and make a list. Compare it with other groups’ lists.

### The Zoolympics

In your view which animal is...

- 1) the funniest?
- 2) the most beautiful?
- 3) the most dangerous?
- 4) the most likeable?
- 5) the ugliest?

Can you think of record holders from the animal world?

- 1) the fastest in water
- 2) the fastest on land

- 3) the heaviest
- 4) the slowest
- 5) the tallest



### Self-study

1. Quizlet set: Adjective Formation – [quizlet.com/200581301/adjective-formation-flash-cards/](https://quizlet.com/200581301/adjective-formation-flash-cards/).
2. Quizlet set: Adjective order + adjectives after verbs – [quizlet.com/200717142/adjective-order-adjectives-after-verbs-flash-cards/](https://quizlet.com/200717142/adjective-order-adjectives-after-verbs-flash-cards/).
3. Quizlet set: Adjective degrees of comparison – [quizlet.com/200977965/adjective-degrees-of-comparison-flash-cards/](https://quizlet.com/200977965/adjective-degrees-of-comparison-flash-cards/).
4. Quizlet set: Adjective comparative structures – [quizlet.com/201495608/adjective-comparative-structures-flash-cards/](https://quizlet.com/201495608/adjective-comparative-structures-flash-cards/).

## Unit 12. THE ADVERB

### Recommendations for study: Unit 12

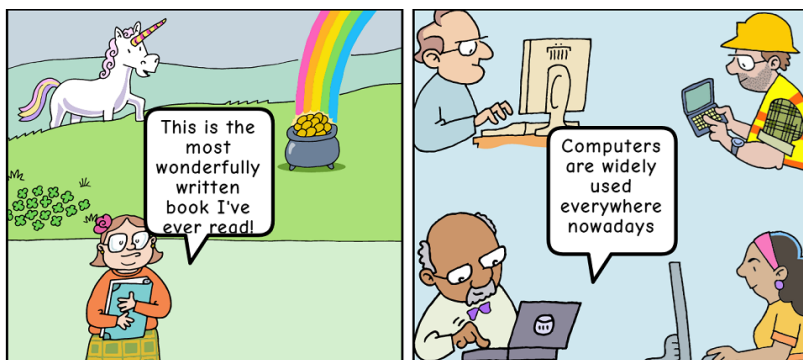
**Unit objectives:** study the information about the adverb and do the exercises provided.

### After this unit students will:

- learn about the formation and different types of the adverb in various types of sentences;
- be able to use the adverb appropriately in speech and writing;
- acquire skills in extending their sentences with detail, expressing their opinion and attitude by using different types of adverbial modifiers.

**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.



This comic was created at [www.MakeBeliefsComix.com](http://www.MakeBeliefsComix.com)

Adverb adds to the meaning of a verb, an adjective, past participle or another adverb. There are adverbs of: 1) manner (how?), 2) place and direction (where?), 3) time (when?), 4) frequency (how often?), 5) degree, measure and quantity (to what extent?), 6) viewpoint adverbs (expressing your point of view), 7) connecting adverbs (= linking words).

## 12.1. Adverb Formation, Meanings, Degrees of Comparison, Place and Order

Simple	Derivative	Compound	Composite/ adverbials
<i>long</i>	<i>slowly</i>	<i>anyhow</i>	<i>at once</i>
<i>enough</i>	<i>likewise</i>	<i>sometimes</i>	<i>at last</i>
<i>then</i>	<i>forward</i>	<i>nowhere</i>	<i>so far</i>

### Notes

- Adverbs of manner are often formed by adding **-ly** to an adjective. Adverbs formed in this way usually have a similar meaning to an adjective. Mind the spelling changes!

*bad – badly; beautiful – beautifully; gentle – gently; easy – easily; automatic – automatically; true – truly; full – fully*

- The most productive adverb-forming suffix is **-ly**, but there are also some other suffixes (**-ward(s)**, **-long**, **-wise**).

*forward, headlong, clockwise*

- We can use some words as adjectives or adverbs without adding **-ly** or **-illy** (*fast, long, low, little, hard, high, last, late, near, wide, early, far, deep, straight, right, wrong, well*, etc.).

*It was a **fast** train. (adj) – The train went **fast**. (adv)*

*He returned from a **long** journey. (adj) – Will you stay here **long**? (adv)*

*The price is very **low**. (adj) – The plane flew very **low**. (adv)*

*We have very **little** time. (adj) – He reads very **little**. (adv)*

*I feel **well** (= healthy, not ill). (adj) – He speaks English **well**. (adv)*

- Some pairs of adverbs have different meanings, one without **-ly** and one with **-ly**. These forms have different meanings or uses.

<b>deep</b> = a long way down <i>He dug deep into the ground</i>	<b>deeply</b> = greatly <i>The scientist was deeply respected</i>
<b>free</b> = without payment <i>Children travel free on buses</i>	<b>freely</b> = willingly <i>He spoke freely about his past</i>
<b>hard</b> = with a lot of effort <i>He works hard</i>	<b>hardly</b> = scarcely <i>I hardly see him</i>

<p><b>high</b> = to/at a high level <i>The pilot flew high above the clouds</i></p>	<p><b>highly</b> = very much <i>She is highly regarded by her employers</i></p>
<p><b>last</b> = after all others <i>He got here last</i></p>	<p><b>lastly</b> = finally <i>Lastly, read the instructions then do the test</i></p>
<p><b>late</b> = after the arranged or proper time <i>They arrived late</i></p>	<p><b>lately</b> = recently <i>I haven't seen him lately</i></p>
<p><b>near</b> = close <i>I live near the school</i></p>	<p><b>nearly</b> = almost <i>I have nearly finished</i></p>
<p><b>pretty</b> = fairly <i>I thought the film was pretty awful</i></p>	<p><b>prettily</b> = in an attractive way <i>She smiled prettily</i></p>
<p><b>short</b> = suddenly <i>The driver stopped short</i></p>	<p><b>shortly</b> = soon, not long <i>He will be arriving shortly</i></p>
<p><b>wide</b> = far away from the right point <i>He threw the ball wide</i></p>	<p><b>widely</b> = to a large extent <i>It's widely believed that the Prime Minister will resign soon</i></p>
<p><b>flat</b> = stretched out or lying on a surface <i>Carole says she's not comfortable lying flat</i></p>	<p><b>flatly</b> = in a firm and definite way intended to end discussion of a subject <i>He flatly denied being near the scene of the crime</i></p>
<p><b>wrong</b> = in a way that is not correct <i>Someone had tied the rope on wrong</i></p>	<p><b>wrongly</b> = not correctly, or by mistake <i>The two women were wrongly accused of murder</i></p>
<p><b>play fair</b> = to behave in a way that is fair and honest and follows the rules <i>If people are not going to play fair, we are going to have to lay down the law</i></p>	<p><b>fairly</b> = to some degree, but not completely or extremely <i>His statement explains the situation fairly well</i></p>



<p><b>close</b> = only a short distance or time away  <i>She moved closer, trying to hear what Jack was saying</i></p>	<p><b>closely</b> = in a way that involves careful attention to every detail  <i>Inspectors will examine the accounts very closely</i></p>
<p><b>warm</b> = to wear warm clothes  <i>Wrap up warm!</i></p>	<p><b>warmly</b> = in a way that keeps you warm; in a friendly way; with great enthusiasm  <i>Dress warmly because it's cold out tonight.</i>  <i>Paula squeezed my hand warmly.</i>  <i>The crowd applauded warmly</i></p>
<p><b>easy</b> = to rest and not do things that will make you tired  <i>Take it easy and don't tire yourself out</i></p>	<p><b>easily</b> = without difficulty or effort  <i>I could easily manage without a car</i></p>
<p><b>right</b> = exactly; immediately; all the way; completely; in the direction of your right side; correctly  <i>Their office is right in the middle of town.</i>  <i>Turn right at the corner.</i>  <i>You did it right the first time</i></p>	<p><b>rightly</b> = for a good reason  <i>It was a vicious foul, and the referee rightly sent him off</i></p>
<p><b>dead</b> = completely; very; directly  <i>You're dead right!</i>  <i>That lesson was dead boring!</i></p>	<p><b>deadly</b> = able or likely to kill people  <i>This is potentially deadly</i></p>
<p><b>clear</b> = completely away from something, or out of the way  <i>Stan grabbed her hands and pulled her clear</i></p>	<p><b>clearly</b> = used for showing that what you are saying is true and that most people will realize this  <i>Both companies clearly like to do things their own way</i></p>
<p><b>most</b> = very  <i>a most interesting lecture</i>  <i>Love is what these children need most</i></p>	<p><b>mostly</b> = usually, most of the time, or in most situations  <i>We listen to rock music mostly</i></p>

<p><b>dear</b> = to cause a lot of problems for someone, or to make them lose a lot of money</p> <p><i>This is a mistake that could cost the company dear</i></p>	<p><b>dearly</b> = very much; with serious loss, damage, or trouble</p> <p><i>He dearly wants to win.</i> <i>You're going to pay dearly for that mistake</i></p>
<p><b>direct</b> = going straight to a place and not stopping or changing direction on the way there; in a way that involves only the two people or things mentioned, with no one or nothing else coming in between</p> <p><i>All the major airlines fly direct to Los Angeles.</i> <i>I decided to talk to the manager direct</i></p>	<p><b>directly</b> = in a way that involves only the two people or things mentioned, with no one or nothing else coming in between; going straight to a place and not stopping or changing direction on the way there; exactly; in a very clear and honest way that shows what you really think; immediately</p> <p><i>I prefer to deal directly with the manager.</i> <i>Patrick took Jane by the elbows and looked directly into her eyes.</i> <i>The post office is directly opposite the town hall.</i> <i>Jackson avoided saying directly that he disapproved of the proposals.</i> <i>He left the office directly after the meeting</i></p>

- Just like adjectives, adverbs have degrees of comparison.

Adverb	Comparative	Superlative
<b>One-syllable words</b>	<b>adverb + -er</b>	<b>adverb + -est</b>
<i>fast</i> <i>hard</i>	<i>faster</i> <i>harder</i>	<i>fastest</i> <i>hardest</i>
<b>Ending in -ly</b>	<b>more + adverb</b>	<b>most + adverb</b>
<i>wisely</i> <i>beautifully</i>	<i>more wisely</i> <i>more beautifully</i>	<i>most wisely</i> <i>most beautifully</i>

Adverb		Comparative	Superlative
<b>Irregular forms</b>	<i>well</i> <i>badly</i> <i>much</i> <i>little</i> <i>far</i>	<i>better</i> <i>worse</i> <i>more</i> <i>less</i> <i>farther/further</i>	<i>best</i> <i>worst</i> <i>most</i> <i>least</i> <i>farthest/furthest</i>

- We use ‘much/far’ (гораздо, намного, значительно) to intensify adverbs.

*She works **much harder** than you. It happens **far more often**.*

- Place and order of adverbs:

• before adjectives, other adverbs and participles	<i>The task was <b>surprisingly</b> simple.</i> <i>He walked <b>very fast</b>.</i> <i>We are <b>extremely</b> interested in their proposal</i>
• usually after verbs	<i>He speaks <b>slowly</b></i>
• at the beginning of a sentence for the sake of emphasis	<i><b>Slowly</b>, he entered the room.</i> <i><b>Tomorrow</b>, I will tell you about my decision.</i> <i><b>Now</b>, I understand what you mean</i>
• when there are two or more adverbs in the same sentence, they usually come in the following order: manner – place – time	<i>She spoke <b>very well here last time</b></i>
• if there is a verb of movement ( <i>go, come, leave</i> ) in the sentence, then the adverbs come in the following order: place – manner – time	<i>She arrived <b>here by train yesterday</b></i>

## Exercises

**Ex. 1.** Say whether the word underlined is an adjective or an adverb.

*Model:*

*The task was so easy that we didn't need time to get prepared. — adjective (after the verb 'to be')*

*I could do it easily if I had the time. — adverb (modifies the verb 'do')*

1. 1) Early risers see more of the world. 2) They came early that evening.
2. 1) He knows more poems than I do. 2) We haven't had much rain this month.
3. 1) He spoke loudly. 2) We heard a loud noise in the street.
4. 1) She is singing worse than usual. 2) The weather is worse this morning.
5. 1) They have very little space for the garden. 2) When I first came to Moscow, I little thought that I should stay here so long. 3) We stayed there a long time.
6. 1) We went straight to St. Petersburg without stopping anywhere. 2) He looked at us with a perfectly straight face.
7. 1) You would play better if you had a better instrument. 2) He works more and better than he used to.

**Ex. 2.** Form adverbs from the given adjectives and nouns and make up your own sentences with them.

*Model: sweet — sweetly (She smiled sweetly).*

*Careful, real, slow, usual, day, calm, stupid, heroic, firm, loud, happy, safe, dry, gradual, soft, brave, hour.*

**Ex. 3.** Change the underlined noun into a verb and the underlined adjective into an adverb.

*Model: His answer was very quick. — He answered very quickly.*

1. He gave an accurate description of the incident.
2. His was a heroic action.
3. She gave me a formal answer.
4. The actors got a warm greeting from the audience.
5. They gave a beautiful performance.
6. We heard their happy laugh in the room.

**Ex. 4.** Give the comparative and superlative degrees of the following adverbs.

*Model: early – earlier – earliest*

Often, hard, easily, well, little, near, far, late, clearly, slowly, fast, quickly, strongly, much, closely, close, long.

**Ex. 5.** Open the brackets, give the comparative or superlative forms of the adverbs.

*Model: I like this dress \_\_\_ (well) than the black one. – I like this dress better than the black one.*

1. He speaks English \_\_\_ (fluently) of all in my group.
2. Now I can hear you \_\_\_ (clearly) than before.
3. Now she visits them \_\_\_ (frequently) than last year.
4. Our new car is \_\_\_ (fast) than the old one.
5. The fire was put out \_\_\_ (quickly) than we'd expected.
6. Which of all these books did you enjoy \_\_\_ (much)?
7. Who works \_\_\_ (hard), Mike, Pete or Jack?
8. You ought to have told me \_\_\_ (much).

**Ex. 6.** Give the correct forms of the adverbs in brackets.

*Model: Our horses ran pretty fast, but Serena's Arrow ran \_\_\_ (quick) than my White Star, and Ivo's Lightning – \_\_\_ (fast) as usual. – Our horses ran pretty fast, but Serena's Arrow ran quicker than my White Star, and Ivo's Lightning – fastest as usual.*

1. He stepped \_\_\_ (close) and saw that they were playing with little kittens.
2. I could see very far from my place, but Ben climbed a tree and saw even \_\_\_ (far) beyond the field.
3. I like this picture \_\_\_ (well) of all.
4. I missed our walk together, but those long evening conversations by the fireplace I missed \_\_\_ (much) of all.
5. Is the sound loud enough, or shall I make it \_\_\_ (loud)?
6. The \_\_\_ (hard) you work, the \_\_\_ (soon) you make progress.
7. The boy's greatest ambition was to become a pilot and fly \_\_\_ (high) and \_\_\_ (fast) of all.
8. The little girl sang far \_\_\_ (well) than her sister.

9. The woman said she had been treated \_\_\_ (badly) than a slave.
10. We envied John, for he lived \_\_\_ (near) of all; it took him the least time to get to the office.
11. Yesterday, they finished work \_\_\_ (late) than usual.

**Ex. 7.** Choose the correct form of the words given in brackets.

*Model: He certainly has done \_\_\_ (good, well) in his studies this year. / It is not \_\_\_ (good, well) for you to smoke. – He certainly has done well in his studies this year. / It is not good for you to smoke.*

1. Do you \_\_\_ (serious, seriously) wish to go there? / Are you \_\_\_ (serious, seriously) about going there?
2. He dreamed of acting \_\_\_ (brave, bravely) in emergency. / He is a \_\_\_ (brave, bravely) man.
3. He is \_\_\_ (dangerous, dangerously) calm. / This road is \_\_\_ (dangerous, dangerously).
4. He seems to be not very \_\_\_ (happy, happily) about it. / They smiled \_\_\_ (happy, happily).
5. I was \_\_\_ (angry, angrily) at what he did. / He stormed \_\_\_ (angry, angrily) out of the room.
6. It isn't \_\_\_ (bad, badly). / To the parents' disgust, the child behaved very \_\_\_ (bad, badly) at table.
7. Let's look at it from \_\_\_ (different, differently) angles. / The two sisters always reacted \_\_\_ (different, differently).
8. She looked at him \_\_\_ (cold, coldly). / The weather is \_\_\_ (cold, coldly) today.
9. She sighed \_\_\_ (helpless, helplessly). / She is quite \_\_\_ (helpless, helplessly) with the child.
10. The answer was not \_\_\_ (satisfactory, satisfactorily). / You performed \_\_\_ (satisfactory, satisfactorily).
11. The explanation was quite \_\_\_ (simple, simply). / The problem can be solved quite \_\_\_ (simple, simply).
12. The girl was \_\_\_ (heavy, heavily) made up. / The case is too \_\_\_ (heavy, heavily).
13. The work was done \_\_\_ (perfect, perfectly). / The weather during the last few days has been \_\_\_ (perfect, perfectly).

14. This definition is not quite \_\_\_\_ (exact, exactly). / Can you tell me \_\_\_\_ (exact, exactly) when he will come?
15. This is a \_\_\_\_ (comfortable, comfortably) desk. / The English like to live \_\_\_\_ (comfortable, comfortably).
16. This is quite \_\_\_\_ (clear, clearly). / I can see \_\_\_\_ (clear, clearly) what you mean.
17. Walk \_\_\_\_ (quiet, quietly), or you will wake the patient. / His voice was \_\_\_\_ (quiet, quietly).
18. Your geography is \_\_\_\_ (sad, sadly) at fault. / It is \_\_\_\_ (sad, sadly) that you have been ill such a long time. / She looked at me \_\_\_\_ (sad, sadly).

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

*Model: The arrow flew wide/widely of the target. / Computers are wide/widely used in schools nowadays. – The arrow flew wide of the target. / Computers are widely used in schools nowadays.*

1. He tries very *hard/hardly* to make her happy. / She used to be a great musician, but she *hard/hardly* plays at all now.
2. I like sitting *near/nearly* the fire. / Be careful! You *near/nearly* crashed into that cyclist.
3. I think he's a *pretty/prettily* good singer, actually. / The little girl laughed *pretty/prettily* at the sight of the puppy.
4. Mr. Tibbs isn't in at the moment, but he'll be here *short/shortly*. / The policeman stopped *short/shortly* when he saw the robber had a gun.
5. She left too *late/lately* to catch the train. / Have you seen any good films *late/lately*?
6. Students can enter the museum *free/freely* on Saturdays. / He *free/freely* admitted to being a liar.
7. The death of his friend affected him *deep/deeply*. / To find water, they had to dig *deep/deeply* into the ground.
8. The eagle was flying *high/highly* above the mountains. / My father is a *high/highly* respected surgeon.
9. Tommy came *last/lastly* in the 100m sprint. / *Last/Lastly*, I would like to thank the caterers for providing such delicious food.



## Translation Practice

**Ex. 9.** Translate into English, paying attention to the *italicized* words. Choose the right word in the brackets.

1. Вы часто пропускаете занятия в *последнее* время. / Они *поздно* ложатся спать. / В том году была *поздняя* весна. (late, lately)
2. Мы *едва* знаем друг друга. / Они *упорно* работали. / Она *усердный* работник. (hard, hardly)
3. Мы *почти* опоздали на поезд. / *Рядом* с нашим домом есть небольшое озеро. / Он всегда интересовался историей *Ближнего* Востока. (near, nearly)
4. Что-то было *не так*. / Он набрал *не тот* номер телефона. / Он дал *неправильный* ответ. / Она *неправильно* с ним обошлась. (wrong, wrongly)

**Ex. 10.** Translate into English.

1. Если бы мы поехали поездом, а не паромом, то мы добрались бы туда в два раза быстрее.
2. Если ты будешь упорнее тренироваться, ты будешь бегать так же быстро, как и я.
3. Какой из его фильмов вам больше всего нравится?
4. Она много практиковалась и теперь печатает в два раза быстрее, чем раньше.
5. Сделайте звук громче!
6. Чем больше вы будете читать по-английски, тем лучше вы будете знать язык.
7. Чем лучше будет ваше образование, тем выше будут ценить ваши знания.

**Ex. 11.** Translate into English.

1. В этом году занятия заканчиваются гораздо позже, чем в прошлом.
2. Мой брат встаёт позже меня.
3. Мой друг объяснит вам всё лучше меня.
4. Мой старший брат пришёл ещё раньше меня.
5. Моя мама знает три языка, но лучше всего она говорит по-французски.



6. На машине вы доберётесь туда быстрее всего.
7. На следующий день ему стало гораздо хуже.
8. На этот раз вы сделали работу тщательнее.
9. Новый врач относится к пациентам гораздо внимательнее, чем предыдущий.
10. Он водит машину осторожнее, чем его жена.
11. Он говорит по-английски ещё медленнее меня.
12. Он ездит на велосипеде ещё быстрее меня.
13. Он знает английский лучше всех в группе.
14. Он лучше всех написал тест.
15. Она одевается лучше всех в нашей группе.
16. Она читает гораздо больше меня.
17. Они приходят сюда чаще всего летом.
18. Рыбу лучше всего ловить рано утром.
19. Я гораздо больше люблю фэнтези.
20. Я хорошо знаю свой город, но лучше всего я знаю его центр.

## 12.2. Adverbs of Manner

### Notes

- Adverbs of manner tell us how something happens (*well, badly, quickly, slowly, easily, quietly*, etc.).

*'How did John behave?' – 'He behaved **badly**.' Did you sleep **well**? He came **very quickly**.*

- The adverbs 'loud(ly)', 'cheap(ly)', 'quick(ly)' and 'slow(ly)' are often used without **-ly** in everyday English (especially AmE). In this case, they're called flat adverbs.

*Don't speak so **loud(ly)**! That was **real(ly) quick**. I'm **dreadful(ly) sorry**.*

- The adverb 'pretty' can mean 'very, quite' in informal speech. It is used before an adjective or an adverb.

***pretty expensive, pretty much***

- Some adjectives end in **-ly**. If we want to use these words as adverbs, we say 'in a... manner/way/fashion'.

*Meg is **a friendly girl**. She always greets me **in a friendly way**. That was **a cowardly thing** to do. You acted **in a cowardly way**.*

- We do not use adverbs after link verbs such as ‘to be, become, feel, get, look, seem’. We use adjectives after such verbs.

*Sue **felt happy**. Nobody **seemed amused**. I **am not sure**.*

- There are some fixed phrases (*deeply hurt, painfully embarrassed, highly respected, bitterly cold, greatly appreciative, badly needed, etc.*).

*She was **highly respected** in her village. A new playground for our children is **badly needed**. She was **deeply hurt** by his words but didn't say a word.*

- We say ‘fast asleep’ and ‘wide awake’ (not ‘very’).

*The children are **fast asleep** now, but when we were leaving, they were **wide awake**.*

- Adverbs of manner go before main verbs, after auxiliary verbs or at the end of the sentence.

*They **quickly** returned. He was **anxiously** waiting for their reply. She smiled **kindly**.*

### Exercises

**Ex. 12.** Choose the appropriate word and state whether it is an adjective or an adverb.

*Model: They talked of \_\_\_ ideals. / This new play is \_\_\_ spoken of. / We \_\_\_ appreciate your hospitality. (high, highly) – They talked of high ideals. / This new play is highly spoken of. / We highly appreciate your hospitality.*

1. He divided his wealth \_\_\_ among his children. / You don't act \_\_\_ to the girl. / Why don't you give him a chance? It isn't \_\_\_. (fair, fairly)
2. He was sitting at his desk \_\_\_ in thought. / They were \_\_\_ engrossed in discussing something. / Still waters run \_\_\_. (deep, deeply)
3. ‘How are you?’ – ‘Very \_\_\_, thank you.’ / ‘How's life?’ – ‘Very \_\_\_, thank you.’ / ‘How are you getting on?’ – ‘Very \_\_\_, thank you.’ (good, well)
4. It's a delicate situation. See that you act \_\_\_ about it. / She is so quick-tempered. They \_\_\_ call her a termagant (сварливый). / He suddenly stopped \_\_\_ in front of the house. (right, rightly)
5. She cut him \_\_\_ saying it was not to the point. / He came to live there \_\_\_ after the war. / Speak \_\_\_ on the phone. (short, shortly)
6. She greeted us \_\_\_. / She put a tea cosy on the pot to keep it \_\_\_. / We dressed \_\_\_ for the outing in the winter mountains. (warm, warmly)

7. The device is \_\_\_ to operate, and its every part can be \_\_\_ replaced. / Try to make it \_\_\_ for her. / He is an \_\_\_ scared man. (easy, easily)
8. They \_\_\_ saw where they were going. / The old man breathed so \_\_\_. / She tried \_\_\_ not to cry. (hard, hardly)
9. Very cautiously he approached the window as \_\_\_ as possible. / He is my \_\_\_ friend. / He knew he was \_\_\_ guarded all the time. (close, closely)

**Ex. 13.** Choose the appropriate adverb.

*Model: I was \_\_\_ (deep, deeply) moved by his words. / You must dig very \_\_\_ (deep, deeply) to reach the water. – I was deeply moved by his words. / You must dig very deep to reach the water.*

1. He passed by her window singing \_\_\_ (loud, loudly). / He doesn't speak \_\_\_ (loud, loudly) enough for everybody to hear.
2. He was \_\_\_ (high, highly) doubtful about the necessity of that action. / The eagle soared \_\_\_ (high, highly); it could be \_\_\_ (hard, hardly) seen. / He had to work really \_\_\_ (hard, hardly) to obtain what he wanted.
3. I'm afraid you will have to pay \_\_\_ (dear, dearly) for your silence. / They all loved him \_\_\_ (dear, dearly).
4. The house was full of light; the gate of the courtyard stood \_\_\_ (wide, widely) open. / Nabokov's works are \_\_\_ (wide, widely) known throughout the world. / 'Open \_\_\_ (wide, widely),' he said and put a small piece of cake into her mouth.
5. The policeman looked \_\_\_ (close, closely) at the suspect. / He stepped \_\_\_ (closer, more closely) to get a clear view of the picture before him.
6. This dress is \_\_\_ (pretty, prettily) expensive. / This little girl is very \_\_\_ (pretty, prettily) dressed.
7. We have \_\_\_ (near, nearly) run out of petrol. / There is a big grocery store \_\_\_ (near, nearly) our house.
8. We have not heard from him \_\_\_ (late, lately). / He was too \_\_\_ (late, lately).

**Ex. 14.** Translate the adverbs in brackets into English.

*Model: \_\_\_ (вскоре) after the war, they started reconstructing the ruined palace. — Shortly after the war, they started reconstructing the ruined palace.*

1. He was \_\_\_ (справедливо) accused of violating the rules.
2. I am \_\_\_ (глубоко) concerned about his lack of interest in our business.
3. It is \_\_\_ (легче) to do everything myself than to make you do things.
4. Only her face, full of anger, stood out \_\_\_ (ясно) in his memory. But the events of that evening he remembered \_\_\_ (более смутно).
5. She called him \_\_\_ (громко) and \_\_\_ (долго), but he didn't come.
6. She stared at us with \_\_\_ (широко) open eyes but remained silent.
7. The contribution of this scientist to the progress of physics is \_\_\_ (высоко) valued.
8. The man pulled \_\_\_ (сильно) at the chain.
9. The plant stood \_\_\_ (близко) to the lake.
10. The rain was pouring so \_\_\_ (сильно) that we could \_\_\_ (едва) see the boat sailing up to the shore.
11. We examined these animals very \_\_\_ (тщательно).
12. When he walked, he usually held his head \_\_\_ (высоко). It was \_\_\_ (трудно) to guess how his pride suffered.

**Ex. 15.** Translate into Russian. State whether the underlined words are adjectives or adverbs.

1. a) Go straight, then turn left.  
b) He always says his jokes with a perfectly straight face.
2. a) He was too long in doing it.  
b) It took him long to do it.
3. a) I watched the fighters at close quarters.  
b) He kept close to the shade of the forest.
4. a) I'm sure he'll do it worse than you.  
b) To make things still worse, they had missed the last train.
5. a) It has cost me a pretty penny.  
b) They found themselves in a pretty embarrassing situation.
6. a) It was still early morning when he returned.  
b) We returned very early.
7. a) The patient breathed hard.  
b) He was a hard patient to cure; he wouldn't obey the doctor's orders.

8. 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.
9. a) This is the right way to do it.  
b) She lives right around the corner.
10. a) You look quite ill.  
b) She often speaks ill of her colleagues.
11. a) I don't like fast food restaurants.  
b) When I came back, he was fast asleep.
12. What must be done, must be done well.



### Grammar in Context

**Ex. 16.** Choose the correct words to complete Maggie's letter to her brother.

Dear Roger,

I wasn't sure I'd like living in a 1) *large/largely* city, but I 2) *real/really* love it. Maybe that's because my 3) *new/newly* neighborhood is so 4) *beautiful/beautifully*. Last Saturday I worked 5) *hard/hardly* and unpacked all my stuff. Then I spent Sunday 6) *happy/happily* exploring the neighborhood, I couldn't believe the 7) *gorgeous/gorgeously* houses on these streets.

My apartment is 8) *great/greatly* and the other tenants are very 9) *nice/nicely*. My next-door neighbor, Kate, seemed 10) *shy/shyly* at first, but I think we're going to become 11) *good/well* friends very 12) *quick/quickly*. She's an art student, and she 13) *usual/usually* visits museums on Sundays. We're going together next week. Life in the city is 14) *exciting/excitingly*, but I get 15) *terrible/terribly* homesick, so I hope you visit me soon!

Love,

Maggie

**Ex. 17.** Read this article in a student newspaper. There are eight mistakes in the use of adverbs. Find and correct them.

Last night was the last game of the season, and the 'Lions' played the **goodest best** they've played for months. Both the 'Cubs' and 'Lions' play a great offensive game, but this time the 'Lions' really played defense much more effectively as the 'Cubs'. Hernandez, the 'Cubs' star player, has been shooting more aggressively and more aggressively all season. But in last night's game, the more aggressive he played, the most closely the

‘Lions’ guarded him. Then, in the last two minutes, ‘Tiny Tim’ O’Connell made the winning shot for the ‘Lions’. ‘He’s less than six feet tall, but he runs more fastly than anyone else on the court,’ the ‘Cubs’ coach said. ‘O’Connell doesn’t shoot as often other players, but he’s a lot more accurately than the bigger guys.’ The ‘Cubs’ played a great game last night too, but they just didn’t play as good as the ‘Lions’.



### Translation Practice

**Ex. 18.** Translate into English.

1. «Как ты думаешь починить это?» — «Очень просто». / Не бойся, ты сделаешь это. Это очень просто.
2. Вполне естественно, что ему не нравится такой план. / Она отреагировала совершенно естественно.
3. Вы хорошо выглядите. / Дело идет хорошо. / Хорошо, что они приедут.
4. Ему было очень холодно. / Он говорил со мной холодно. / Её слова звучали холодно.
5. Она была приятно удивлена. / Мне приятно быть с вами.
6. Они шли молча. / Она молча кивнула.
7. Ребенок чувствовал себя очень плохо весь день. / Дом спроектирован плохо.
8. Он смертельно побледнел. / Они упали на траву, смертельно усталые. / Зверь упал замертво.

**Ex. 19.** Translate into English.

1. В прошлом году мне приходилось всегда вставать очень рано.
2. Вы должны идти туда немедленно, иначе вы опоздаете.
3. Дверь была широко открыта, и нам было хорошо видно, что делается внутри.
4. Его прервали в самой середине речи.
5. Кент справедливо называется садом Англии.
6. Книга была настолько увлекательной, что я зачитался до глубокой ночи.
7. Мы благополучно добрались до дома, хотя было очень темно.
8. Он говорит очень медленно.
9. Они хорошо выполнили эту работу.

10. Подождите, они скоро придут.
11. Свет был очень плохим, приходилось подносить текст близко к глазам.
12. Чем дольше я живу здесь, тем больше мне здесь нравится.
13. Чем раньше вы придёте, тем скорее мы кончим работу.
14. Этот способ широко применялся в текстильной промышленности в прошлом веке.
15. Я вас правильно понял?

### 12.3. Adverbs of Time

Adverbs of time: **when** (когда), **now** (сейчас), **then** (тогда, потом, затем), **before** (прежде, раньше), **after** (потом, после), **afterwards** (впоследствии), **once** (однажды), **just** (только что, как раз), **still** (всё ещё, по-прежнему), **already/yet** (уже), **yet** (ещё, пока ещё), **since** (с тех пор как), **early** (рано), **lately/recently** (в последнее время), **suddenly** (вдруг), **soon** (вскоре), **long** (долго, давно), **ago** (тому назад), **today** (сегодня), **tomorrow** (завтра), **yesterday** (вчера), **tonight** (сегодня вечером), **tomorrow night** (завтра вечером), **last night** (вчера вечером) (not 'yesterday night').

#### Notes

<b>ещё</b>	<ul style="list-style-type: none"> <li>• <b>still</b> (всё ещё, по-прежнему) <i>She is <b>still</b> sleeping.</i></li> <li>• <b>yet</b> (пока ещё, пока что) <i>He is too young <b>yet</b> to get married.</i></li> <li>• <b>yet</b> (ещё не) (in questions and negatives) <i>He hasn't come <b>yet</b>:</i></li> <li>• <b>else</b> (in questions) <i>Who <b>else</b> do you know? Where <b>else</b> did you go yesterday?</i></li> <li>• <b>more</b> (дополнительно) (with countable and uncountable nouns) <i>Give me some <b>more</b> water.</i></li> <li>• <b>other</b> (другой): <i>What <b>other</b> books did you download?</i></li> <li>• <b>only</b> (ещё только) <i>It's <b>only</b> seven o'clock. He was with us <b>only</b> yesterday.</i></li> <li>• <b>as early as</b> (так давно как) <i>It was known <b>as early as</b> 1955</i></li> </ul>
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<b>уже</b>	<ul style="list-style-type: none"> <li>• <b>yet</b> (in questions) <i>Have you seen this film <b>yet</b>?</i></li> <li>• <b>already</b> (in affirmative sentences) <i>I've <b>already</b> seen this film.</i></li> <li>• <b>already</b> (in questions to express surprise) <i>Have you seen this film <b>already</b>?!?</i></li> </ul>
<b>давно</b>	<ul style="list-style-type: none"> <li>• <b>long, for a long time</b> (в течение долгого времени) <i>Have you been here <b>long</b>? I've been here <b>for a long time</b>.</i></li> <li>• <b>long ago, a long time ago</b> (много времени тому назад) <i>It happened <b>long ago</b></i></li> </ul>
<b>недавно</b>	<ul style="list-style-type: none"> <li>• <b>not... long</b> (с недавнего времени) <i>I haven't been sitting here <b>long</b>.</i></li> <li>• <b>not long ago</b> (в недалеком прошлом) <i>This film was released <b>not long ago</b>.</i></li> <li>• <b>lately, recently</b> (в последнее время) <i>Have you heard from him <b>recently (lately)</b>?</i></li> </ul>



### Translation Practice

**Ex. 20.** Translate into English paying attention to the meaning of the word «еще».

1. Где ещё я могу найти такие цветы?
2. Давай спросим кого-нибудь об этом.
3. Дайте мне, пожалуйста, ещё один батон.
4. Ещё апрель, ещё слишком рано надевать ветровку.
5. Ещё рано, не все ещё встали.
6. Их дом ещё больше нашего.
7. Какие ещё города вы посетили в Англии?
8. Какие ещё сказки ты знаешь?
9. Кто ещё звонил сегодня?
10. Май в этом году ещё холоднее, чем в прошлом.
11. Он ещё не отвечал, он ещё думает.
12. Он ещё пожалеет об этом.
13. Он ещё спит.
14. Они ещё не легли спать, они ещё смотрят видео на YouTube.
15. Ты ведь видел его ещё утром, но ничего не сказал нам.
16. Ты ещё молод, ты можешь ещё сделать это.



17. Ты ещё слишком мал, чтобы задавать такие вопросы.
18. У нас есть ещё несколько книг по истории Англии.
19. Что ещё вы хотели мне сказать?
20. Что ты ещё купила?
21. Я ещё не готов.
22. Я ещё не дочитал эту книгу, но мне кажется, что она ещё интереснее, чем первая часть.
23. Я знал об их решении ещё вчера.
24. Я получила ещё два сообщения от Элис.
25. Я прочитала это сообщение ещё вчера.

**Ex. 21.** Translate into English, using 'yet' and 'already'.

1. Вы уже перевели эту статью?
2. Вы уже ходили на эту выставку?
3. Вы уже читали эту книгу?
4. Как, вы уже ходили на эту выставку?
5. Как, концерт уже начался?
6. Как, он уже вернулся из отпуска?
7. Как, он уже окончил университет?
8. Они уже сдали экзамен?

**Ex. 22.** Translate into English paying attention to the meaning of the words «долго» and «давно».

1. Вы будете долго работать сегодня?
2. Вы давно живёте в этом доме?
3. Вы слишком долго работали вчера.
4. Дождь давно кончился.
5. Дождь идёт уже давно.
6. Мне пришлось долго ждать их.
7. Мы вчера очень долго выполняли это задание.
8. Мы довольно долго обсуждали этот вопрос.
9. Мы долго наблюдали за ними.
10. Мы жили там очень давно.
11. Он давно забыл своё обещание.
12. Он долго не мог понять, что к чему.
13. Он здесь недавно работает.
14. Он недолго жил там.

15. Он сказал мне, что он видел её давно.
16. Он сказал мне, что они ушли давно.
17. Он уже давно работает в этом банке.
18. Она долго молчала.
19. Она очень давно не играла на пианино.
20. Они долго у вас пробыли?
21. Первые поселенцы ушли отсюда очень давно.
22. Сегодня собрание продлится недолго.
23. Ты давно знаешь его?
24. Эта встреча произошла недавно.
25. Эти люди здесь недавно.
26. Это случилось недавно.
27. Это случилось очень давно.
28. Этот магазин открылся недавно.
29. Я давно не видел своих друзей.
30. Я давно потерял эту книгу.
31. Я долго не мог забыть это.
32. Я здесь уже давно.
33. Я очень давно ничего не слышал об этой семье.

**Ex. 23.** Translate into English.

1. В последнее время мы не ходим туда.
2. В последнее время они не навещали нас.
3. В последнее время очень холодно.
4. Вы в последнее время покупали какие-нибудь книги?
5. Вы много играли в теннис в последнее время?
6. Вы часто виделись с ним в последнее время?
7. За последнее время многое изменилось в нашем городе.
8. За последнее время она побывала во многих странах Европы.
9. Мы в последнее время много переводили с английского.
10. Он начал заниматься музыкой совсем недавно.
11. Он не снял ни одного нового фильма за последнее время.
12. Он очень изменился за последнее время.
13. Он очень похудел за последнее время.
14. Она последнее время редко вспоминает об этом.
15. Они в последнее время редко заходят к нам.
16. Они недавно побывали в Греции.

17. Это изобретение было сделано недавно.
18. Это произошло недавно.
19. Этот разговор произошел недавно.
20. Я в последнее время не видел там ничего интересного.
21. Я в последнее время очень много работал над своим английским языком.
22. Я за последнее время прочёл очень много книг на английском языке.
23. Я не связывался с ней (be in touch with) в последнее время.
24. Я недавно встретил его в торговом центре.
25. Я недавно отремонтировал квартиру.
26. Я недавно просмотрел свой старый дневник.
27. Я последнее время редко хожу в кино.

**Ex. 24.** Translate into English.

1. Вы давно здесь?
2. Как, вы уже закончили печатать письма?
3. Кто ещё будет принимать участие в этой работе?
4. Наденьте пальто, а то вы простудитесь.
5. Он ещё не вернулся.
6. Он ещё спит.
7. Он заходил ко мне в субботу, и я не видел его с тех пор.
8. Он недавно вернулся из командировки.
9. Он недавно подарил мне очень интересную книгу.
10. Они давно уехали в Сибирь.
11. Они живут здесь недавно.
12. Секретарь уж пришёл?
13. Уже совсем светло.
14. Я за последнее время прочел несколько очень интересных книг.
15. Я здесь раньше никогда не была.
16. Я разговаривал с ними недолго
17. Я с ним однажды говорил об этом.
18. Я уже давно знаю об этом.
19. Я устал; всё же я должен пойти туда сегодня вечером.

## 12.4. Adverbs of Frequency

### Notes

- Adverbs of frequency answer the question ‘how often?’.
- The most common ones are **always** (*всегда*); **generally, usually, normally** (*обычно*); **frequently, often** (*часто*); **seldom, rarely** (*редко*); **sometimes** (*иногда*).
- Adverbs of frequency have three basic positions.

<b>Often, always, seldom</b> – before main verbs, after the verb ‘to be’	<i>She seldom goes there.</i> <i>Do you often help your mother with the housework?</i> <i>He is always polite</i>
<b>Usually, generally</b> – before main verbs or at the beginning of a sentence	<i>They usually go home by bus.</i> <i>Usually, my working day starts at nine</i>
<b>Sometimes</b> – before main verbs, at the beginning or at the end of a sentence	<i>He sometimes comes here.</i> <i>Sometimes he comes here.</i> <i>He comes here sometimes</i>
<b>Every day, in the morning, on Mondays</b> – at the beginning or at the end of a sentence	<i>On Sundays, we often go to the cinema.</i> <i>I check my email every day</i>

### Exercises

**Ex. 25.** Write the sentences below, using the adverbs in brackets. Make changes where necessary.

*Model: I am late. (seldom) – I am seldom late.*

1. I can tell the difference between the two. (rarely)
2. I have lived in this town. (always)
3. She answers the phone very quickly. (usually)
4. She wasn’t late when she worked here. (often)
5. We don’t argue. (generally)
6. We speak English when we get together. (frequently)
7. You tried hard enough. (seldom)

**Ex. 26.** Put the adverbs in a correct place in the sentence (consult the rules).

*Model: He could walk. (with difficulty) – He could walk with difficulty.*

1. Consider the matter before you examine the details. (generally)
2. Do they come to see you? (ever)
3. He agreed to our proposals. (willingly)
4. He agreed with me. (heartily)
5. He comes to help them in the garden. (often)
6. He doesn't understand. (still)
7. He has been admired by everybody. (greatly)
8. He speaks English. (very well)
9. I did the work. (well)
10. I think of this problem. (often)
11. Please, cross the road. (carefully)
12. She tells me funny stories. (sometimes)
13. The children ran into the room. (noisily)
14. The little boy behaved. (courageously)
15. The wind blew all afternoon. (violently)
16. They met at the station. (always)
17. They ran to the far end of the garden. (rapidly)
18. They were acting that night. (brilliantly)
19. You must do such a thing. (never, again)



### Communication & Writing Practice

**Ex. 27.** Make true statements about yourself or someone you know. Use the prompts below and your own ideas. Compare your ideas with your partner. Do you have a lot in common?

IN WINTER: I sometimes... I never... I always...

IN SUMMER: I always... I usually... I regularly...

AT UNIVERSITY: I never... I always try to...

ON HOLIDAY: I usually... I never...

*be punctual, be late, read books, wake up early/late, surf the Internet, call my friends, go to countryside/seaside, do work well, take photos, chat online, have a vacation, go skiing/skating, go swimming, go hiking, visit friends, play tennis/football*

**Ex. 28.** Answer the questions.

1. How many books have you read this month?
2. How many countries have you visited?
3. How many hours a week do you participate in sports?
4. How many hours do you work every week?
5. How many trips did you take last year?
6. When did you last watch a sports event?

Now add four questions of your own.

Work in groups. Compare your answers to questions 1–6 with those of your groupmates. Ask the group your own questions (7–10) and compare the answers.

Find out:

- 1) who reads the most;
- 2) who has traveled most extensively;
- 3) who participates in sports most regularly;
- 4) who works the hardest;
- 5) who has traveled most frequently;
- 6) who has watched a sports event most recently.

*Model: Masha works the hardest. She works 45 hours every week.*

## 12.5. Adverbs of Place and Direction

### Notes

- Adverbs of place and direction: **here** (здесь, сюда), **there** (там, туда), **where** (куда, где), **somewhere/anywhere** (где-нибудь, где-то, куда-нибудь), **nowhere** (нигде, никуда), **elsewhere** (где-нибудь, в другом месте), **far away / far off** (далеко), **near** (близко), **inside** (внутри), **outside** (снаружи, наружу), **above** (выше, наверху), **below** (ниже, внизу).

- Adverbs of place usually go at the end of the sentence.

*How long are they going to stay **here**?*

- **Somewhere** is used in affirmative sentences, **anywhere** – in questions and negative sentences, **nowhere** is used in short answers.

*I left my umbrella **somewhere**. Are you going **anywhere** tomorrow? I can't find my dictionaries **anywhere**. 'Where did you go after supper?' – '**Nowhere**.'*

- Don't confuse adverbs of place and direction (go with a verb) and prepositions of place and direction (followed by a noun).

*Let's go **outside**.* (adverb) *We could see a beautiful garden **outside the house**.* (preposition)

далеко	<ul style="list-style-type: none"> <li>• <b>far</b> (in questions and negative sentences) <i>Did you walk <b>far</b>? They don't like to walk <b>far</b>.</i></li> <li>• <b>a long way</b> (in affirmative sentences) <i>We walked <b>a long way</b> yesterday.</i></li> <li>• <b>far away/off</b> (на большом расстоянии) (in questions and negative sentences) <i>Is the station <b>far away/off</b>? They don't live <b>far away/off</b>.</i></li> <li>• <b>a long way off</b> (in affirmative sentences) <i>They live <b>a long way off</b></i></li> </ul>
слишком далеко / так далеко	<ul style="list-style-type: none"> <li>• <b>too far</b></li> <li>• <b>so far</b></li> </ul> <i>They walked <b>too far</b>.</i> <i>We walked <b>so far</b> we got tired</i>
довольно далеко / очень далеко	<ul style="list-style-type: none"> <li>• <b>rather a long way (off)</b></li> <li>• <b>a very long way (off)</b></li> </ul> <i>We walked <b>rather a long way</b>.</i> <i>They live <b>a very long way off</b></i>
далеко от	<ul style="list-style-type: none"> <li>• <b>far from</b></li> </ul> <i>The station is <b>far from</b> our house</i>



### Translation Practice

Ex. 29. Translate into English paying attention to the words in italic type.

1. Банкомат *далеко* от отеля?
2. Вокзал *далеко*, вам придётся поехать на автобусе.
3. Вы живёте *далеко*!
4. «Вы *куда-нибудь* пойдёте сегодня вечером?» – «Если я не устану, я пойду *куда-нибудь*, но если устану, я *никуда* не пойду».
5. Его дом очень *далеко* отсюда.

6. «Куда вы ездили в отпуск?» — «*Никуда*».
7. «Куда ты пойдёшь в субботу?» — «*Никуда*».
8. Мы будем плавать каждый день перед завтраком, так как река недалеко.
9. Мы не пошли на озеро, потому что оно было очень *далеко*.
10. Нам надо выйти рано, потому что мы пойдём *далеко*.
11. Новый магазин *недалеко* отсюда.
12. Она *никуда* не ездила прошлым летом.
13. Они вернулись очень *поздно*, так как они ходили *далеко*.
14. Поезжайте туда автобусом, так как ближайшая станция метро *довольно далеко*.
15. Университет очень *близко* к моему дому.
16. Эта школа *далеко* от центра города.
17. Я люблю гулять с собакой *далеко*, а мой друг не любит гулять так *далеко*.
19. Я *никуда* не ходил вчера.
19. Я *редко* хожу в театр, так как живу очень *далеко от города*.

**Ex. 30.** Translate into English

1. «Российская государственная библиотека далеко?» — «Да, она довольно далеко, мы поедem на метро».
2. Вы куда-нибудь ходили вчера вечером?
3. «Куда вы пойдёте сегодня вечером?» — «Никуда».
4. Мы вернёмся рано, так как мы не пойдём далеко.
5. Мы редко видимся, потому что живём далеко друг от друга.
6. Она обычно начинает работу в 11 часов утра.
7. Я где-то читал об этом.
8. Я никогда не смотрю футбол по телевизору.
9. Я *никуда* не посылал его вчера.



## 12.6. Adverbs of Degree, Measure and Quantity

### Notes

- Adverbs of degree, measure and quantity: ***much*** (много), ***little*** (мало), ***very*** (очень), ***too*** (слишком), ***so*** (так), ***rather*** (довольно), ***enough*** (достаточно), ***quite*** (совсем), ***not at all*** (совсем не), ***hardly/scarcely*** (едва), ***nearly/almost*** (почти), ***somewhat*** (несколько, до некоторой степени), ***much / far / by far / a lot*** (намного, гораздо, значительно), ***slightly / a bit / a little*** (немного), etc.
- Adverbs of degree usually go before adjectives, adverbs or main verbs but after auxiliary verbs.

*We were **very** glad to see them. The student passed the exam **quite** well. I **absolutely** enjoyed our trip.*

<p><b>МНОГО</b></p>	<ul style="list-style-type: none"> <li>• <b>much</b> (in questions and negative sentences) <i>Has he read <b>much</b>?</i></li> <li>• <b>very (too, so, as) much / a lot / a great deal</b> (in affirmative sentences) <i>He plays football <b>too much</b>. He has done <b>a lot</b> today</i></li> </ul>
<p><b>МАЛО</b></p>	<ul style="list-style-type: none"> <li>• <b>not much</b> (in negative sentences) <i>He <b>doesn't speak much</b> about it. (Он мало говорит об этом.)</i></li> <li>• <b>very/too/so little</b> (in affirmative sentences) <i>She eats <b>very little</b>. You rest <b>too little</b></i></li> </ul>
<p><b>ОЧЕНЬ</b></p>	<ul style="list-style-type: none"> <li>• <b>very</b> (to intensify adjectives, adjective + noun) <i>Martha is <b>very ill</b>. John is <b>a very nice man</b>.</i></li> <li>• <b>very much</b> (goes with comparatives and verbs) <i>She is <b>very much</b> better. I like your painting <b>very much</b>.</i></li> <li>• <b>extremely, terribly, really, pretty</b> (often used for special emphasis like 'very') <i>I'm <b>extremely</b> sleepy. It's <b>awfully</b> expensive. It's <b>terribly</b> hot. The girl's <b>pretty</b> smart</i></li> </ul>
<p><b>ПОЧТИ</b></p>	<ul style="list-style-type: none"> <li>• <b>hardly/scarcely</b> (+ any/ever) <i>There were <b>hardly/scarcely any</b> people in the street. (На улице почти не было людей.) I <b>hardly/scarcely ever</b> see her. (Я почти никогда не вижу ее.)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>nearly/almost</b> <i>It is <b>nearly/almost</b> 5 o'clock. (Сейчас почти 5 часов.) I've <b>nearly/almost</b> finished my work. (Я почти окончил свою работу.)</i></li> </ul>
ДОВОЛЬНО	<ul style="list-style-type: none"> <li>• <b>quite</b> (+ adjective/adverb) <i>The film is <b>quite good</b>. I see him <b>quite often</b>.</i></li> <li>• <b>fairly</b> (+ adjective/adverb) (less complimentary than 'quite') <i>'What's John's English like?' – 'It's <b>quite good</b>.'</i> (complimentary) / <i>'It's <b>fairly good</b>.'</i> (less complimentary)</li> <li>• <b>rather</b> (stronger than 'quite' and 'fairly'; often goes with negative adjectives or expresses surprise at sth unexpected) <i>I'm afraid Jane's health is <b>rather poor</b>. Your words have been <b>rather unpleasant</b>. The ice cream is <b>rather good</b> (= surprisingly good).</i></li> <li>• When 'quite' goes in front of gradable adjectives (<i>quite good</i>), adverbs (<i>quite slowly</i>) and a few verbs (<i>I quite enjoy/like</i>), it has the meaning 'less than'. <i>I <b>quite liked</b> the play.</i></li> <li>• When 'quite' goes in front of 'non-gradable' adjectives (<i>dead, full, empty</i>) and 'absolute' adjectives (<i>amazing, wonderful</i>), it means 'completely'. <i>The bucket is <b>quite full</b>. The book is <b>quite wonderful</b>. The man is <b>quite dead</b></i></li> </ul>
СЛИШКОМ	<ul style="list-style-type: none"> <li>• <b>too</b> (+ adjective/adverb) <i>The tea is <b>too hot</b>, I can't drink it. The bus runs <b>too slowly</b></i></li> </ul>

### Too, either, as well, also

- 'Too' changes its meaning according to its position.

*The coffee is **too hot** to drink (слишком). — The croissant is freshly-made and the coffee is hot, **too** (также).*

- We use 'too' at the end of an affirmative sentence to mean 'also'.

*Billy can already read and he can write, **too**.*

- In the negative, we should use 'either' instead of 'too'.

*Billy can't write yet and he can't read, **either**.*

- We use ‘also’ and ‘as well’ like ‘too’ (также) in affirmative sentences. We replace them by ‘either’ in negative sentences. ‘As well’ goes at the end of a clause or sentence.

*I bought this bag, and I bought these shoes to go with it, **as well**.*

- ‘Also’ normally comes after ‘to be / have / can’; after the first auxiliary verb; before the main verb.

*Susan is an engineer, but she **is also** a mother. I should have collected the letters, and I **should also** have posted them. I play volleyball, and I **also play** tennis.*

### Exercises

**Ex. 31.** Supply ‘very’, ‘too’ or ‘very much’ in these sentences. In some sentences, there is more than one correct answer.

*Model: I hear they are \_\_\_ happy. — I hear they are very happy.*

1. I can’t afford it. It’s \_\_\_ expensive.
2. I can’t go \_\_\_ faster than I’m going.
3. If you hope to win him for yourself, you are \_\_\_ mistaken.
4. Our firm is \_\_\_ interested in this project.
5. She didn’t think my answer was \_\_\_ clever.
6. Slow down. You’re walking \_\_\_ fast for me.
7. I didn’t enjoy the film \_\_\_.
8. Why didn’t you come? We needed you \_\_\_.
9. I trusted you from the \_\_\_ beginning.
10. He has been \_\_\_ talked about recently.
11. He is \_\_\_ handsome for his own good.
12. I don’t like your idea \_\_\_.
13. He hasn’t done \_\_\_ much work here.
14. I’ve been \_\_\_ alone lately.
15. My new car is \_\_\_ faster than the old one.
16. We have \_\_\_ missed you.
17. We were \_\_\_ early, but they were already waiting for us.
18. We were \_\_\_ early, the museum wasn’t open yet.
19. You have been working \_\_\_ much lately.

**Ex. 32.** Complete these responses using ‘very’, ‘too’, ‘very much’ and ‘too much’.

*Model: ‘How did you enjoy your stay in England?’ – ‘I enjoyed it \_\_\_\_.’ – I enjoyed it very much.*

1. ‘Are the children still awake?’ – ‘Yes, they’re \_\_\_\_ awake!’
2. ‘Are you glad?’ – ‘Yes, \_\_\_\_!’
3. ‘Did you spend a lot of time on it?’ – ‘Yes, \_\_\_\_!’
4. ‘How is the business going?’ – ‘Not \_\_\_\_ well, I’m afraid.’
5. ‘I don’t like autumn here.’ – ‘Neither do I. There’s \_\_\_\_ rain.’
6. ‘Is that lobster alive?’ – ‘Yes, it’s \_\_\_\_ alive!’
7. ‘So, you didn’t marry Steve in the end!’ – ‘No, he is \_\_\_\_ stupid.’
8. ‘Their house is very big!’ – ‘Yes, but not \_\_\_\_ big!’
9. ‘Was it heavy?’ – ‘Yes, \_\_\_\_!’
10. ‘Why aren’t you buying that coat?’ – ‘It’s \_\_\_\_ short for me.’
11. ‘Will you buy this dress?’ – ‘No, it costs \_\_\_\_.’

**Ex. 33.** Use suitable adverbs in place of ‘very’. There may be more than one correct option.

*Model: This film is \_\_\_\_ dull. – This film is awfully dull.*

1. He was \_\_\_\_ hurt in the accident.
2. I was \_\_\_\_ awake all night.
3. I was \_\_\_\_ bored to play.
4. I was \_\_\_\_ surprised by her answer.
5. I’m \_\_\_\_ annoyed about this.
6. I’m \_\_\_\_ confused by the new regulations.
7. I’m \_\_\_\_ disappointed in the work.
8. I’m \_\_\_\_ sorry about this.
9. It was \_\_\_\_ cold in the morning.
10. She was \_\_\_\_ hurt by your words!
11. That comedy wasn’t \_\_\_\_ funny.
12. That task is \_\_\_\_ difficult!
13. They were \_\_\_\_ nice to me.
14. This computer is \_\_\_\_ fast.
15. We are \_\_\_\_ interested in your proposal.
16. We were all \_\_\_\_ alarmed by your words.
17. What you did was \_\_\_\_ dangerous.

18. You didn't wake me. I was \_\_\_ asleep.
19. You must be \_\_\_ attentive and careful on that part of the road.
20. You think you're \_\_\_ clever.
21. Your advice has been \_\_\_ helpful.
22. Your friend works \_\_\_ slowly.
23. Your success has been \_\_\_ deserved.

**Ex. 34.** Use 'too' in your sentences.

*Model: You can't swim in this lake. (cold) – It's too cold. Ladoga Lake is very deep and it is also cold. – And it's cold, too.*

1. I invited Paul, and I also invited Margaret.
2. We didn't stay in that hotel. (expensive)
3. We didn't stay in that hotel. It was rather old and also expensive.
4. We won't go to the wood. (far)

**Ex. 35.** Add 'too' or 'either'.

*Model: I like opera and I like ballet, \_\_\_\_. – I like opera and I like ballet, too.*

1. I know Jason, and I know his sister, \_\_\_\_.
2. I don't smoke, and I don't drink alcohol, \_\_\_\_.
3. He runs a restaurant and a hotel, \_\_\_\_.
4. I can't play the piano, and I can't sing, \_\_\_\_.
5. Don't tell mum, and don't tell Greg, \_\_\_\_.
6. I don't know, and I don't care, \_\_\_\_.
7. He can do it, and he can do it well, \_\_\_\_.

**Ex. 36.** Write sentences to show how you interpret these statements.

*Model: Only I saw him there. – I saw him there, but no one else did.*

1. I only saw Polly there.
2. I read his novels only.
3. I understood his lecture – just!
4. I understood just his lecture.
5. I've just understood his lecture.

**Ex. 37.** Show where 'also' goes in these sentences.

*Model: She can read, and she can write. – She can read, and she can also write.*

1. He owns this hotel, and he owns a chain of shops in the city.
2. He's brought a lot of books, and he has brought some magazines.

3. I have to write an essay, and I have to do some exercises.
4. I won't let you watch YouTube now because the videos are stupid, and it's too late.
5. I'd like a cup of coffee, and I'd like some sandwiches, please.
6. I've had a rest, and I've had a shower.
7. She can knit, and she can sew.
8. We sell our products in the home market, but we export a lot.
9. You should have phoned, and you should have texted.

**Ex. 38.** Answer these questions in full with 'quite' and say whether 'quite' means 'less than' or 'completely'.

*Model: What was the play like? (good) — The play was quite good. (less than)*

1. How did you like his poem? (like)
2. How was the film? (awful)
3. How was the trip? (amazing)
4. How was your holiday? (enjoy)
5. What's Pam like? (wonderful)

**Ex. 39.** Add 'quite' and 'rather' to each sentence where possible. Say if they mean 'inclined to (be)', 'less than' or 'completely'.

*Model: I'm afraid Jane's health is \_\_\_ poor. — I'm afraid Jane's health is quite/rather poor. ('completely' / 'inclined to be')*

1. Don't worry! Your son is \_\_\_ all right!
2. I'm afraid an appointment tomorrow is \_\_\_ impossible.
3. Last night's film was \_\_\_ interesting.
4. Your work has been \_\_\_ unsatisfactory.

**Ex. 40.** Add 'quite' and 'fairly'. Mark as 'complimentary', 'less complimentary' or 'completely'.

*Model: He draws \_\_\_ well. — He draws quite/fairly well. ('complimentary' / 'less complimentary')*

1. I feel \_\_\_ well.
2. I think the old man is \_\_\_ mad.
3. She's \_\_\_ clever.
4. The party is \_\_\_ spoilt.
5. This is \_\_\_ incredible!

**Ex. 41.** Add ‘much’, ‘any’, ‘far’ or ‘a lot’ and give alternatives where possible.

*Model: I'm not \_\_\_ good at solving riddles. – I'm not much/any good at solving riddles.*

1. I \_\_\_ prefer swimming to running.
2. I can't do it \_\_\_ better.
3. I don't \_\_\_ like horror films.
4. These two skirts aren't \_\_\_ different.
5. This is \_\_\_ more expensive.
6. This is by \_\_\_ the best way to do it.
7. This machine isn't \_\_\_ used.
8. You look \_\_\_ healthier than when I last saw you.
9. You're \_\_\_ more beautiful than she is.

**Ex. 42.** Put the adverbs in a correct place in the sentence.

*Model: He is the first to answer (always). – He's always the first to answer.*

1. Have you been (lately, there)?
2. Have you seen him (ever)?
3. Have you seen him (yet)?
4. He broke the window with his ball (nearly).
5. He gets up before noon (never).
6. He has been invited there (never).
7. He questioned us about it (impatiently).
8. He was able to sleep that night (hardly).
9. I am grateful to you for your help (deeply).
10. I do not think he has played (ever, before, so badly).
11. I get texts from him (sometimes).
12. I had to ask him twice (never).
13. I have heard of it (often).
14. I have money to buy this mobile phone (enough).
15. I phone to him (often), but he phones me back (seldom).
16. I'll be glad to help you (always).
17. I'll see him (never, again).
18. I've tried to understand you (always).
19. It has been done (before, often).
20. It is easy to understand (enough).

21. It rains here in autumn (scarcely).
22. It was late in the day, and the sun had disappeared (almost).
23. She forgot about it (quite).
24. She is mistaken (never).
25. The fire was extinguished (quickly).
26. The sun is shining (today, brightly).
27. The teacher has not come (yet).
28. They are late (always).
29. They have left (already).
30. They will arrive (tomorrow, here).
31. We used to go to the seaside in summer (always).
32. You can expect him to do it (hardly).
33. You ought to get off the tram when it is moving (never).



### Grammar in Context

Ex. 43. Translate the words in brackets.

#### Justly Punished

There were 1) **too many people** (слишком много людей) on the bus for comfort and passengers were standing in the aisle. A young woman carrying a baby was 2) \_\_\_ (очень благодарна) when an old man offered her his seat. The baby was 3) \_\_\_ (крепко спал), and she could now rest him on her lap. She thanked the old man 4) \_\_\_ (очень) and was just going to sit down when a rude young man sat in the empty seat. Everyone was 5) \_\_\_ (ужасно смущен), and the young mother was 6) \_\_\_ (слишком удивлена) to say anything. All the passengers 7) \_\_\_ (очень не одобрили) of the man's action. They were 8) \_\_\_ (страшно сердиты) with him, but he paid no attention. 9) \_\_\_ (гораздо позже), the rude man wanted to get off the bus and tried to push past the passengers. They all 10) \_\_\_ (стали близко друг к другу) and wouldn't let him move. He was made to stay on the bus till it reached its terminus, a punishment he 11) \_\_\_ (справедливо заслужил).



**Ex. 44.** Translate the words in brackets, paying special attention to the underlined words.

### A Safe Place

My aunt Millie always said she had some jewels which she would leave to me, but when she died, she didn't leave any money and she 1) **didn't leave me any jewels, either** (не оставила мне также и драгоценностей). 2) \_\_\_ (даже моя мама) was surprised.

'I know she had some rings and 3) \_\_\_ (а также замечательные бусы). 4) \_\_\_ (Я видела их только однажды), but perhaps she sold them.'

My mother and I looked 5) \_\_\_ (везде, повсюду): we looked in the bedrooms, in the bathroom, in the attic, but we found nothing. '6) \_\_\_ (Милли была так осторожна) and was afraid of burglars,' Mother said, 'but I don't think she hid her jewels somewhere.'

'Let's go home, and we'd better take all the food in the deep freeze.'

On Sunday, Mother said to me, 'I'm going to cook this lovely goose which was in your aunt Millie's deep freeze. 7) \_\_\_ (Я также подготовлю начинку), and you can stuff the goose.'

Five minutes later, I screamed with surprise: the goose was full of jewels and 8) \_\_\_ (здесь были также золотые монеты).

**Ex. 45.** Translate the words in brackets using 'any, many, much, rather, fairly, quite', etc.

### Can We Go Home, Please?

It was 1) **rather late** (довольно поздно). The restaurant clock showed 1.30 am. The waiters were feeling 2) \_\_\_ (очень усталыми) and were beginning to yawn. There was one 3) \_\_\_ (довольно пожилая пара) left. They had clearly had 4) \_\_\_ (довольно хорошо поели). Now they were looking at each other across the table and were 5) \_\_\_ (совершенно не замечали) of the world around them. The waiters wanted to go home. One of them asked the couple if they wanted 6) \_\_\_ (еще поесть или выпить). He didn't get an answer. It clearly 7) \_\_\_ (не было никакого смысла) asking questions! One of the waiters had 8) \_\_\_ (довольно хорошую идею). He began stacking chairs upside down onto the tables. The others joined in. Another waiter turned off the lights. In the end, the restaurant was 9) \_\_\_ (совершенно темный). The chairs were stacked on the tables round the couple who just sat and sat and sat!



## Translation Practice

**Ex. 46.** Translate into English.

1. Он ест мало овощей.
2. Он мало спит.
3. Он много занимается английским?
4. Он много читает.
5. Она много ест.
6. Она много путешествует.
7. Они мало работают.

**Ex. 47.** Translate into English.

1. Его кроссовки не совсем новые.
2. Его новый роман совсем неинтересный.
3. Моя работа не совсем готова.
4. Мы совсем не готовы.
5. Наш дом совсем готов.
6. Он совсем не старый.
7. Сегодня не совсем тепло.
8. Сегодня совсем не холодно.
9. Уже совсем светло.
10. Это пальто совсем новое.
11. Этот дом совсем старый.
12. Я вполне понимаю вас.
13. Я не совсем понимаю вас.
14. Я совсем не понимаю вас.
15. Я совсем не устал.

**Ex. 48.** Translate into English.

1. В бутылке почти нет молока.
2. В его работе почти нет ошибок.
3. В поезде почти не было пассажиров.
4. В этой онлайн-библиотеке почти нет английских книг.
5. В этой книге почти нет иллюстраций.
6. В этом городе почти нет зелени.
7. Его почти никогда нет дома по вечерам.
8. Мы почти никогда не ездим туда теперь.

9. Мы почти ничего не видели, так было темно.
10. На небе почти нет облаков.
11. Он в последнее время почти не получал вестей от своего брата.
12. Он почти никогда не читает книги.
13. Он почти ничего не писал по этому вопросу.
14. Они почти ничего не рассказывали нам об этом.
15. Почти никто не знает об этом.
16. У нас почти не осталось хлеба.
17. Я почти ни с кем не разговаривал вчера.
18. Я так устал, что почти ничего не мог съесть.

**Ex. 49.** Translate into English.

1. В кувшине почти нет воды.
2. Вы знаете, как она любит животных.
3. Вы много работаете над своим английским языком?
4. Вы тоже смотрели этот фильм?
5. Ещё не совсем темно.
6. Ещё совсем не темно
7. Он был очень разочарован, увидев, что её там не было.
8. Он достаточно умён, чтобы понять это.
9. Он знает английский язык достаточно хорошо, чтобы говорить на любую тему.
10. Он почти закончил свою работу.
11. Он работает очень упорно.
12. Она пишет мне гораздо чаще, чем вы.
13. Она чуть не опоздала на самолёт.
14. Сегодня довольно-таки холодно.
15. Сейчас слишком поздно туда идти.
16. Уже совсем темно.
17. Этот рассказ слишком труден для него; кроме того, он не очень интересный.
18. Я был так удивлён, что не знал, что сказать.
19. Я едва понимал его.
20. Я почти никуда не хожу по вечерам.
21. Я совсем забыл этот рассказ.
22. Я тоже ничего не слышал об этом.
23. Я чуть не сказал ему об этом.

## 12.7. Viewpoint Adverbs and Connecting Adverbs

### Viewpoint adverbs

#### Notes

- Viewpoint adverbs: **obviously/evidently** (очевидно), **probably** (вероятно), **possibly** (возможно), **indeed** (действительно), **certainly** (конечно, несомненно), **perhaps/maybe** (может быть), **apparently** (по-видимому), **decisively** (решительно), **undoubtedly** (несомненно), **practically** (практически, фактически), **naturally** (естественно, разумеется), **fortunately** (к счастью), **unfortunately** (к несчастью), **mainly/chiefly/mostly** (главным образом), etc.

- Viewpoint adverbs usually go at the beginning of a sentence. They can also go after auxiliary verbs, the verb 'to be', and before the main verb.

**Perhaps** he'll be here at 9 o'clock tomorrow. I was **indeed** very glad to hear the news. He'll **probably** finish his work tonight. He **evidently** worked hard. **Unfortunately**, he came to the station too late and missed the train. **Naturally**, he got very angry with them.

- We may express our viewpoint in speech or in writing using adverbs and adverbial phrases like these:

(= I'm sure): *clearly, definitely, honestly, naturally, obviously, really, strictly speaking;*

(= I'm going to be brief): *anyhow, briefly, in brief, in effect, in a few words, in short;*

(= I'm expressing my opinion): *as far as I'm concerned, frankly, in my opinion, I think.*

### Connecting adverbs

- We can connect ideas in speech or writing using adverbs like these:

(= I'm adding something): *in addition, again, apart from this, besides, moreover;*

(= I'm comparing/contrasting): *as compared to, equally, however, in reality;*

(= I'm summarizing): *all in all, and so on, essentially, in brief, in conclusion, in effect.*

## Exercises

**Ex. 50.** Match the columns A and B.

A	B
1) I'm making a generalization <b>(b)</b>	a) after all
2) as was to be expected	b) as a general rule
3) I don't want you to repeat this	c) at any rate
4) I was pleased to learn	d) between ourselves
5) I'm being honest	e) certainly
6) I'm expressing my opinion	f) frankly
7) I'm sure	g) agreeably
8) the important thing is this	h) in my view
9) the reason for this was	i) naturally



### Grammar in Context

**Ex. 51.** Put in the suitable phrase from the list below.

*first of all / as well as that / in comparison with / the only / alternatively / however / second / according to / preferably / to sum up*

- 1) **According to** a lot of people I know, there are few things more terrifying than having to speak in public. 2) \_\_\_ way to succeed is to follow strict rules. 3) \_\_\_ you should be well prepared. 4) \_\_\_ you should have a few jokes ready. 5) \_\_\_ you should rehearse your speech, 6) \_\_\_ in front of a mirror. 7) \_\_\_ being hit by a bus, public speaking isn't too bad, but it's bad enough. 8) \_\_\_ you can make things easier for yourself by being ready. 9) \_\_\_ you can do nothing and make a fool of yourself. 10) \_\_\_ success depends entirely on you.



### Translation Practice

**Ex. 52.** Give a free translation of the article using 'according to, agreeably, however, in brief, moreover, probably' instead of the underlined words.

**Не просите комнату с видом из окна**

Цены на землю в Токио так высоки, что она стоит, вероятно, больше, чем вся Калифорния. Нигде во всём мире нет такого

спроса на землю. Согласно одной из статей, недостаток земли привёл к созданию отелей-кабин. Комнаты представляют собой кабины размером один метр в высоту, 76 сантиметров в ширину и два метра в глубину. Однако вы будете приятно удивлены, узнав, что кабины оборудованы телефоном, радио и телевизором. Более того, они гораздо дешевле, чем обычные отели. Короче говоря, они обеспечивают вас всем, что необходимо, чтобы с комфортом провести ночь. Но не просите комнату с хорошим видом из окна.



### Self-study

1. Quizlet set: Adverb – formation, meanings – [quizlet.com/546647037/adverb-formation-meanings-flash-cards/](https://quizlet.com/546647037/adverb-formation-meanings-flash-cards/).
2. Quizlet set: Adverb – degrees of comparison, position, manner, frequency – [quizlet.com/546648126/adverb-degrees-of-comparison-position-manner-frequency-flash-cards/](https://quizlet.com/546648126/adverb-degrees-of-comparison-position-manner-frequency-flash-cards/).
3. Quizlet set: Adverb – Time – [quizlet.com/546649039/quizlet-set-adverb-time-flash-cards/](https://quizlet.com/546649039/quizlet-set-adverb-time-flash-cards/).
4. Quizlet set: Adverb – Place and direction, viewpoint, connecting – [quizlet.com/546649781/adverb-place-and-direction-viewpoint-connecting-flash-cards/](https://quizlet.com/546649781/adverb-place-and-direction-viewpoint-connecting-flash-cards/).
5. Quizlet set: Adverb – degree, measure, quantity – [quizlet.com/546650778/adverb-degree-measure-quantity-flash-cards/](https://quizlet.com/546650778/adverb-degree-measure-quantity-flash-cards/).

## Unit 13. THE PREPOSITION

### Recommendations for study: Unit 13

**Unit objectives:** study the information about the preposition and do the exercises provided.

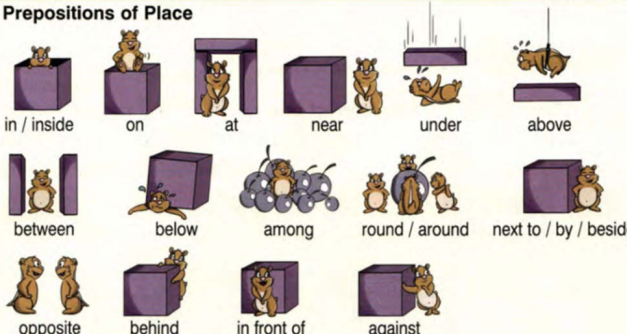
### After this unit students will:

- learn about different types of the preposition and its function in various types of sentences;
- be able to use the preposition appropriately in speech and writing;
- acquire skills in structuring their sentences, showing relationships between things to maintain coherence and cohesion of a text.

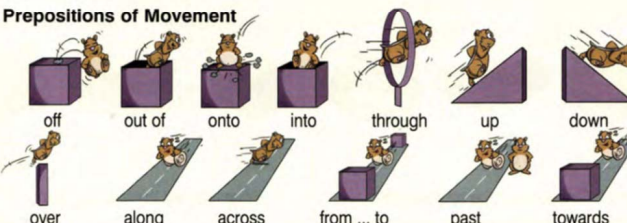
**Class type:** problem-based learning classes.

To fulfil the objectives of this unit, you should study the theoretical information and do the exercises below.

**Prepositions of Place**



**Prepositions of Movement**



**in** + cities / towns / streets / the suburbs / an armchair / danger / the middle of / the queue  
**at** + house number (at 23 Oxford Street) / home / school / university / work / the bus stop  
**on** + the left / right / the floor / the outskirts / a chair / foot / holiday  
**by** + bus / taxi / car / helicopter / plane / train / coach / ship / boat / air / sea  
**BUT on** a / the bus / plane / train / coach / ship / boat - **in** a taxi / car / helicopter

(From New Round-Up 4)

- Prepositions as a class of words are used to show how things are related in space or in time, they may express abstract relation and serve to connect the words in a sentence.
- Accordingly, prepositions may be divided into **prepositions of place and direction** (*under, next to, towards, through, etc.*), **prepositions of time** (*after, before, till, at, for, during, etc.*), those **expressing abstract relations** (*by, with, because of, etc.*) and **dependent prepositions** (*interested in, depend on, on the whole, etc.*).
- There are many ‘small words’ in English such as ‘up, down, by, away’, etc. They can be used as prepositions or adverbs. A preposition must have an object (a noun or a pronoun). Prepositions are always followed by a noun group.

*Across the road; over the wall; down the mountain. He went up the stairs. Before the war, he lived in Kiev. We'll go there after dinner.*

An adverb does not need an object, so it is more closely related to a verb.

*Don't go near the fire! Stay away. We jumped back. I looked up and saw an airplane. I've read this book before. I never saw him after.*

- Some prepositions consist of more than one word (*in between, in front of, on top of, etc.*).
- Many prepositions have more than one meaning and many express similar meanings.

*The table is at the window. — Стол у окна. The lessons begin at 8 o'clock. — Занятия начинаются в 8. He works at a factory. — Он работает на заводе. They laughed at him. — Они смеялись над ним.*

- Note that most prepositions in the Russian language do not coincide with those in English.

*The book is on the table. — Книга на столе. He looked at me. — Он посмотрел на меня. I'm angry with him. — Я сержусь на него. I'm going to the South. — Я поеду на юг. I lived in the North. — Я жил на севере. I'm going there for three days. — Я поеду туда на три дня.*



## 13.1. Prepositions of Place and Direction

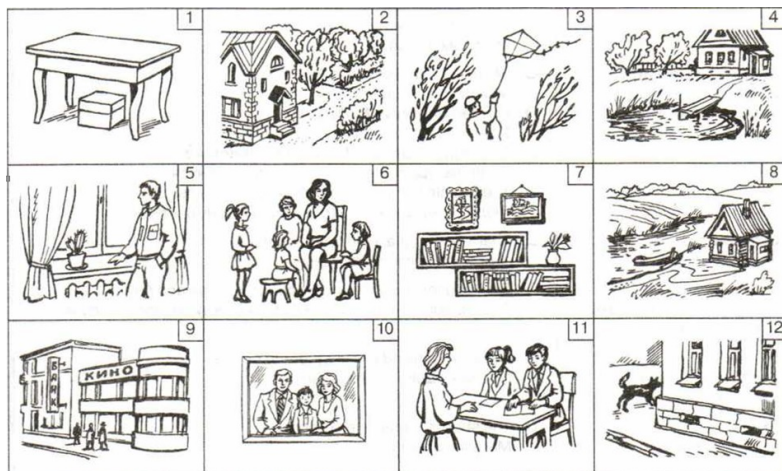
### 13.1.1. Prepositions of Place

<b>in front of (opposite)</b> перед/напротив/впереди	<i>A car stopped <b>in front of</b> the house. — Перед домом (напротив дома) остановилась машина. Please, go <b>in front of</b> me. — Пожалуйста, иди впереди меня</i>
<b>behind</b> за/сзади/позади	<i>The boy was hiding <b>behind</b> a tree. — Мальчик прятался за деревом. There was an orchid <b>behind</b> the house. — Позади дома был сад. Walk close <b>behind</b> me. — Иди за мной.</i>
<b>beside / next to / near (to) / by / close by</b> около / возле / у / рядом с	<i>Sit <b>beside</b> me. — Сядь рядом со мной (возле меня). The hotel is <b>near (to)</b> the station. — Гостиница рядом со станцией. My house is <b>by</b> the river. — Мой дом у реки</i>
<b>under/underneath/below</b> под/ниже/внизу	<i>We passed <b>under</b> a bridge. — Мы прошли под мостом. I looked <b>underneath</b> the bed. — Я заглянул под кровать. The temperature was five degrees <b>below</b> zero. — Температура была пять градусов ниже нуля. The people in the rooms <b>below</b> are very noisy. — Люди, живущие внизу (под нами), очень шумные</i>

<p><b>over/above</b> над/выше</p> <p><b>over:</b></p> <p>1) над; 2) свыше; 3) через/над; 4) prefix «пере-»</p>	<p><i>There was light <b>above/over</b> my head. – Над моей головой был свет.</i></p> <p><i>1) A lamp was hanging <b>over</b> the table. 2) There was <b>over</b> a hundred people at the meeting. 3) Chkalov was the first pilot to fly <b>over</b> the North Pole. 4) The boy climbed <b>over</b> the wall of the garden</i></p>
<p><b>between</b> между (двумя отдельными предметами) When boundaries are concerned, there may be more than two objects</p>	<p><i>The Mediterranean Sea is <b>between</b> Europe and Africa. – Средиземное море располагается между Европой и Африкой. Germany lies <b>between</b> Poland, France, Switzerland and Austria. – Германия расположена между Польшей, Швейцарией и Австрией</i></p>
<p><b>among</b> среди (более двух, в массе, толпе)</p>	<p><i>I saw him <b>among</b> the people (the crowd). Среди людей я заметил его</i></p>
<p><b>round</b> за (поворотом)</p>	<p><i>The shop is <b>round</b> the corner. – Магазин за углом</i></p>
<p><b>inside</b> внутри/внутри/в</p>	<p><i>Don't let the dog come <b>inside</b> the house. – Не разрешай собаке входить в дом. There is a woman waiting for you <b>inside</b> the cinema. – Внутри кинотеатра вас ожидает женщина</i></p>
<p><b>outside</b> снаружи/вне</p>	<p><i>The ATM is just <b>outside</b> the bank. – Банкомат находится на улице, (снаружи) у банка</i></p>

## Exercises

**Ex. 1.** Look at the pictures and complete the sentences.



(From English Grammar: Reference & Practice. Version 2.0.)

*Model:*

1. The box is under the table. — The box is under the table.
2. The garden is behind the house.
3. The kite is above the trees.
4. There is a pond near the house.
5. The man is standing by the window.
6. The woman is sitting with her children.
7. The bookshelves are below the pictures.
8. There is a nice little house on the river.
9. The bank is on the cinema in the main street.
10. The child is sitting between his father and mother.
11. The teacher is standing at his students.
12. The dog ran towards the corner.

**Ex. 2.** Fill in the gaps with the prepositions from the list below.

*over / beside / behind / below / in front of / among / near to / above / round / by*

*Model: The boy was hiding behind a tree. — The boy was hiding behind a tree.*

1. A servant held a large umbrella over his master's head.
2. Come and sit beside me.

3. I saw him \_\_\_ the crowd.
4. It is convenient living so \_\_\_ the station.
5. She would like to live \_\_\_ the sea.
6. The Earth moves \_\_\_ the Sun.
7. There are some trees \_\_\_ the house.
8. We were flying \_\_\_ the clouds.
9. When the sun sets, it goes \_\_\_ the horizon.



### Grammar in Context

**Ex. 3.** You are discussing the arrangement of pictures on the wall of your room with your friend. Translate the prepositions in brackets.

I think you should put the photo of this actress 1) **between** (между) the two flower pictures and the actor's photo 2) \_\_\_ (рядом) it. 3) \_\_\_ (под) them I'd place this beautiful landscape and 4) \_\_\_ (над) them this wonderful scenery. The Cathedral and the view of Rome are somehow lost 5) \_\_\_ (среди) all those bright pictures. Place them 6) \_\_\_ (над) all the pictures. Now, that's much better.



### Translation Practice

**Ex. 4.** Translate the sentences from Russian into English.

1. Бабушка разделила пирог между детьми.
2. Девушка стояла под деревом, шёл сильный дождь.
3. «Здесь есть телефон?» – «Да, у двери».
4. Кинотеатр прямо напротив остановки автобуса, рядом с кафе.
5. Кто этот человек, который сидит рядом с Мэри?
6. Мне расписаться (sign) на строке, над строкой или под ней?
7. Мы пролетаем над Сахарой.
8. Остановка автобуса за углом.
9. Перед театром красивый фонтан.
10. Рядом со мной свободное место, сядь рядом со мной.
11. Судья (referee) встал между сражающимися (fighting) боксёрами и остановил поединок.
12. Я плохо видела, так как передо мной сидел высокий человек.

### 13.1.2. Prepositions of Place 'at, in, on'

<b>at</b>	<i>at the bus stop</i> <i>at the table/door</i> <i>at the window/board</i>	около (вблизи) чего-либо
	<i>at the station/airpor</i> <i>at school / college / the lesson</i> <i>at home/work</i> <i>at the cinema/restaurant</i> <i>at the office/plant</i>	в общественном месте или учреждении
	<i>at 5 Weston Road</i> <i>at Mike's (place)</i>	при указании адреса с номером дома дома у кого-либо
<b>in</b>	<i>in Spain / in Europe</i> <i>in the South of France</i> <i>in the park / in the country</i>	в стране, регионе, местности
	<i>in London / in York / in a village</i>	в городе, поселке, деревне
	<i>in a little box / in the house</i>	внутри чего-либо
<b>on</b>	<i>on the sofa/grass/ on page 7</i> <i>on the top of the TV set</i>	на поверхности чего-либо
	<i>on the A34 road</i> <i>on the north coast</i> <i>on the Volga</i>	на поверхности чего-либо в виде вытянутой линии ( <i>road, river, railway, coastline</i> )
<b>at or in</b>	<i>at</i> – в общественном месте <i>in</i> – внутри здания <i>at</i> – адрес с номером дома <i>in</i> – название улицы	<i>I had a hard day at the office.</i> <i>I left my coat in the office.</i> <i>The university is at 25 Green Street.</i> <i>The live in Garden Lane</i>

#### Expressions with prepositions 'at, in, on'

##### at

- at the top/bottom of the page – вверху/внизу страницы
- at the end of the street – в конце улицы
- at/on the corner of the street – на углу улицы

- at the front/back of a building / hall / cinema / group of people – впереди / в передней части / в начале; в конце / в задней части здания / позади здания, зала, кинотеатра, группы людей
- at the traffic lights – у светофора
- at the seaside – у моря

### **in**

- in a row / in row five – в ряду / в пятом ряду
- on the front/back row – в первом/последнем ряду
- in a line/queue – в очереди
- in an armchair – в кресле
- on a chair – на стуле
- in a photograph/picture/mirror – на фотографии / на картине / в зеркале
- in the sky – на небе
- in the front/back of a car – впереди/сзади в машине
- in bed – в постели
- in hospital – в больнице
- in prison – в тюрьме
- in the water/sea/river – в воде/море/реке

### **on**

- on the right/left – справа/слева
- on the ground/first/second... floor – на первом/втором/третьем... этаже
- on a small island – на маленьком острове
- on the way to – на пути к
- on a farm – на ферме
- on the front/back of a letter/paper – на лицевой/оборотной стороне письма/документа

## **Exercises**

**Ex. 5.** Put 'at, in, on' in the correct position.

*Model: There is someone \_\_\_ the door. – There is someone at the door.*

1. Hello. This is Doris. Jim is \_\_\_ Athens \_\_\_ the 'Acropolis Hotel'.
2. I had a seat \_\_\_ the front row.
3. I'll see you \_\_\_ Fred's house.
4. I've applied for a job \_\_\_ the United Nations \_\_\_ Geneva.

5. It was very cold \_\_\_ the cinema.
6. Jack lives \_\_\_ a flat \_\_\_ Park Street \_\_\_ the third floor.
7. Meet me \_\_\_ the bus stop \_\_\_ the end of Bristol Road.
8. There is a good film \_\_\_ the cinema.
9. There was a note \_\_\_ the table. It was from Elsie. She had signed her name \_\_\_ the bottom.
10. They live \_\_\_ Coronation Street \_\_\_ number 32.
11. When we were \_\_\_ the south we stayed \_\_\_ a small hotel \_\_\_ the coast.

**Ex. 6.** Translate the prepositions in brackets.

*Model: I'll meet you \_\_\_ (в) the airport. – I'll meet you at the airport.*

1. Don't sit \_\_\_ (в) that armchair. It's broken. Sit \_\_\_ (на) that chair.
2. I wouldn't like an office job. I couldn't spend the whole day sitting \_\_\_ (за) a desk.
3. Our house is \_\_\_ (в) the end of the street.
4. Portsmouth is \_\_\_ (на) the south coast of England.
5. There's a report of the football match \_\_\_ (на) page 7 of the newspaper.
6. Turn left \_\_\_ (у) the traffic lights.
7. When I go to the cinema, I prefer to sit \_\_\_ (на) the front row.
8. Who is the man standing \_\_\_ (у) the door?
9. Who is that woman \_\_\_ (на) that photograph?
10. You'll find the sport results \_\_\_ (на) the back page of the newspaper.



### Translation Practice

**Ex. 7.** Translate the sentences from Russian into English.

11. В большинстве стран правостороннее движение (езды по правой стороне).
11. Моя мама встаёт очень рано, она работает на ферме.
12. Не разрешайте детям играть на улице.
13. Обычно мы пользуемся парадным входом, но есть ещё и другой вход позади здания.
14. Она проводит весь день, сидя у окна и наблюдая за тем, что происходит на улице.
15. Офис министра Бойля на третьем этаже слева.
16. Самые высокие американские небоскребы – в Чикаго.

17. У неё нет времени лежать в постели или смотреться в зеркало.  
 18. Я обычно покупаю кофе по дороге на работу.  
 19. Я прочла о несчастном случае на первой странице газеты.

### 13.1.3. Prepositions of Direction

<b>to</b> в/к/на	<i>He went <b>to</b> school / the door / the meeting. Он пошёл в школу / к двери / на собрание. go <b>to</b> America; fly <b>to</b> Moscow; go <b>to</b> the bank; be sent <b>to</b> prison; come <b>to</b> England; walk <b>to</b> work; go <b>to</b> a party; be taken <b>to</b> hospital; return <b>to</b> Italy; drive <b>to</b> the station; go <b>to</b> the theatre; go <b>to</b> bed</i>
<b>into</b> в (внутрь)	<i>Don't wait outside! Come <b>into</b> the house. — Не стой на улице. Заходи в дом</i>
<b>out of</b> из (изнутри)	<i>I took it <b>out of</b> the water. — Я достал это из воды</i>
<b>toward(s)</b> к / в направлении	<i>He was walking slowly <b>towards</b> the sea. — Он медленно шёл к (по направлению к) морю</i>
<b>from</b> от/из/с	<i>He travelled <b>from</b> Rome <b>to</b> London. — Он путешествовал из Рима в Лондон. He jumped <b>from</b> the wall. — Он прыгнул со стены. Bees go <b>from</b> flower <b>to</b> flower. — Пчёлы летают с цветка на цветок</i>
<b>off</b> с/со (чего-либо) от	<i>to fall <b>off</b> a ladder / a tree — упасть с лестницы / с дерева The ball rolled <b>off</b> the bench. — Мячик скатился со скамейки. Cut a bit <b>off</b> the rope, it's too long. — Отрежь кусок от верёвки; она слишком длинная</i>



<b>onto / on to</b> на (в направлении)	<i>The actor stepped <b>onto</b> the stage. — Актёр вышел на сцену. She tripped on a rock and fell <b>on to</b> the ground. — Она споткнулась о камень и упала на землю</i>
<b>past</b> мимо	<i>He walked <b>past</b> the house and turned right. — Он прошёл мимо дома и повернул направо</i>

### Moving in space

<b>across</b> через / поперек / по (поверхности)	<i>I live <b>across</b> the road/river. — Я живу через дорогу / за рекой. They went <b>across</b> the field / the ice. — Они шли через поле / по льду</i>
<b>over</b> через (что-то высокое)	<i>He jumped <b>over</b> the wall. — Он перепрыгнул через стену</i>
<b>through</b> через (сквозь, насквозь)	<i>The road went <b>through</b> a forest. — Дорога проходила через лес. The cat came <b>through</b> the window. — Кот проник через окно</i>
<b>along</b> по/вдоль	<i>We went <b>along</b> the street / the grass. — Мы шли по улице/траве. There are trees all <b>along</b> the road. — Вдоль дороги растут деревья</i>
<b>up/down</b> вверх/вниз	<i>The elevator was moving noisily <b>up</b> and <b>down</b>. — Лифт с шумом двигался вверх и вниз</i>
<b>(a)round/about</b> по, вокруг (без определенного направления)	<i>We were walking <b>around/about</b> the town. — Мы гуляли по городу. He's travelled <b>about/around</b> the world. — Он путешествовал по свету</i>

## Notes

### • arrive:

- 1) *arrive at* – a building, in a figurative way;
- 2) *arrive in* – a geographical location;
- 3) *arrive home*;
- 4) *arrive* + a prepositional phrase.

**But!** 'Arrive' is never used with 'to'.

*We just watched the scene in which Robyn **arrives at** the factory for the first time. A delegation of senior French ministers will **arrive in** London today. Quite independently, we all **arrived at** the same conclusion. The court will **arrive at** a final decision next week. When they finally **arrive home**, all they want to do is sleep. He **arrived on** the 5.30 train.*

## Exercises

**Ex. 8.** Fill in the gaps with the prepositions given below.

*across / along (2) / from (2) / into / off (2) / on / out of (2) / over / past / through / to (3) / up*

*Model: Be careful! Don't fall \_\_\_ the stairs. – Be careful! Don't fall off the stairs.*

1. A lot of English words came \_\_\_ Latin.
2. A man came \_\_\_ house and got \_\_\_ the car.
3. Go \_\_\_ this road \_\_\_ the cinema, \_\_\_ the bridge, and the hospital is \_\_\_ your left.
4. He earned money going \_\_\_ town \_\_\_ town.
5. I was walking \_\_\_ the road with my dog.
6. Please, take your feet \_\_\_ the chair.
7. The dog swam \_\_\_ the river.
8. The old road goes \_\_\_ the village.
9. They walked \_\_\_ me without speaking.
10. We walked \_\_\_ the hill \_\_\_ the house.
11. Why are you looking \_\_\_ the window?

**Ex. 9.** Put in a preposition of direction.

*Model: A book fell \_\_\_ the shelf. – A book fell off the shelf.*

1. A woman got \_\_\_ the car.
2. Fish can't live \_\_\_ water.
3. How far is it \_\_\_ here \_\_\_ the airport?
4. I enjoy looking \_\_\_ the window and watching the people in the street.
5. She was sitting with the back turned \_\_\_ the window.
6. The cat got \_\_\_ the house \_\_\_ the window.
7. The Moon travels \_\_\_ the Earth.
8. Three men pulled the cart \_\_\_ the ditch (канава).
9. We walked \_\_\_ the corner and saw the lost cat.
10. You can't talk to Mr. Green today. He is \_\_\_ town this week.

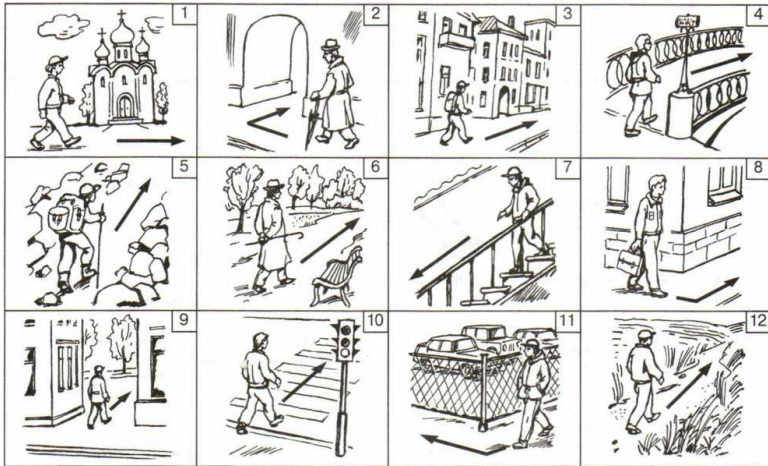
**Ex. 10.** Translate the words in brackets.

*Model: He took his handkerchief \_\_\_ (из) his pocket. – He took his handkerchief out of his pocket.*

1. At 6 o'clock, the taxi stopped \_\_\_ (у) the door, we got \_\_\_ (из) it and went \_\_\_ (на) the station.
2. He has just returned \_\_\_ (из) his flight \_\_\_ (на) the North.
3. He jumped \_\_\_ (в) the river and swam about.
4. He opened the door and went out \_\_\_ (на) the street.
5. He threw the letter \_\_\_ (в) the fire.
6. I have to return the book \_\_\_ (в) the library tomorrow.
7. I looked \_\_\_ (в) the window and saw a little boy running \_\_\_ (по) the street.
8. I've received a text \_\_\_ (от) my friend; he writes that he'll soon return \_\_\_ (на) the South.
9. Italy has to import coal and oil \_\_\_ (из) other countries
10. On my way home, I walk \_\_\_ (мимо) your office every day.

**Ex. 11.** Somebody asks you the way to a place. You say which way to go. Look at the picture and write sentences.

*Model: 1. Go past the church.*



(From English Grammar: Reference & Practice. Version 2.0.)

**Ex. 12.** Complete the sentences choosing the correct word or phrase.

*Model: When we arrive \_\_\_ (at/to/in/-) the hotel, we can have something to eat. — When we arrive at the hotel, we can have something to eat.*

1. You need to arrive \_\_\_ (at/on/in/-) 5 minutes before the meeting starts.
2. The senior managers arrived \_\_\_ (at/to/in/-) the decision after long discussion.
3. When did you arrive \_\_\_ (at/to/in/-) the country?
4. He usually arrives \_\_\_ (at/to/on/-) home at 6 o'clock.
5. I'll meet him when he arrives \_\_\_ (at/to/on/-) the office.
6. All this work suddenly arrived \_\_\_ (at/to/in/-) without warning.
7. How did you arrive \_\_\_ (at/to/on/-) such an enormous figure?
8. She should be arriving \_\_\_ (at/to/on/-) the one o'clock shuttle from Amsterdam.



## Grammar in Context

**Ex. 13.** Use the prepositions from the box to complete the sentences.  
*by / from / in (3) / in front of / on / out of / past / round*

### Two Legs in One Boot

It was late in the afternoon. Inspector Mayhew had an hour to go before he finished work for the day.

He sat 1) **in** his police car watching the traffic go 2) \_\_\_\_\_. Suddenly, he sat up! A woman in a blue car drove slowly 3) \_\_\_\_\_ and the inspector clearly saw a pair of man's legs sticking 4) \_\_\_\_\_ the boot! Inspector Mayhew immediately gave chase. The woman drove 5) \_\_\_\_\_ the town. The blue lamp 6) \_\_\_\_\_ top of the police car was flashing, but the woman paid no attention to it. The inspector finally got 7) \_\_\_\_\_ her and made her stop.

'What's the matter?' the woman asked.

'You've got a body 8) \_\_\_\_\_ the boot!' the inspector said.

There was a loud laugh 9) \_\_\_\_\_ the boot.

'But I'm alive,' the voice said. 'I'm a car mechanic, and I'm trying to find the cause of a strange noise 10) \_\_\_\_\_ the back of this car.'



## Translation Practice

**Ex. 14.** Translate the sentences from Russian into English.

1. Ворота были закрыты, нам пришлось перелезть (climb) через высокую стену и спрыгнуть с неё во двор.
2. Когда вы уезжаете в Испанию?
3. Марсель только что вернулся во Францию после двух лет, проведённых в Англии.
4. Мы едем в машине уже три часа, я бы с радостью вышел из машины и немного прошёлся пешком.
5. Мяч упал с балкона и выкатился на дорогу.
6. Наконец вдали мы увидели озеро и побежали к нему.
7. Холм был высоким, у меня не было сил (energy) въехать на него на велосипеде, и я повёл (push) его в гору.
8. Я потерял ключ, но мне удалось попасть в дом через окно.

## 13.2. Some Prepositions Confused

### 13.2.1. Prepositions 'between, among'

#### Notes

- 'Between' (между) is used for two people or things, 'among' (среди) – for more than two.
- 'Between' is also used when the speaker sees the surrounding objects separately, there are not very many of them and each one is clearly distinct from the other.

*Switzerland lies **between** France, Italy, Austria and Germany.*

- Words like 'divide' and 'share' are followed by 'between' when we use several singular nouns and to show a division between people, things or times.

*He **shared** his property **between** his wife, his daughter and his sister. I **divide** my time **between** teaching, writing and gardening. **Divide** this **between** you both.*

#### Exercises

**Ex. 15.** Choose the proper preposition.

*Model: The fleeing animal was soon lost between/among the trees. – The fleeing animal was soon lost among the trees.*

1. 'May misunderstanding never come between/among us,' said the bride to her groom.
2. Between/among all the days of the days of the week, I like Saturday best.
3. Between/among the Indians on the one hand and starvation on the other, the early settlers had the bad time of it.
4. Divide it equally between/among the two of you.
5. Don't smoke between/among the courses.
6. The three hikers couldn't divide their scanty (скудный) meal between/among them.

### 13.2.2. Prepositions 'beside, besides, except'

#### Notes

- 'Beside' means 'alongside of, at the side of'.
- 'Besides' means 'in addition to' or 'plus'.
- 'Except' means 'excluding' or 'minus'.
- 'Besides' can also be an adverb and act in the sentence as a parenthesis which is separated by commas.

- ‘Except’ and ‘besides’ = «кроме»: 1) «за исключением» — except; 2) «сверх, в дополнение, помимо» — besides.

*I haven't got the time, and **besides**, I am not interested. We sat **beside** the water. I haven't got any other living relations **besides** this cousin of mine. They are all relatives of mine **except** Olivia.*

*He doesn't know any foreign language, **except** German. — He knows two foreign languages **besides** German.*

### Exercises

**Ex. 16.** Choose the proper preposition.

*Model: The dog sat besides/beside his owner. — The dog sat beside his owner.*

1. Besides/beside the lake grew beautiful wild daffodils.
2. Divide this among/between you both.
3. Five others were late besides/except me.
4. Germany lies among/between the four countries.
5. He gets up very early besides/except Sunday.
6. How many people except/besides you are going to the game?
7. I like all colours except/besides grey.
8. I saw you among/between the crowd.
9. Nobody was late besides/except me.
10. They found nobody in the house besides/beside the caretaker.

**Ex. 17.** Fill in the blanks. Use ‘beside’ or ‘besides’.

*Model: Who's the pretty blonde sitting \_\_\_ Keith? — Who's the pretty blonde sitting beside Keith?*

1. \_\_\_ languages, we have to study literature and history.
2. \_\_\_ the apple tree we've got a few very tall pear trees in our garden.
3. ‘Perhaps you'll be lucky this time,’ he said as he settled himself \_\_\_ her in the car.
4. Don't stand \_\_\_ that wall — it doesn't look safe.
5. I don't feel like going anywhere. \_\_\_, it's starting to rain.
6. I don't like him; he is careless and lazy, and \_\_\_, he is impatient.
7. I don't like this dress; \_\_\_, it's too expensive.
8. It's too late to go out, and \_\_\_, you haven't done your work.
9. Who was at the theatre \_\_\_ Anne and John?



## Translation Practice

**Ex. 18.** Translate the sentences from Russian into English.

1. В саду никого не было, кроме пожилого человека с собакой.
2. Все были там, кроме моего друга Ивана.
3. Все пошли спать, кроме отца, у него много работы.
4. Кроме профессора Грина там было ещё несколько преподавателей.
5. Кроме этих двух сообщений я получил от неё ещё и электронное письмо.
6. Он просмотрел все новостные сайты, кроме сайта «Таймз».
7. Они получили много подарков, кроме вашего.
8. Столовая открыта каждый день, кроме воскресенья.
9. У него будет три экзамена кроме английского.
10. Я встретил на свадьбе всех наших родственников, кроме тёти Ани.

### 13.2.3. Prepositions 'across, over, through'

#### Notes

- 'Across': 1) for large areas; 2) movement through water.

*They are laying a pipeline **across** Siberia (the desert). She swam **across** the Channel.*

- 'Over': 1) for verbs like 'wander' (here and there); 2) for the obstacles like a wall / a fence.

*We wandered **over** the countryside (over the world). He jumped **over** the low fence.*

- 'Across' and 'over' both mean 'from one side to the other'.

*My house is **across/over** the road.*

- 'Through' refers to: 1) sth like a tunnel; 2) sth dense.

***through** a pipe; **through** a forest*

- With nouns like 'park', we can use either 'across' or 'through'.

#### Exercises

**Ex. 19.** Supply a fitting preposition: 'across, over, through'.

*Model: There was a small shop \_\_\_ the road. – There was a small shop across/over the road.*

1. He has traveled \_\_\_ Europe.
2. He is famous all \_\_\_ the world.



3. I looked \_\_\_ the hedge but saw nobody.
4. On my way to the office, I walked \_\_\_ the park every day.
5. She passed a comb \_\_\_ her hair.
6. The 'Greenpeace' is against a pipeline \_\_\_ Alaska.
7. The pipe is clogged, so nothing can flow \_\_\_ it.
8. The river is too broad, you can't swim \_\_\_ it.
9. The river Thames flows \_\_\_ London.
10. The road goes \_\_\_ the forest.
11. We ran \_\_\_ the field.

### 13.2.4. Prepositions 'in, into'

#### Notes

- 'In' is used only when no change from outside to inside is meant.
- 'Into' should be used when an area or a substance is penetrated.

*Forbidden to leave the premises, he spent his time walking **in** his garden.  
He walked right **into** the room without knocking.*

- When the area/substance is not mentioned, we use the adverb 'in'.

*Walk right **in**!*

#### Exercises

**Ex. 20.** Choose the proper word from the two.

*Model: He drove the nail in/into the wall as high as he could reach. — He drove the nail into the wall as high as he could reach.*

1. 'Let me in/into,' he cried, and forced the door by strength.
2. After searching all over the house, they found him walking in/into the garden.
3. He drove from France in/into Italy.
4. He thrust a pipe in/into his mouth and began to fill it.
5. How did he get in/into?
6. I divided the loaf in/into five parts.
7. Someone carelessly dropped a lighted cigarette in/into a pile of rubbish.
8. Something soft and slippery fell in/into her lap.



## Translation Practice

**Ex. 21.** Translate into English, using any necessary prepositions from the previous sections.

1. Ваш словарь на полке.
2. Мальчик бросил камень в воду.
3. Мы летим в Америку.
4. Мы спускались с холма.
5. Мы шли под огромными деревьями.
6. Над нами было голубое небо.
7. Он открыл дверь и выбежал из комнаты.
8. Он сейчас в Москве.
9. Она не шла, она бежала по улице.
10. Перед нашим домом стоит памятник Суворову.
11. Ребёнок упал с кровати.
12. Сядьте у окна.
13. Шёл сильный дождь, мы побежали к дому.
14. Я прочёл все рассказы, кроме этого.

**Ex. 22.** Translate into English, using any necessary prepositions from the previous sections.

1. В Австрии поезда часто проходят через тоннели.
2. Возле реки росли два больших дерева.
3. Кроме книг, которые вы мне дали, я прочёл несколько статей по этому вопросу.
4. Он вошёл в комнату, сел за стол и вынул свои книги из портфеля.
5. Он оставил пальто в театре, где смотрел новую пьесу.
6. Он работает в театре.
7. Они живут на улице Свердлова, дом 25.
8. Они не хотели заходить в дом и ждали нас на улице у дома.
9. Они шли за нами.
10. Пароход плыл вниз по реке.
11. Река текла между высокими берегами, устремляясь к морю.
12. У нас нет других книг, кроме тех, которые мы вам показали.

### 13.3. Prepositions with Forms of Transport

Types of vehicles or transport we use to travel (no article, no possessive pronoun, no possessive case before the means of transport) <b>by, on</b>	<i>by car / by bus / by bicycle – by road</i> <i>by boat / by ship – by sea</i> <i>by train – by rail</i> <i>by plane – by air</i> <i>on foot</i>
Physical position of the person (what transport he/she is in/on) (used with an article, an adjective, a possessive pronoun or the possessive case) <b>in</b> – for cars and taxis <b>on</b> –for bicycles and public transport	<i>in the car / in Nick's van / in a taxi / in a lorry</i> <i>on the bus / on my bicycle / on a big ship / on a liner / on a ferry</i> <i>on the train / on the 6.45 train / on the plane / on a jet</i>
<b>get in(to) / get out of</b> a car/taxi – сесть в / выйти из машины/ такси <b>get on / get off a bicycle/bus/train/ plane</b> – сесть на / сойти с велосипеда/поезда/автобуса/ самолёта <b>at... km/h</b> – на скорости... км/ч	<i>He got into the car and drove off.</i> <i>He jumped onto the old bus, which was empty.</i> <i>Mr. Ward got into his lorry.</i> <i>She was carried out of the ambulance.</i> <i>The car was traveling at 50 km an hour when the accident happened</i>

#### Exercises

**Ex. 23.** Complete the sentences with the prepositions given below.  
*at/by/in/on*

*Model: Do you like traveling \_\_\_ train? – Do you like traveling by train?*

- At last, the bus arrived, and I got \_\_\_ the bus.
- Get \_\_\_ the train! Quick! It's ready to leave.
- How long does it take from New York to Los Angeles \_\_\_ plane?
- I didn't feel like walking, so I came home \_\_\_ a taxi.
- I don't use my car very often. I prefer to go \_\_\_ my bike.
- I have to get \_\_\_ the train at the next stop.

7. I saw Jane this morning. She was \_\_\_ a bus which passed me.
8. Jane usually goes to work \_\_\_ bike or \_\_\_ foot.
9. The plane is flying \_\_\_ 600 miles an hour.

**Ex. 24.** Put in the correct prepositions.

*Model: We drove to the airport \_\_\_ a taxi. – We drove to the airport in a taxi.*

1. He went \_\_\_ plane, the last thing he wanted was to spend ten days \_\_\_ a boat.
2. I followed them \_\_\_ my car and saw that they jumped \_\_\_ the bus and ran into the nearest café.
3. It takes about half an hour to get home \_\_\_ my bike and about twenty minutes \_\_\_ the bus.
4. Since I broke my leg, I have to travel \_\_\_ bus because I can't get \_\_\_ the car.
5. The bus was so crowded that I could hardly get \_\_\_ it.
6. The passengers \_\_\_ the plane were beginning to panic.
7. This plane flies \_\_\_ supersonic speed.
8. We went for a trip up the Nile \_\_\_ a big boat called the 'Felucca'.

**Ex. 25.** Fill in the gaps with the correct prepositions from the previous sections.

*Model: I saw his name \_\_\_ a magazine, \_\_\_ the names of many other candidates. – I saw his name in a magazine, among the names of many other candidates.*

1. He was \_\_\_ his bedroom, hiding \_\_\_ his bed.
2. I met my husband \_\_\_ the bus when I was going \_\_\_ St. Petersburg \_\_\_ Vyborg.
3. Jo lives \_\_\_ 33 Sussex Street, \_\_\_ Cambridge.
4. Let's meet \_\_\_ the clock \_\_\_ Platform 10.
5. The New Year's Eve was beautiful – there were no clouds \_\_\_ the sky and the temperature was \_\_\_ zero.
6. The plane flew \_\_\_ the Baltic Sea far \_\_\_ the clouds.
7. We live \_\_\_ small village \_\_\_ the sea.
8. We met \_\_\_ Prague \_\_\_ a rock concert.
9. We walked \_\_\_ the main road and then turned right \_\_\_ the castle.

**Ex. 26.** Choose the correct option.

*Model: More than a thousand people came at/to the match. — More than a thousand people came to the match.*

1. Are you going at/to the cinema this evening?
2. David Bowie was born at/in London in 1947.
3. David didn't feel well while he was in/on the ship.
4. Get out of/from my house, or I'll call the police.
5. Her left leg had to be cut off above/over the knee.
6. I'm sorry, but no children beneath/under twelve are allowed.
7. Maria was walking in/into the garden picking flowers.
8. The noise was loud, so I put my hands above/over my ears.
9. There was a bird singing in the tree just outside / out of the window.

**Ex. 27.** Each of the words in bold is incorrect. Correct the mistakes.

*Model: My Australian cousins are coming **in** Russia next month. — My Australian cousins are coming **to** Russia next month.*

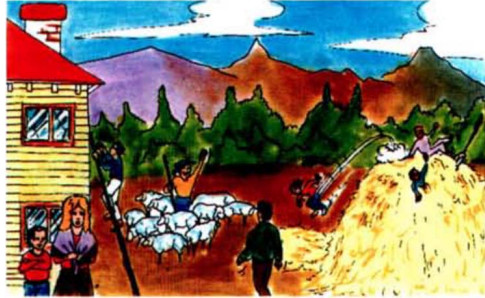
1. Could you go out **from** the room for a moment, please?
2. I'll meet you **in** the corner of your street.
3. The cup should be next **from** the kettle.
4. The TV's **on** the corner of the room.
5. There should be a broom **on** the back of the cupboard, somewhere.
6. There weren't any chairs, so we had to sit **at** the floor.
7. There's a photo of the author **at** the back cover of the book.
8. They should arrive **in** the airport in about an hour.
9. Turn left **on** the post office, then go straight on.
10. Walk **in** the station, but turn left a couple of blocks before you get there.
11. We should arrive **at** Paris at six in the morning.



## Grammar in Context

**Ex. 28.** Fill in the gaps with the correct preposition.

This is Sunnyside Farm. Farmer Smith is standing 1) **among** his sheep. His children are playing 2) \_\_\_ the haystack. One of them is jumping 3) \_\_\_ it, 4) \_\_\_ some more hay 5) \_\_\_. There's a ladder leaning 6) \_\_\_ the farmhouse, and a man is climbing 7) \_\_\_ it.



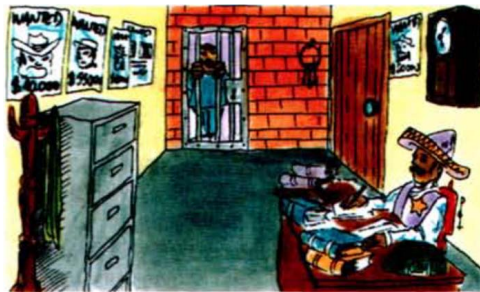
(From New Round Up 5)

Mrs. Smith is standing 8) \_\_\_ the farmhouse with a shawl 9) \_\_\_ her shoulders. Her son Jim is standing 10) \_\_\_ her. There's another man walking 11) \_\_\_ the haystack 12) \_\_\_ Farmer Smith.

This farm is 13) \_\_\_ middle of nowhere, and as you can get there 14) \_\_\_ train first and then 15) \_\_\_ car, the Smiths' friends come to visit them only 16) \_\_\_ holiday.

**Ex. 29.** Fill in the gaps with the correct preposition.

This is the Sheriff's Office in Mexico City. The Sheriff is sitting 1) **at** his desk. There are lots of papers and books 2) \_\_\_ his desk. There are some photographs of 'wanted' men all 3) \_\_\_ the office 4) \_\_\_ the walls. 5) \_\_\_ the Sheriff's head, there is a clock. A prisoner



(From New Round Up 5)

is looking 6) \_\_\_ the bars of the cell. A bunch of keys is hanging 7) \_\_\_ the cell 8) \_\_\_ the wall. 9) \_\_\_ the Sheriff's desk, there is a filing cabinet with a coat stand 10) \_\_\_ it. The prisoner is going to be transported 11) \_\_\_ New York 12) \_\_\_ train tomorrow.

**Ex. 30.** Fill in the gaps with the correct preposition if it is necessary.

Last year my family went 1) **on** holiday to Thailand. We went 2) \_\_\_ air; it was a very long journey, but we were very well looked after 3) \_\_\_ the plane by all the flight attendants. When we arrived 4) \_\_\_ the airport, we went directly to our hotel 5) \_\_\_ taxi. There was a lot of traffic 6) \_\_\_ the streets of the city, and there were many people walking 7) \_\_\_ the pavements. We stayed 8) \_\_\_ a large hotel 9) \_\_\_ the outskirts of Bangkok. We were given a wonderful suite 10) \_\_\_ the top floor of 11) \_\_\_ the hotel. The most enjoyable day I had was when we went 12) \_\_\_ a trip 13) \_\_\_ boat, down the river 14) \_\_\_ the crocodile farm. We had a wonderful holiday.

**Ex. 31.** Fill in the gaps with the correct preposition.



(From New Round Up 5)

This is 'Burger House'. 1) **behind/at** the counter, there is a waitress. 2) \_\_\_ the counter there are some people. A young woman is standing 3) \_\_\_ her children. The boy 4) \_\_\_ her is waiting to be served. The young lady 5) \_\_\_ her is listening to music. The waitress is putting a burger and a cup of cola 6) \_\_\_ a tray. A man has just come 7) \_\_\_ the door, and he's walking 8) \_\_\_ the queue. This 'Burger House' is not the most popular fast food restaurant 9) \_\_\_ our city as it is located \_\_\_ 10) the suburbs.

**Ex. 32.** Fill in the gaps with the correct preposition.

This is Newton High Street.

There are people walking

1) **up** and 2) \_\_\_ the street.

An old man is walking 3) \_\_\_ the road at the zebra crossing.

A young couple are walking

4) \_\_\_ the pavement 5) \_\_\_

the post office. A boy is

walking 6) \_\_\_ ‘Thompson’s

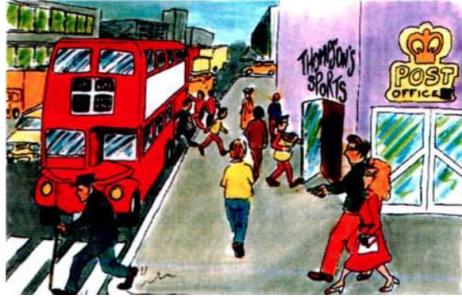
Sports’ shop. He’s holding

a bag 7) \_\_\_ his arms. 8)

\_\_\_ the bus stop, there is a bus. Some people are getting 9) \_\_\_ it while

some others are getting 10) \_\_\_ it. The bus goes 11) \_\_\_ the centre of town

12) \_\_\_ the outskirts.



(From New Round Up 5)

**Ex. 33.** Complete the sentence with ‘in’, ‘at’, ‘on’, or ‘to’ if it is necessary.

Columbus and his three ships started on the voyage 1) **to** America in

August 1492. They stopped first 2) \_\_\_ one 3) \_\_\_ the Canary Islands. On

12 October, they came 4) \_\_\_ the coast of the Bahamas. From there they

went 5) \_\_\_ Cuba, where one of the ships, the ‘Pinto’, left in search of gold

6) \_\_\_ an island called Babequo. Columbus continued with the other two

ships, and they came 7) \_\_\_ Hispaniola on 5 December. Unfortunately,

the flagship ‘Santa Maria’ ran aground 8) \_\_\_ a reef on Christmas Eve and

sank the next day. Columbus built a fort 9) \_\_\_ the shore and left some

of his men there because there was not room for all the men 10) \_\_\_ the

tiny ‘Nina’, the other ship. While he was on his way back 11) \_\_\_ Spain,

Columbus found the ‘Pinto’ again. The two ships left together but were

parted by a storm 12) \_\_\_ the North Atlantic. Both ships arrived 13) \_\_\_

Lisbon on 15 March within a few hours of each other.



**Ex. 34.** Complete the blog. Use prepositions.

We caught the ferry 1) **to** Dover and travelled 2) \_\_\_ the English Channel to France. Within an hour, we had arrived 3) \_\_\_ the ferry terminal 4) \_\_\_ Boulogne. We went to the market 5) \_\_\_ the main square where I bought some souvenirs to take back to my family in England. It was a beautiful day, so we had lunch 6) \_\_\_ the beach. It was very relaxing, with the sound of the waves and the seagulls flying 7) \_\_\_ our heads.

After lunch we walked 8) \_\_\_ the beach 9) \_\_\_ the old part of town. We walked uphill 10) \_\_\_ the narrow streets towards the castle, but when we got there, they told us we had to pay an admission fee to get 11) \_\_\_ the castle, so we didn't bother. Instead, we explored the old town for an hour. By then, it was time to go back 12) \_\_\_ the ferry terminal. All in all, it was a good day out.

### 13.4. Prepositions of Time

#### 13.4.1. Prepositions 'at, on, in'

<p><b>at:</b></p> <ul style="list-style-type: none"> <li>• exact time</li> <li>• meal times</li> <li>• points of time</li> <li>• festivals</li> <li>• age</li> <li>• moment/time</li> <li>• beginning/end</li> </ul>	<p><i>at 10 o'clock; at half past two; (at) what time..?</i>  <i>at lunch; at dinner</i>  <i>at night; at dawn; at midnight; at noon</i>  <i>at Christmas; at Easter</i>  <i>at the age of 14</i>  <i>at the moment / at present / at this/that time</i>  <i>at the same time / at the weekend</i>  <i>at the end of the month/match/film/January</i>  <i>at the beginning of the game</i></p>
<p><b>on:</b></p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• parts of the day</li> <li>• dates</li> <li>• anniversaries</li> <li>• festivals</li> <li>• particular occasions</li> </ul>	<p><i>on Monday(s); on Sunday</i>  <i>on Monday morning; on Sunday afternoons</i>  <i>on July 1st; on the 3rd of March</i>  <i>on your birthday</i>  <i>on New Year's Day; on Christmas Day</i>  <i>on that day</i></p>

<p><b>in:</b></p> <ul style="list-style-type: none"> <li>• parts of the day</li> <li>• months</li> <li>• years</li> <li>• seasons</li> <li>• centuries</li> <li>• periods</li> </ul>	<p><i><b>in the evening(s) / in the afternoon(s) / in the morning(s)</b></i></p> <p><i><b>in May</b></i></p> <p><i><b>in 2050; in the 1990s</b></i></p> <p><i><b>in (the) spring</b></i></p> <p><i><b>in the 20th century; in the Middle Ages</b></i></p> <p><i><b>in two years' time; in a few minutes; in the end (= finally); in two years</b></i></p> <p><i><b>in the past; in (the) future</b></i></p>
<p>Don't use at/on/in before:</p> <p><b>this, last, next, every, all, some, each, one, any</b></p>	<p><i><b>this morning / this week / this Monday</b></i></p> <p><i>Are you going out <b>this</b> Saturday?</i></p> <p><i><b>last August / last week / last Christmas</b></i></p> <p><i>The garden was lovely <b>last</b> spring.</i></p> <p><i><b>next Tuesday / next year</b></i></p> <p><i>We are going on vacation <b>next</b> week.</i></p> <p><i><b>every day / every week</b></i></p>

### Exercises

**Ex. 35.** Complete the sentences with the prepositions of time.

*Model: I start work \_\_\_ 8 o'clock. – I start work at 8 o'clock.*

1. \_\_\_ that day nobody worked at the office.
2. Are you busy \_\_\_ the moment?
3. Are you doing anything \_\_\_ Saturday evening?
4. Goodbye! I'll see you \_\_\_ a few days.
5. I always feel tired \_\_\_ the evening.
6. I didn't sleep well last night, somebody called \_\_\_ midnight.
7. I don't work \_\_\_ Saturdays.
8. I left school \_\_\_ 2019 and entered University \_\_\_ the 1st of September 2020.
9. I'm going on holiday \_\_\_ October.
10. We are going to the country \_\_\_ the weekend.
11. We live \_\_\_ the 21st century.
12. We met \_\_\_ lunch \_\_\_ Monday, and I haven't seen him since.
13. Where will you be \_\_\_ Christmas?

**Ex. 36.** Put in the prepositions of time if necessary.

*Model: I went to the cinema \_\_\_ last Sunday. – I went to the cinema last Sunday.*

1. I don't often go out \_\_\_ night, but \_\_\_ this night is a special one: my son is getting married.
2. I don't work \_\_\_ Mondays, but \_\_\_ last Monday I had to work – we're full \_\_\_ the end of the month.
3. I phone Robert \_\_\_ every Sunday, that's the first time I didn't manage it \_\_\_ Sunday.
4. I'm leaving \_\_\_ Friday, I go to my country house \_\_\_ every other Friday.
5. We usually go to France \_\_\_ summer, but it has become so crowded there that we decided to go to Spain \_\_\_ this summer.
6. 'Will you be at home \_\_\_ this evening?' – 'I'm afraid not, let's meet \_\_\_ the afternoon.'

**Ex. 37.** Complete the sentence with 'at', 'in', 'on', 'next', or 'last'.

*Model: The \_\_\_ time you visit us, you must stay for dinner. – The next time you visit us, you must stay for dinner.*

1. \_\_\_ two weeks' time, the first year at the university will be over!
2. Are you going to university \_\_\_ year?
3. Are you having a party \_\_\_ your birthday?
4. I haven't seen Helen since \_\_\_ month.
5. Peter managed to break his leg \_\_\_ the first day of his skiing holiday.
6. Take some warm clothes because the temperature drops \_\_\_ night.
7. Wait here, and I'll be back \_\_\_ a few minutes.
8. We didn't take a trip abroad \_\_\_ summer, but we're going to Crete this summer.
9. Your salary will be paid \_\_\_ the end of the month.

**Ex. 38.** Fill in the gaps with the correct preposition if it is necessary.

*Model: He'll be thirty years old \_\_\_ 13th March \_\_\_ the year 2030. – He'll be thirty years old on 13th March in the year 2030.*

1. \_\_\_ that particular day \_\_\_ February, I was ill in bed.
2. 'What are you doing \_\_\_ this weekend?' – 'Nothing \_\_\_ the moment.'

3. He arrived just \_\_\_ time to catch the bus.
4. I'd never go to the cemetery \_\_\_ midnight or \_\_\_ dawn.
5. I'm busy \_\_\_ the weekend – can we meet \_\_\_ next Thursday?
6. I'm so happy. \_\_\_ five days, I'll be a graduate and \_\_\_ autumn I'm going to work.
7. See you \_\_\_ Monday \_\_\_ about 11.30, then.
8. We usually go away \_\_\_ weekends, but we stay at home \_\_\_ Christmas and Easter.
9. Why don't you drop in \_\_\_ Christmas Eve \_\_\_ the morning?



### Grammar in Context

**Ex. 39.** Fill in the gaps with the correct preposition.

A footballer's life starts 1) **at** the weekend. Most people go out 2) \_\_\_ Friday night, but I have to be in bed 3) \_\_\_ 10 o'clock. 4) \_\_\_ Saturday, I get up 5) \_\_\_ 8 o'clock 6) \_\_\_ the morning and drive to the stadium 7) \_\_\_ noon. 8) \_\_\_ lunchtime, our manager talks about the team we are playing. We play most of our games 9) \_\_\_ the winter, and sometimes it can be hard to play 10) \_\_\_ a cold Saturday afternoon, especially 11) \_\_\_ January. It isn't much fun 12) \_\_\_ Christmas either. We play a lot of games 13) \_\_\_ the Christmas holiday. Although we don't play 14) \_\_\_ Christmas Day, we do play 15) \_\_\_ December 26th, so I can't eat or drink too much! It would be nice to spend more time with my family 16) \_\_\_ that day, but I can't.

**Ex. 40.** Fill in the gaps with the correct preposition.

I go to university every day 1) **at** 9 o'clock. Lessons start 2) \_\_\_ 9.15 am. 3) \_\_\_ Mondays and Tuesdays. 4) \_\_\_ Wednesdays, Thursdays and Fridays, they start 5) \_\_\_ 9.30 6) \_\_\_ the morning. Lessons finish 7) \_\_\_ 3.30 8) \_\_\_ the afternoon. 9) \_\_\_ Saturdays and Sundays, I don't go to university. We have two months off 10) \_\_\_ the summer, two weeks' holiday 11) \_\_\_ Christmas, and two weeks off 12) \_\_\_ Easter.



## Translation Practice

**Ex. 41.** Translate the sentences from Russian into English.

1. В Англии дети идут в школу в возрасте пяти лет.
2. Если нет облаков, вы можете видеть звёзды ночью.
3. Колумб открыл Америку в XV веке.
4. Мы всегда устраиваем вечеринку на Рождество, во время рождественских праздников никто не работает.
5. Мы идём в театр 14 февраля, мы обычно идём куда-нибудь (go out) в этот день.
6. Поспеши! Мы уходим через пять минут.
7. Телефон и дверной звонок зазвонили одновременно.
8. Я не буду дома утром. Позвоните мне, пожалуйста, в понедельник вечером.
9. Я приглашаю тебя на обед в ресторан на твой день рождения.

**Ex. 42.** Translate the sentences from Russian into English.

1. В назначенное время вечером мистер Грин не появился. Его секретарь сказал, что он вернётся через три дня.
2. В этот день мы проснулись на рассвете. Наше путешествие начиналось.
3. Кэрол вышла замуж в 17 лет, это было в 2007 году, 15 ноября.
4. Трудно слушать, когда все говорят одновременно.
5. «Ты хотела бы пойти в кино в пятницу вечером?» — «Прости, я не могу в эту пятницу. Давай пойдём в следующую пятницу».
6. Я люблю гулять по городу ночью. Так красиво и тихо вокруг.
7. Я оплачиваю все счета в начале месяца.
8. Я очень хочу спать. Я лёг в полночь, а встал в 6 утра.
9. Я позвоню тебе в субботу утром примерно в 10, хорошо?
10. Я сейчас занят, не могли бы вы позвонить мне в конце дня, примерно в 6 часов?

### 13.4.2. Prepositions 'for', 'during' and the conjunction 'while'

<b>for + period of time</b>	<i>I've lived in this house <b>for</b> twenty years. We watched the game <b>for</b> two hours. Are you going away <b>for</b> the weekend? I haven't seen you <b>for</b> ages</i>
<b>during + noun</b>	<i>We met a lot of interesting people <b>during</b> the holiday. It must have been raining <b>during</b> the night. We swam a lot <b>during</b> our holidays. I fell asleep <b>during</b> the film</i>
<b>while + clause</b>	<i>I fell asleep <b>while</b> I was watching the film. We saw Ann <b>while</b> we were waiting for the bus. We swam a lot <b>while</b> we were on holiday</i>

#### Exercises

**Ex. 43.** Complete the sentences with the prepositions given below.  
*during/for/while*

*Model: Ron is going away \_\_\_ two weeks in summer. – Ron is going away for two weeks in summer.*

- \_\_\_ our stay in London, we visited a lot of museums.
- \_\_\_ we were in New York, we stayed at the 'Hilton'.
- I was running high temperature \_\_\_ three days.
- I'll call you some time \_\_\_ the day.
- I'm going to France next week. I hope to visit Paris \_\_\_ I'm there.
- I've been living in Germany \_\_\_ a year.
- I've been waiting for you \_\_\_ half an hour. What have you been doing?
- My husband usually reads \_\_\_ I watch TV.
- Please don't speak to me \_\_\_ I'm reading.
- Tom and Ann usually go out on Saturday; they never go out \_\_\_ the week.



## Translation Practice

Ex. 44. Translate the sentences from Russian into English.

1. В течение дня солнце даёт нам свет и тепло.
2. Во время матча шёл дождь, но никто не уходил, пока играла наша команда.
3. Во время обеда никто не разговаривал.
4. Кто-то разбил окно, пока я спал. Ты ничего не слышал?
5. Мои тётя и дядя жили в Лондоне четыре года.
6. Моя дочь прислала нам много открыток, пока была в Испании во время каникул.
7. Пока есть жизнь, есть надежда.
8. Пока он жил в Италии, он изучал музыку.
9. Присядьте, пожалуйста, пока вы ждёте.
10. Я обычно не смотрю телевизор в течение дня, но вчера я был болен и смотрел телевизор три часа.
11. Я уезжаю на несколько дней. Вы можете жить в моей квартире, пока я отсутствую.

### 13.4.3. Prepositions 'before, till/until, by'

<b>before</b> – ранее, чем; перед	<i>two days <b>before</b> Christmas</i> <i><b>before</b> the war/revolution</i> <i><b>before</b> Christ (BC) – до Рождества Христова</i> <i>They arrived <b>before</b> holidays. –</i> <i>Они приехали до начала каникул</i>
<b>till/until</b> – пока, до <b>But!</b> as a conjunction – до того времени когда; до тех пор как; пока <b>till now</b> – до сих пор <b>till then</b> – до тех пор	<i>Let's wait <b>till</b> the rain stops. –</i> <i>Давай подождём, пока закончится дождь.</i> <i>I'll wait <b>until</b> ten o'clock. –</i> <i>Я подожду до 10 часов.</i> <i><b>Until then, I had known nothing about it. –</b></i> <i>До того времени я ничего не знал об этом</i>
<b>under</b> – до (о возрасте)	<i>children <b>under</b> sixteen – дети до 16 лет</i>

<b>from... to...</b> – от... до...	<b>from</b> <i>Romulus</i> <b>to</b> <i>our time</i> – <i>от Ромула до наших дней</i>
<b>by</b> – к определенному моменту <b>by the time</b> sth happens – к тому времени как <b>by then / that time</b> – к тому времени (в прошлом)	<i>You should have received the parcel <b>by Monday.</b></i> – <i>К понедельнику ты должен был бы уже получить посылку.</i> <i><b>By the time</b> I finished, I was very tired.</i> – <i>К тому времени, как я закончил, я очень устал</i>

### Exercises

**Ex. 45.** Put in prepositions ‘before, till/until, by’.

*Model: He works from morning \_\_\_ night day after day. – He works from morning till night day after day.*

- \_\_\_ going to sleep, I read a few pages of my book.
- \_\_\_ now, I knew nothing about it.
- Everybody is nervous \_\_\_ exams.
- I always have breakfast \_\_\_ going to work.
- I was tired this morning, so I stayed in bed \_\_\_ half past ten.
- I’ll wait \_\_\_ 10 o’clock. I have very little time to spare.
- I’ve sent the parcel today, so I think they’ll receive it \_\_\_ Monday.
- Tom’ll be away \_\_\_ Monday.
- We’d better hurry. We have to be at home \_\_\_ 5 o’clock.
- Where is Ann? She should be here \_\_\_ now.

**Ex. 46.** Translate the prepositions in brackets.

*Model: Your name comes \_\_\_ (перед) mine on the list. – Your name comes before mine on the list.*

- \_\_\_ (перед) going to a foreign country, it’s a good idea to learn a few words of the language.
- Don’t wait for me. I’ll be working \_\_\_ (до) 10 o’clock, so I hope I’ll finish this work \_\_\_ (к) Friday.
- I hope to finish this work \_\_\_ (к) the end of the month.
- I’m going to ask you a question. Think carefully \_\_\_ (перед) answering it.



5. If we leave now, we'll be at your mother's \_\_\_\_ (к) 12 o'clock. Just in time for lunch.
6. Let's have a cup of coffee \_\_\_\_ (до) going out.
7. Let's wait \_\_\_\_ (до) arrival of the delivery guy and then call them.
8. We don't expect the director \_\_\_\_ (до) the end of the week.

#### 13.4.4. Prepositions 'since, from, in time, on time'

с, от (какого-либо момента)	
<p><b>from</b> – indicates the starting point of an action which is no longer going on at the present moment</p> <p><i>He works <b>from</b> eight till four.</i></p> <p><i>Tomorrow he'll work <b>from</b> ten. –</i>  <i>Он работает с 8 до 16. Завтра он будет работать с 10.</i></p> <p><i>He studied English <b>from</b> the age of five. –</i>  <i>Он изучал английский с пяти лет</i></p>	<p><b>since</b> – the action started in the past and is still going on at present; used with Perfect tenses</p> <p><i>I've been working <b>since</b> 12 o'clock. –</i>  <i>Я работаю с 12 часов (и всё ещё работаю).</i></p> <p><i>I haven't seen him <b>since</b> Monday. –</i>  <i>Я не видел его с понедельника</i></p>
<p>'From' is used with the following adverbs of place and time:</p> <p><b>from there</b> – оттуда</p> <p><b>from here</b> – отсюда</p> <p><b>from nowhere</b> – ниоткуда</p> <p><b>from then</b> – с тех пор</p> <p><b>from now</b> – с этих пор, отныне</p> <p>Set expressions with 'from':</p> <p><b>from (the) beginning to (the) end</b> – с начала до конца</p> <p><b>from day to day</b> – со дня на день</p> <p><b>from morning till night</b> – с утра до ночи</p> <p><b>from time to time</b> – время от времени</p>	<p><b>since (conjunction)</b> – с тех пор, как; так как, поскольку</p> <p><i>I haven't seen him <b>since</b> he returned from London. –</i>  <i>Я не видел его с тех пор, как он вернулся из Лондона.</i></p> <p><i><b>Since</b> you are busy, I'll do the work. –</i>  <i>Поскольку ты занят, я выполняю эту работу</i></p>

<b>on time</b> – вовремя, в срок (как запланировано)	<b>(just) in time</b> – к определенному времени (успеть к; не позже, чем)
<i>The train left <b>on time</b> (according to the schedule). –</i> <i>Поезд отправился вовремя (со- гласно расписанию).</i> <i>I'll meet you at 7.30. Please, be there <b>on time</b>. –</i> <i>Я буду ждать тебя в 7.30.</i> <i>Пожалуйста, приди вовремя</i> <i>(не опаздывай)</i>	<i>Will you be home <b>in time</b> for dinner? –</i> <i>Ты будешь дома к обеду?</i> <i>I want to get home <b>in time</b> to see the football match. –</i> <i>Я хочу прийти домой к началу</i> <i>футбольного матча (вовремя,</i> <i>чтобы посмотреть...)</i>

### Exercises

**Ex. 47.** Translate the preposition in brackets.

*Model: She hasn't been home \_\_\_ (c) her marriage. – She hasn't been home since her marriage.*

- \_\_\_ (c) October the weather has been awful.
- He has been here \_\_\_ (c) Monday.
- He said he had been waiting for you \_\_\_ (c) 5 to 7 p.m. You had never come.
- I've been waiting here \_\_\_ (c) 5 o'clock.
- It usually rains here \_\_\_ (c) November to February.
- My younger boy has been using computer \_\_\_ (c) the age of four.
- Richard has been in Canada \_\_\_ (c) January.
- The library is open \_\_\_ (c) 9 a.m. to 8 p.m.
- Where have you been \_\_\_ (c) our last meeting?

**Ex. 48.** Complete the sentences with 'in time / on time'.

*Model: It's a very good train service here. The trains always run \_\_\_\_\_. – It's a very good train service here. The trains always run on time.*

- Don't work yourself up, the play'll begin \_\_\_\_\_.
- Father is always very angry with me when I'm not \_\_\_\_\_ for dinner. He likes everything to be \_\_\_\_\_.
- I nearly sat down on a painted bench; he stopped me just \_\_\_\_\_.

4. I usually get up \_\_\_ to wash my hair and put my make-up on.
5. I'm having my evening frock dry-cleaned; they said it'll be ready \_\_\_ for me to wear it this evening.
6. My friend is sick, I hope he'll be fit \_\_\_ to go hiking.
7. Our car is being repaired. I hope it's ready \_\_\_ for our holiday.
8. Our head of department is very punctual, so our meetings always begin \_\_\_.

**Ex. 49.** Put in the correct preposition.

*Model: Let's go \_\_\_ a concert. — Let's go to a concert.*

1. Do you think you can finish the painting \_\_\_ Easter?
2. I've spent a day \_\_\_ York.
3. It's interesting to work \_\_\_ her.
4. She sat down \_\_\_ me and started looking \_\_\_ me.
5. She was standing \_\_\_ a crowd of children.
6. They are delivering the furniture \_\_\_ my flat \_\_\_ Tuesday.
7. We usually meet \_\_\_ the University.
8. We went \_\_\_ the field and then \_\_\_ the woods.

**Ex. 50.** Put in 'at, in, on' where necessary.

*Model: \_\_\_ Easter — at Easter*

\_\_\_ Friday; \_\_\_ 1944; \_\_\_ the evening; \_\_\_ Monday evening; \_\_\_ May; \_\_\_ next Sunday; \_\_\_ what time?; \_\_\_ supper time; \_\_\_ this Saturday; \_\_\_ Sunday afternoon; \_\_\_ next Monday; \_\_\_ 2021; \_\_\_ Tuesday; \_\_\_ Monday morning; \_\_\_ the afternoon; \_\_\_ April; \_\_\_ dinnertime; \_\_\_ this Friday; \_\_\_ Christmas; \_\_\_ Saturday evening; I don't know \_\_\_ what time it's now.

**Ex. 51.** Put in the correct preposition.

*Model: Stop shouting \_\_\_ me. — Stop shouting at me.*

1. Can you repair my watch \_\_\_ Tuesday? I'm leaving on Wednesday.
2. I found the contract \_\_\_ some old papers.
3. I sent it \_\_\_ London yesterday.
4. I went to see my father \_\_\_ Canada.
5. It's difficult to swim \_\_\_ the river.
6. Our house is \_\_\_ the wood and the river.
7. Somebody has parked \_\_\_ my garage door, so I can't get my car out.
8. We'll come and see you some time \_\_\_ Christmas and Easter.

**Ex. 52.** Complete the sentences with the appropriate time prepositions.

*Model: He was born \_\_\_ 1930, I think \_\_\_ May, 3. – He was born in 1930, I think on May, 3.*

1. 'Try to arrive \_\_\_ time \_\_\_ the future,' he said to me in a whisper.
2. G comes \_\_\_ F \_\_\_ the alphabet and \_\_\_ H.
3. He opened the bookcase \_\_\_ his writing table and took several books \_\_\_ it.
4. He was working at the painting \_\_\_ five weeks \_\_\_ the spring.
5. I expect to get an answer \_\_\_ him \_\_\_ a few days.
6. 'Mona Lisa', which is \_\_\_ the Louvre \_\_\_ Paris, was painted well \_\_\_ 400 years ago.
7. Our train stopped \_\_\_ five minutes \_\_\_ a small station.
8. Peggoty and I were sitting that night \_\_\_ the living room fire alone. I had been reading \_\_\_ her \_\_\_ crocodiles.
9. The 'Odeon' is directly \_\_\_ the bus station, a few metres \_\_\_ the square. If you're approaching it \_\_\_ west, turn \_\_\_ the left when you see the university \_\_\_ your right.
10. The temperature \_\_\_ the South Pole \_\_\_ winter is usually \_\_\_ 50 degrees \_\_\_ zero.



### Grammar in Context

**Ex. 53.** Complete the sentence with 'from, to, until, by, during'.

Some animals cannot survive 1) **from** autumn 2) \_\_\_ spring because of the cold weather. They hibernate (which means they sleep through the winter) as a way of keeping themselves alive 3) \_\_\_ the spring. Another reason for hibernation is that it is hard to find food 4) \_\_\_ the winter. 5) \_\_\_ the time winter comes, they need to have enough body fat to keep them alive while they hibernate. 6) \_\_\_ autumn, hibernating animals collect food for storage, and eat more food than usual. If there is a shortage of food at that time, the animal might not live 7) \_\_\_ spring when it can find its food again. 8) \_\_\_ the end of hibernation, the animals live off their body fat. 9) \_\_\_ hibernation, they lower their metabolic rate – the rate at which they use energy. Animals may hibernate for several months, but they do not remain completely inactive 10) \_\_\_ that time. Some hibernate in a series of short periods lasting 11) \_\_\_ a few days 12) \_\_\_ few weeks.

**Ex. 54.** Fill in the prepositions. Some can be used more than once; more than one answer is possible in some cases.

*across/by/down/for/into/on/over/past/round/through/to/towards/under*

Let me tell you how to get 1) **to** our place. Are you coming 2) \_\_\_ car? OK. You drive 3) \_\_\_ the A 1734 4) \_\_\_ Blackstone 5) \_\_\_ about twelve miles; go 6) \_\_\_ the first turn to Stroop, take the second turn and then go straight 7) \_\_\_ the crossroads, 8) \_\_\_ a petrol station, take the next right and drive 9) \_\_\_ the park. On the other side of the park, go 10) \_\_\_ the canal bridge, 11) \_\_\_ the hill, turn left 12) \_\_\_ the Market Square, keep straight on 13) \_\_\_ the railway bridge and you'll come 14) \_\_\_ Miller Street. It's probably best to park there because there isn't usually a space 15) \_\_\_ our house. We're just 16) \_\_\_ the corner from the post-office – 37 Jack Lane.

### 13.5. Prepositions Expressing Abstract Relations

#### 13.5.1. Prepositions 'by, with'

<p><b>by</b> – refers to method, means or agent</p> <p><i>This church was designed <b>by</b> Wren.</i></p> <p><i>He makes a living <b>by</b> teaching.</i></p> <p><i>The car was broken <b>by</b> a fallen tree</i></p>	<p><b>with</b> – indicates tools or instruments</p> <p><i>I can't cut it <b>with</b> this knife, it's dull.</i></p> <p><i>I saw it <b>with</b> my own eyes</i></p>
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#### Exercises

**Ex. 55.** Fill in the blanks with 'by' or 'with'.

*Model: My call was answered \_\_\_ the personal assistant, not the boss himself. – My call was answered by the personal assistant, not the boss himself.*

1. He rubbed the mirror \_\_\_ his sleeve and saw the face he couldn't recognize.
2. He took my hand \_\_\_ his both hands and shook it.
3. It was so difficult for her to walk \_\_\_ crutches.
4. She thought that the medicine prescribed \_\_\_ the doctor was sure to help.
5. She's hurt her arm \_\_\_ scissors.
6. The bridge was built \_\_\_ soldiers during the war.
7. The story told \_\_\_ him seemed to be true.

8. The wood was wet, so I couldn't burn it \_\_\_ a match.
9. They said that the old picture in my grandmother's bedroom was painted \_\_\_ a famous painter.
10. This information is given \_\_\_ a machine, so it should be checked.
11. When they played chess, she loved to play \_\_\_ white pieces.

### 13.5.2. Prepositions 'as, like'

<p><b>Like</b> is used to compare things. It can also mean 'such as' or 'similar to'.</p> <p><i>There is no one <b>like</b> John.</i></p> <p><i>We don't invite people <b>like</b> the Frosts.</i></p> <p><i>It was <b>like</b> a dream</i></p>	<p><b>As</b> means 'in the role of', 'in the capacity of'.</p> <p><i>I work <b>as</b> a receptionist.</i></p> <p><i>He acted <b>as</b> witness at his brother's wedding</i></p>
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### Exercises

**Ex. 56.** Choose the proper preposition.

*Model: They worked as/like beavers (бобр) to finish the cabin on time. – They worked like beavers to finish the cabin on time.*

1. As/Like a nurse, I can't approve of your decision to leave hospital so soon, but as/like a mother I understand you perfectly.
2. I feel as/like a fool having all this fuss made over me.
3. Stop that nonsense! You are acting as/like a baby.
4. The manager hired him to act as/like a fool in one of Shakespeare's plays.
5. The water felt as/like ice to her tender skin.



### Translation Practice

**Ex. 57.** Translate the sentences from Russian into English.

1. Его всегда уважали как судью и как человека.
2. Как юрист я бы этого не посоветовал.
3. Кто использовал эту вазу как молоток?
4. Лучше дома места нет!
5. Люди, как Джоунс, всегда так ведут себя.

6. На нём была шляпа, как эта, и зелёное пальто.
7. Однажды я работал водителем автобуса.
8. Он больше похож на мать, чем на отца.
9. Он ведёт себя, как король.
10. Он писал о Наполеоне как о государственном деятеле, а не как о солдате.
11. Пожилой человек бежал, как спортсмен.
12. Это выглядит, как золото, но я не уверена.

### 13.5.3. Prepositions 'about, on'

#### Notes

- We can use 'about' and 'on' to mean 'concerning'.
- 'On' is a formal way, for example, to describe a textbook.

*a textbook **on** physics*

- 'About' is informal.

*a book **about** animals*

#### Exercises

**Ex. 58.** 'On' or 'about'?

*Model: I've read a lot of books on/about animals. — I've read a lot of books about animals.*

1. At home, he often thought on/about his family, but at his work, he was supposed to dwell on/about other subjects.
2. At that time, Darwin's treatise (трактат) on/about animals was a scientific breakthrough.
3. He was the leader of the party; he reflected on/about the future of the country.
4. I know very little on/about plants.
5. Our professor delivered a lecture on/about the morphology (строение) of plants.
6. Read this article on/about the Antarctic.
7. Vitaliy Bianki wrote a lot of books on/about animals.

### 13.5.4. Composite Prepositions

<b>according to</b>	согласно (чему-либо)	<i>According to the schedule, the steamer arrives at 7 o'clock on Monday</i>
<b>in accordance with</b>	в соответствии с	<i>He acted <b>in accordance with</b> our instructions</i>
<b>as compared with</b>	по сравнению с	<i>The output has greatly increased <b>as compared with</b> the last year</i>
<b>as far as</b>	до (о расстоянии)	<i>I'll go with you <b>as far as</b> the station</i>
<b>as to / as for</b>	что касается	<i><b>As to / as for</b> our plans, we'll speak about them later</i>
<b>because of</b>	из-за	<i>We didn't go there <b>because of</b> the rain</i>
<b>by means of</b>	посредством	<i>It can be done <b>by means of</b> heat treatment</i>
<b>due to; owing to</b>	из-за, благодаря	<i>Our delay was <b>due to</b> the heavy traffic. — The team's success was largely <b>due to</b> his efforts. — We couldn't get there <b>owing to</b> the storm</i>
<b>thanks to</b>	благодаря	<i><b>Thanks to</b> his help, we could finish the work in time</i>
<b>except for</b>	за исключением	<i>Your essay is good, <b>except for</b> a few mistakes</i>
<b>in spite of; despite</b>	если не считать, несмотря на	<i>We finished the work in time <b>in spite of / despite</b> all the difficulties</i>
<b>instead of</b>	вместо	<i>We bought a new car <b>instead of</b> the old one</i>
<b>irrespective of</b>	независимо от	<i>In the US every person can study at a university, <b>irrespective of</b> age</i>



## Exercises

**Ex. 59.** Use the prepositions from the table above to complete the sentences.

*Model: Our success was \_\_\_ luck. — Our success was due to / owing to luck.*

1. \_\_\_ all his efforts, he failed.
2. \_\_\_ the Bible, God created the World in six days.
3. \_\_\_ this problem, I'll deal with it on Monday.
4. \_\_\_ you, I never want to see you again.
5. ' \_\_\_ your wishes, Sir, we've sent the flowers to this address.'
6. He's lost his job \_\_\_ bad health.
7. If you don't feel like it, I'll go there \_\_\_ you.
8. Shall we have fish \_\_\_ meat?
9. The books are placed on the shelves \_\_\_ authors.
10. The flights were cancelled \_\_\_ the strike.
11. They went out \_\_\_ the rain.
12. We followed them \_\_\_ the river and stopped as we had no boat.
13. We were late \_\_\_ heavy traffic on the road.

**Ex. 60.** Fill in the gaps with the prepositions given below.  
*among/as/at/beside/besides/between/by/except/in/into/like/with*

*Model: I left him standing \_\_\_ the wreck of his car. — I left him standing beside the wreck of his car.*

1. 'Let's go \_\_\_ that store first,' he suggested to his friend.
2. A man who wastes money is known \_\_\_ a spendthrift.
3. As soon as he saw the child fall \_\_\_ the water, he jumped after her.
4. He stayed \_\_\_ his aunt's during the whole of his childhood.
5. I acted \_\_\_ chairman at the meeting of our club yesterday.
6. I like wandering \_\_\_ the woods all by myself.
7. It's funny how she always talks \_\_\_ a distinguished professor!
8. She paused on the pavement, feeling the envelope \_\_\_ her fingers.
9. She was standing laughing \_\_\_ a crowd of her admirers.
10. The tall castle they had built \_\_\_ the water's edge had already disappeared.
11. There were two people \_\_\_ the station \_\_\_ me.
12. They travelled through all parts of Great Britain \_\_\_ Ulster.
13. What's the difference \_\_\_ a crow and a rook?



## Translation Practice

**Ex. 61.** Translate into Russian, using the proper prepositions.

1. В Греции, как и в Италии, при приготовлении пищи употребляют много оливкового масла.
2. В полдень жара в этих широтах (latitudes) очень сильная и приходится скрываться (take refuge) от неё в доме.
3. Все, кроме Пола, пришли вовремя.
4. Вы можете поехать туда на автобусе.
5. Их маленький домик стоял в лесу, спрятанный между большими деревьями.
6. Кто был вчера у Петровых кроме вас двоих?
7. Между ними нет большой разницы.
8. Миссис Пёрл положила последнюю страницу рукописи на диван рядом с собой.
9. Мы живём у моря; я каждый день вижу его из своего окна.
10. Он наколот (chopped) дрова топором и сложил их у печки.
11. Он работал водителем автобуса полгода.
12. Она медленно опустила руку (reached) в свою сумочку и достала очки.
13. Это только между нами (с тобой).
14. Я не люблю бывать среди незнакомых людей.
15. Я никогда не встречала таких, как ты.

**Ex. 62.** Translate into Russian using the proper prepositions.

1. Давай встретимся у «Пяти углов».
2. Какие могут быть тайны между нами!
3. Кроме того, что он съел три пирожных, он съел десять шоколадок!
4. Нынешнее лето я проведу у своей подруги под Москвой.
5. Он всегда открывает посылки ножом.
6. Он подошёл и сел рядом со мной на скамью.
7. Она сидела на стуле у двери.
8. Они привезли довольствие (supplies) на поезде.
9. Оставайся вечером с нами.
10. Пришли все, кроме ваших студентов.
11. Раздели это яблоко на четыре части.

12. Ты ведёшь себя, как подросток!
13. Ты теперь среди друзей.
14. Это место известно в городе как «Пять углов».



### Communication & Writing Practice

**Ex. 63.** You've moved with your parents to a new house. Write a letter to your English penfriend, describing your house both inside and outside.

*Dear...*

*I've just moved with my parents to our new house. It's very nice and I love it here. My house is... Inside...*

*My favourite room is...*

*I expect you to come and visit me.*

*Love,*

**Ex. 64.** Find a magazine picture and describe the positions of the people and the objects in it (about 10 sentences).

## 13.6. Dependent Prepositions

### Notes

- Many words are followed by a particular preposition or by different prepositions for different meanings, e.g. *laugh at / laugh with*. Always check in a dictionary for meaning and usage (**see Appendix 2**).

- **verb + preposition + noun**

*Everyone **laughed at** the cartoon. I can't **deal with** this problem. I **suffer from** panic attacks. You can **depend on** us. We **laughed about** it the next day. I'll **pay for** your ticket. I find it hard to **cope with** stress. How do they **differ from** one another? You can't **rely on** Tom to arrive on time. What does the word 'input' **refer to**?*

- **verb + preposition + noun/-ing**

*We **apologize for** the delay. I'm not **used to** studying late at night. They **succeeded in** making matters worse. Dr. Sims **specializes in** back problems. Let me **congratulate you on** your success. I **insist on** seeing the manager.*

- **verb + noun + preposition + noun**

*I always **confuse 'lie' with** 'lay'. I'll have to **discuss this with** your parents. They **blamed everything on** me. I **prefer tea to** coffee.*

- **verb + person + preposition + noun/-ing**

*They **accused** her of cheating. You **remind** me of someone I once knew. Can you **provide** us **with** a copy?*

- **adjective + preposition** (an adjective can be followed by different prepositions for different meanings, e.g. *be angry with sb / be angry about sth*)

*You're **right/wrong about** that. I'm not **sure about** the answer. I'm **sorry for** being late. Are you **afraid of** spiders? Are you **angry with** me? I'm **bored with** the same old routine. Kate isn't **keen on** animals. We were **shocked/annoyed by** the news. I'm **sorry/upset/angry about** that. Our town is **famous for** its cakes. Who is **responsible for** this mess? Speech is **different from** writing. I'm **annoyed with** you! I wish I was **good at** maths. Is your sister **married to** him? Are you **interested in** jazz?*

- **preposition + noun phrases**

*Is this boat **for sale**? We found the answer **in the end**. **In practice**, it doesn't work. Are we **in danger** (of + -ing)? It happens **on average** once a year. They received the letter **by mistake**. The bus was **out of control**. Sorry, I'm **out of practice**. Everything is **under control**. Are you **on holiday** here? That sounds good **in theory**. My little brother is **in trouble**. **In fact**, this is true. I think he did it **on purpose**. After running, I was **out of breath**. Don't worry, he is **out of danger**. I was **under the impression of...** There's no school tomorrow, **after all**.*



### Grammar in Context

**Ex. 65.** Complete the sentence with a suitable preposition.

Most people would expect a work environment to differ 1) **from** an educational environment. When you start your first job, you may find that you are not used 2) \_\_\_ the way that your colleagues behave. You may not understand what people are talking 3) \_\_\_\_. You may have to ask a lot of questions and worry that other people can't rely 4) \_\_\_ you. Or you may find it difficult at first to cope 5) \_\_\_ the demands your job places on you. But there is no reason to suffer 6) \_\_\_ feelings of anxiety. You have to concentrate 7) \_\_\_ learning the job and understanding the people around you. Don't worry that people are laughing 8) \_\_\_ you or making fun of you because you are new to the job. You'll soon learn to deal 9) \_\_\_ everyday problems and gain in confidence.

Don't be afraid to ask for advice, and you'll soon be congratulating yourself  
10) \_\_\_ your success.

**Ex. 66.** Complete the sentence with one suitable preposition.

1) **On** average, a yawn (зевок) lasts about six seconds. If you yawn 2) \_\_\_  
purpose in front of other people, they will start yawning. You might be  
3) \_\_\_ the impression that a yawn is a bad thing. People usually apologize  
4) \_\_\_ yawning when they are in meetings or lessons. We often assume that  
we yawn because we are bored 5) \_\_\_ something. People often yawn, for  
example, when they can't concentrate 6) \_\_\_ their work. However, we are  
7) \_\_\_ danger of simplifying the complex process of yawning. For example,  
athletes often yawn before races, and we can suppose that they are quite  
interested 8) \_\_\_ what they do. 9) \_\_\_ fact, scientists are not exactly sure  
why we yawn. Some believe that people yawn because they are suffering  
10) \_\_\_ a shortage of oxygen. Others think that it is part of our animal past,  
and we are showing our teeth to other people to make them afraid 11) \_\_\_  
us. Apparently, even if people read about the subject of yawning they start  
yawning 12) \_\_\_ the end. So, if this article has succeeded 13) \_\_\_ making  
you yawn, don't worry about it. You are just being normal, 14) \_\_\_ all.



### Self-study

1. Quizlet set: Prepositions of place – [quizlet.com/546653012/prepositions-of-place-flash-cards/](https://quizlet.com/546653012/prepositions-of-place-flash-cards/).
2. Quizlet set: Prepositions of direction, confusables, forms of transport – [quizlet.com/546653711/prepositions-of-direction-confusables-forms-of-transport-flash-cards/](https://quizlet.com/546653711/prepositions-of-direction-confusables-forms-of-transport-flash-cards/).
3. Quizlet set: Prepositions of time – [quizlet.com/546654719/prepositions-of-time-flash-cards/](https://quizlet.com/546654719/prepositions-of-time-flash-cards/).
4. Quizlet set: Prepositions expressing abstract relations, composite prepositions, dependent prepositions (nouns & adjectives) – [quizlet.com/546655304/prepositions-expressing-abstract-relations-composite-prepositions-dependent-prepositions-nouns-adjectives-flash-cards/](https://quizlet.com/546655304/prepositions-expressing-abstract-relations-composite-prepositions-dependent-prepositions-nouns-adjectives-flash-cards/).
5. Quizlet set: Prepositional verbs – [quizlet.com/496341512/prepositional-verbs-flash-cards/](https://quizlet.com/496341512/prepositional-verbs-flash-cards/).

## TEST YOURSELF

### 1. Quiz topic: the verb. Choose the correct item

1. I don't like this food. It \_\_\_ awful.

- a) is tasting
- b) has tasted
- c) tastes

2. I'm hungry. I think I \_\_\_ something to eat.

- a) 'll make
- b) make
- c) 'm making

3. Phone me as soon as you \_\_\_ home.

- a) 'll get
- b) get
- c) 've got

4. They \_\_\_ to America last summer.

- a) had travelled
- b) have travelled
- c) travelled

5. Did Ann \_\_\_ work in the UK before she came to Italy?

- a) use
- b) used to
- c) use to

6. Dave \_\_\_ in York for 6 years before he decided to move to London.

- a) worked
- b) had been working
- c) was working

7. By the time Laura arrived at the party, most of the guests \_\_\_.

- a) already left
- b) have already left
- c) had already left

8. As she \_\_\_\_ home from work, she ran into her old school friend.
- a) walked
  - b) was walking
  - c) had been walking

9. Bridget was upset because she \_\_\_\_ the exam.
- a) won't pass
  - b) hasn't passed
  - c) hadn't passed

10. 'What \_\_\_\_ we have for dinner?'
- a) will
  - b) do
  - c) are

11. John \_\_\_\_ questions! He's so boring.
- a) always asks
  - b) has always been asking
  - c) is always asking

12. He is a famous singer. He \_\_\_\_ a lot of concerts so far.
- a) 's giving
  - b) 's given
  - c) gives

13. Before we knew what was happening, the car \_\_\_\_ into a tree.
- a) has crashed
  - b) crashed
  - c) had crashed

**2. Quiz topic: the Passive Voice. Choose the correct item**

1. I promise that flowers \_\_\_\_ to her tomorrow.
- a) will be sent
  - b) are sent
  - c) will have been sent

2. For two years Tyler \_\_\_\_ that his brother was dead.
- a) was told
  - b) was being told
  - c) had been told

3. I'm afraid the letters \_\_\_ by the time you come.

- a) won't be typed
- b) aren't typed
- c) won't have been typed

4. This strange man \_\_\_ twice this week.

- a) is seen
- b) has been seen
- c) was seen

5. His friend \_\_\_ by a grenade which explored under his car.

- a) was killed
- b) has been killed
- c) had been killed

6. Switch on the radio. The President's speech \_\_\_ now.

- a) is broadcast
- b) is being broadcast
- c) will be broadcast

### 3. Quiz topic: the noun. Choose the correct item

1. The \_\_\_ are in the cupboard on the left.

- a) milk
- b) bread
- c) rice
- d) beans

2. Which of the following is NOT correct? 'Would you like another slice of \_\_\_?'

- a) bread
- b) milk
- c) cake
- d) ham

3. There were \_\_\_ mistakes in my homework this week.

- a) fewer
- b) less
- c) much
- d) little



4. Which of the following is NOT correct? 'The guidebook was full of useful \_\_\_\_, like where to find a good restaurant or a cheap place to stay.'

- a) advices
- b) advice
- c) pieces of advice
- d) tips and advice

5. Which of the following is a countable noun?

- a) music
- b) money
- c) information
- d) job

6. Which of the following is NOT correct? 'Would you like \_\_\_\_ wine?'

- a) some
- b) a
- c) a glass of
- d) a little

**4. Quiz topic: the article. Choose the correct item**

1. Who do you think is \_\_\_\_ best football team in the world?

- a) a
- b) an
- c) the
- d) —

2. Have you ever seen \_\_\_\_ UFO?

- a) a
- b) an
- c) the
- d) —

3. I saw James walking down \_\_\_\_ Oxford St. the other day.

- a) a
- b) an
- c) the
- d) —

4. What's your \_\_\_ email address?

- a) a
- b) an
- c) the
- d) –

5. I'm just popping out to \_\_\_ post office.

- a) a
- b) an
- c) the
- d) –

6. Drinking a lot of \_\_\_ water is good for you.

- a) a
- b) an
- c) the
- d) –

**5. Quiz topic: the pronoun. Choose the correct item**

1. \_\_\_ my sister and I have blue eyes, but my brother's are brown.

- a) Either
- b) Neither
- c) Both
- d) Either of

2. Neil spent the \_\_\_ night revising for his exam.

- a) all
- b) most
- c) whole
- d) much

3. The two cyclists blamed \_\_\_ for causing the accident.

- a) itself
- b) them
- c) each other
- d) himself

4. I've got several pens – you can use one of \_\_\_\_.

- a) my
- b) me
- c) myself
- d) mine

5. \_\_\_\_ the cinemas are showing the new Christopher Nolan film.

- a) Both of
- b) Both
- c) Neither of
- d) all of the above

6. I can lend you \_\_\_\_ money if you need it.

- a) some
- b) much
- c) any
- d) little

**6. Quiz topic: the adjective. Choose the correct item**

1. The plane flew \_\_\_\_ into the sky.

- a) higher and highest
- b) highest and highest
- c) higher and higher

2. The more the customer complained \_\_\_\_ the manager became.

- a) the angrier
- b) angrier
- c) the angriest

3. Africa is by far the \_\_\_\_ continent.

- a) hot
- b) hotter
- c) hottest

4. \_\_\_\_ you drive, the quicker we'll get there.

- a) Faster
- b) The faster
- c) The fastest

5. The music got louder and \_\_\_\_.

- a) louder
- b) loudest
- c) loud

6. Clothes seem to be getting \_\_\_\_ expensive all the time.

- a) most
- b) the more
- c) more and more

**7. Quiz topic: the adverb. Choose the correct item**

1. It's a pretty village but there's \_\_\_\_ anything to do here.

- a) hardly
- b) hard
- c) bare
- d) nearly

2. Terry goes to the gym \_\_\_\_.

- a) always
- b) every day
- c) usually

3. You need to think \_\_\_\_ about what to do.

- a) sensibly
- b) sensible
- c) sensibely

4. Don't drive \_\_\_\_ near schools.

- a) faster
- b) fast
- c) fastly

5. Mike is the \_\_\_\_ player in the team.

- a) worse
- b) bad
- c) worst

6. This is the \_\_\_\_ day of my life!

- a) most special
- b) more special
- c) specialist

**8. Quiz topic: the preposition. Choose the correct item**

1. We always visit my family \_\_\_\_ Christmas.

- a) on
- b) at
- c) in
- d) by

2. I'll see you \_\_\_\_ Friday.

- a) on
- b) at
- c) in
- d) by

3. It's really hot here \_\_\_\_ August.

- a) with
- b) by
- c) in
- d) at

4. I have been learning English \_\_\_\_ two years.

- a) since
- b) by
- c) for
- d) in

5. How can you fire me, after I've devoted my life \_\_\_\_ this company?

- a) on
- b) in
- c) at
- d) to

6. I'm not very good \_\_\_\_ repairing things.

- a) at
- b) for
- c) in
- d) about

## Keys to the tests

### 1. Quiz topic: the verb

1	2	3	4	5	6	7	8	9	10	11	12	13
c	a	b	c	c	b	c	b	c	a	c	b	c

### 2. Quiz topic: the Passive Voice

1	2	3	4	5	6
a	c	c	b	a	b

### 3. Quiz topic: the noun

1	2	3	4	5	6
d	b	a	a	d	b

### 4. Quiz topic: the article

1	2	3	4	5	6
c	a	d	d	c	d

### 5. Quiz topic: the pronoun

1	2	3	4	5	6
c	c	c	d	a	a

### 6. Quiz topic: the adjective

1	2	3	4	5	6
c	a	c	b	a	c

### 7. Quiz topic: the adverb

1	2	3	4	5	6
a	b	a	b	c	a

### 8. Quiz topic: the preposition

1	2	3	4	5	6
b	a	c	c	d	a

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*Irregular Verbs*

№	Infinitive	Past Indefinite	Past Participle	Translation
1	arise	arose	arisen	возникать
2	awake	awoke/awaked	awoke/awaked	будить; просыпаться
3	be	was, were	been	быть
4	bear	bore	born	рождать
5	bear	bore	borne	носить, выносить
6	beat	beat	beaten	бить
7	become	became	become	становиться
8	begin	began	begun	начинать, -ся
9	bend	bent	bent	гнуть, -ся, сгибать, -ся
10	bind	bound	bound	связывать
11	bite	bit	bit(ten)	кусать
12	bleed	bled	bled	истекать кровью
13	blow	blew	blown	дуть
14	break	broke	broken	ломать
15	breed	bred	bred	выводить, разводить
16	bring	brought	brought	приносить
17	broadcast	broadcast/ broadcasted	broadcast/ broadcasted	передавать по радио
18	build	built	built	строить
19	burn	burnt	burnt	гореть, жечь
20	burst	burst	burst	разрываться
21	buy	bought	bought	покупать
22	cast	cast	cast	бросать, кидать
23	catch	caught	caught	ловить, схватывать
24	choose	chose	chosen	выбирать
25	cling	clung	clung	прилипать, цепляться
26	come	came	come	приходить
27	cost	cost	cost	стоить

№	Infinitive	Past Indefinite	Past Participle	Translation
28	creep	crept	crept	ползать
29	cut	cut	cut	резать
30	deal	dealt	dealt	торговать; иметь дело
31	dig	dug	dug	копать
32	do	did	done	делать
33	draw	drew	drawn	тащить; рисовать
34	dream	dreamt/dreamed	dreamt/dreamed	видеть сны; мечтать
35	drink	drank	drunk	пить
36	drive	drove	driven	гнать; везти; ехать
37	dwell	dwelt	dwelt	обитать; останавливаться подробно
38	eat	ate	eaten	есть (принимать пищу)
39	fall	fell	fallen	падать
40	feed	fed	fed	кормить, -ся
41	feel	felt	felt	чувствовать
42	fight	fought	fought	бороться, сражаться
43	find	found	found	находить
44	flee	fled	fled	бежать, спасаться бегством
45	fling	flung	flung	кидать, бросать
46	fly	flew	flown	летать
47	forbid	forbade	forbidden	запрещать
48	forget	forgot	forgotten	забывать
49	forgive	forgave	forgiven	прощать
50	freeze	froze	frozen	замерзать, замораживать
51	get	got	got	получать; становиться
52	give	gave	given	давать
53	go	went	gone	идти, ехать

№	Infinitive	Past Indefinite	Past Participle	Translation
54	grind /grand/	ground	ground	точить; молотъ
55	grow	grew	grown	расти, выращи- вать
56	hang	hung/hanged	hung/hanged	висеть, вешать
57	have	had	had	иметь
58	hear	heard	heard	слышать
59	hide	hid	hid/hidden	прятать
60	hit	hit	hit	ударять; поражать
61	hold	held	held	держатъ
62	hurt	hurt	hurt	повредить, уши- бить; обидеть
63	keep	kept	kept	держатъ, хранить
64	kneel	knelt	knelt	становиться на колени
65	know	knew	known	знать
66	lay	laid	laid	класть
67	lead	led	led	вести
68	lean	leant/leaned	leant/leaned	прислоняться
69	leap	leapt /lept/ / leaped	leapt /lept/ / leaped	прыгать
70	learn	learnt/learned	learnt/learned	учиться
71	leave	left	left	оставлять, уез- жать
72	lend	lent	lent	давать взаймы, одалживать
73	let	let	let	позволять; сда- вать в наём
74	lie	lay	lain	лежатъ
75	light	lit/lighted	lit/lighted	зажигатъ, освещать
76	lose	lost	lost	терять
77	make	made	made	делатъ; заставлять
78	mean	meant	meant	значить; под- разумевать

№	Infinitive	Past Indefinite	Past Participle	Translation
79	meet	met	met	встречать
80	pay	paid	paid	платить
81	put	put	put	класть
82	read	read /red/	read /red/	читать
83	ride	rode	ridden	ездить верхом
84	ring	rang	rung	звонить; звенеть
85	rise	rose	risen	подниматься
86	run	ran	run	бежать
87	saw	sawed	sawn	пилить
88	say	said	said	говорить, сказать
89	see	saw	seen	видеть
90	seek	sought	sought	искать
91	sell	sold	sold	продавать
92	send	sent	sent	посылать
93	set	set	set	помещать, ставить; заходить (о солнце)
94	shake	shook	shaken	трясти
95	shave	shaved	shaven/shaved	брить, -ся
96	shed	shed	shed	проливать (слезы, кровь)
97	shine	shone	shone	сиять, светить
98	shoot	shot	shot	стрелять
99	show	showed	shown	показывать
100	shrink	shrank	shrunk	сморщиваться; сокращаться
101	shut	shut	shut	закрывать
102	sing	sang	sung	петь
103	sink	sank	sunk	погружаться, тонуть
104	sit	sat	sat	сидеть
105	sleep	slept	slept	спать
106	slide	slid	slid	скользить
107	smell	smelt/smelled	smelt/smelled	пахнуть; нюхать
108	sow /səʊ/	sowed	sown/sowed	сеять

№	Infinitive	Past Indefinite	Past Participle	Translation
109	speak	spoke	spoken	говорить
110	speed	sped	sped	спешить; ускорять
111	spell	spelt/spelled	spelt/spelled	писать/произ- носить слово по буквам
112	spend	spent	spent	тратить
113	spill	spilt/spilled	spilt/spilled	проливать
114	spin	span/spun	spun	прясть
115	spit	spat	spat	плевать
116	split	split	split	раскалывать, -ся
117	spoil	spoilt/spoiled	spoilt/spoiled	портить
118	spread	spread	spread	распространять, -ся
119	spring	sprang	sprung	прыгать
120	stand	stood	stood	стоять
121	steal	stole	stolen	красть
122	stick	stuck	stuck	приклеивать, -ся
123	sting	stung	stung	жалить
124	strike	struck	struck	ударять; басто- вать
125	strive	strove	striven	стремиться
126	swear	swore	sworn	клясться; бра- ниться
127	sweep	swept	swept	мести
128	swell	swelled	swollen	пухнуть, разду- ваться
129	swim	swam	swum	плавать
130	swing	swung	swung	качать, -ся; размахивать
131	take	took	taken	брать
132	teach	taught	taught	обучать, учить
133	tear /teə(r)/	tore	torn	рвать
134	tell	told	told	рассказывать
135	think	thought	thought	думать

№	Infinitive	Past Indefinite	Past Participle	Translation
136	throw	threw	thrown	бросать
137	tread	trod	trodden	ступать
138	understand	understood	understood	понимать
139	wake	woke/waked	woken/waked	будить; просыпаться
140	wear	wore	worn	носить
141	weep	wept	wept	плакать
142	win	won /wʌn/	won /wʌn/	выигрывать
143	wind /waɪnd/	wound /waʊnd/	wound /waʊnd/	заводить (часы); виться
144	write	wrote	written	писать

*Regular & Irregular verbs: difficult cases*

№	Infinitive	Past Indefinite	Past Participle	Translation
1	to fall	fell	fallen	падать
	to feel	felt	felt	чувствовать
2	to flow	flowed	flowed	течь, литься
	to fly	flew	flown	летать
3	to lay	laid	laid	класть, положить
	to lie	lay	lain	лежать
	to lie	lied	lied	лгать
5	to raise	raised	raised	поднимать
	to rise	rose	risen	подниматься
6	to strike	struck	struck	бить, ударять
	to stroke	stroked	stroked	гладить

*Dependent Prepositions***Prepositional Verbs**

<b>The preposition is kept in Russian</b>	
accuse sb of	обвинять кого-то в
agree to/with	соглашаться с чем-то
agree on/upon	прийти к соглашению по
apologise for	извиняться за
arrive at an agreement	прийти к соглашению
arrive at a compromise	прийти к компромиссу
arrive at a conclusion	прийти к заключению
arrive at a decision	прийти к решению
blame sth on	возложить вину за что-то на
call for/on	зайти за кем-то
confuse sb/sth with	перепутать кого-то/что-то с
congratulate sb on	поздравить кого-то с
cope with	справляться с
count on	надеяться, рассчитывать на кого-либо
depend on	зависеть от
deal with	иметь дело с
differ from	отличаться от
discuss sth with	обсудить что-то с
find fault with	придираться к
hear of	слышать о
insist on/upon	настаивать на
interfere with	вмешиваться в, мешать
laugh at	смеяться над
laugh about	смеяться из-за
look after	ухаживать, присматривать за
look at	смотреть на
make fun of	насмехаться над
pay attention to	обращать внимание на
pay for	заплатить за
put up with	(при)мириться с
refer to	ссылаться на
rely on/upon	полагаться на



send for speak about/of, to specialize in succeed in suffer from take care of talk about think of write about	посылать за говорить о, с специализироваться в преуспеть в страдать от заботиться о говорить о думать о писать о
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### **The preposition disappears in Russian**

account for comment on lie to listen to look for lose sight of make a fool of make use of operate on prefer sth to provide for provide sb with put an end to remind sb of take (no) notice of	объяснять комментировать лгать слушать искать потерять из виду дурачить использовать оперировать предпочитать что-то снабжать обеспечивать кого-то чем-то положить конец напоминать кому-то кого-то/что-то (не) замечать
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### **Prepositional Adjectives**

afraid of angry about angry with annoyed by annoyed with bored with different from famous for	бояться чего-то злиться из-за злиться на раздражён чем-то раздражён кем-то скучно из-за отличаться от знаменит чем-то
--	--

good/bad at	хорош/плох в
interested in	интересоваться чем-то
keen on	увлечён чем-то
married to	замужем за / женат на
responsible for	ответственен за
right/wrong about	прав/неправ в
shocked by	шокирован чем-то
sorry about	сожалеть о
sorry for	извиняться за
sure about	уверен в
upset about	расстроен из-за
used to	привык к

### Prepositional Nouns

after all	в конце концов
by mistake	по ошибке
for sale	продается
in danger of / out of danger	в опасности / вне опасности
in fact	на самом деле
in the end	в конечном итоге
in theory / in practice	в теории / на практике
in trouble	в беде
on average	в среднем
on holiday	в отпуске
on purpose	специально
out of breath	запыхавшийся
out of practice	разучиться
under control / out of control	под контролем / (выйти) из-под контроля
under the impression	под впечатлением

*Infographics*

*(созданы студентами групп ЛИНБ 1802а, б  
Тольяттинского государственного университета в рамках курса  
«Проектная деятельность»)*

## Past Simple × Past Perfect

**Finished actions in the past**

One bright starry night a king and a queen had a son.



**A series of actions in the past**

The boy grew up, studied sciences and explored the world.



**With the Past Continuous to express interruption of an action by another one**

When the whole country was celebrating the arrival of spring, the boy became a king.



**An action which was finished before another action in the past**

Even before the boy was born, his parents had known that he would become a king.



**How long to a point in the past**

By the time the boy became a king, he had studied for eighteen years.




### The Use of Articles with Geographical Names

**NO ARTICLE**



Continents: Asia, Europe, Africa...

Countries, cities, towns: Russia, Germany, China, Canada...

Mountain peaks: Everest, Elbrus...

A single island: Madagascar, Corfu...

Lakes: Lake Baikal, Lake Ontario.  
**BUT: THE Baikal, THE Ontario**

**ARTICLE "THE"**



Cardinal points of the compass: the South, the North, the East, the West.  
**BUT: from EAST to WEST, from NORTH to SOUTH.**

Island groups: the British Isles...

Oceans, seas, rivers, deserts, channels, canals: the Pacific, the Black Sea, the Nile, the Sahara, the Suez Canal.

**ARTICLE "THE"**



Regions: the Middle East, the Far East, the north of England...

When having a particularizing attribute: In his book W. Scott described **THE** England of the Middle Ages...

Mountain chains: the Urals, the Alps...

**BUT:**  
THE Soviet Union,  
THE United States,  
THE United Kingdom.



*The links to other infographics*  
(созданы студентами групп ЛИНБ 1702а, б, ЛИНБ 1802а, б  
Тольяттинского государственного университета в рамках курса  
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