

**Практическая грамматика
современного английского языка**
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Практическая грамматика современного английского языка

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Издательство: "Книжный Дом"

ISBN: 985-489-100-3

Формат: 84x108/32

Страниц: 688

Внешний вид: переплет

Тираж: 5030

Год выхода: 2005

От издателя

Книга представляет собой систематизированный курс грамматики (морфология и элементы синтаксиса), включающий в себя теоретический справочник, а также обширную практическую часть, ориентированную на развитие речевых навыков и умений. Коммуникативная направленность пособия определяет его специфику и отличие от традиционно используемых отечественных источников.

Данное пособие рассчитано на широкий круг пользователей, заинтересованных в углубленном изучении грамматики современного английского языка. Ими могут быть студенты вузов, учащиеся специализированных средних школ и гимназий, абитуриенты, слушатели курсов продвинутого уровня обучения.

Sentence Structure Types of Sentences

Sentences fall into four general groups - declarative, imperative, interrogative and exclamatory.

DECLARATIVE

A declarative sentence states facts or opinions; it ends with a period.

The class discussed a very important problem yesterday. The basic word order of an English sentence (a statement):

SUBJECT	VERB	OBJECT	ADVERBIALS
			How? Where? When?
I	learned	the poem	in class yesterday.
We	ate	our meal	in silence.

NOTE: We can also put the time reference at the beginning: *Yesterday the class discussed a very important problem.*

IMPERATIVE

An imperative sentence requests or demands action; it ends with a period. Some imperative sentences sound like questions. These sentences do not require a response in words; they suggest or require an action by someone.

Will you please call Dale Jennings.

Open / don't open the window.

EXCLAMATORY

An exclamatory sentence shows emotion; it ends with an exclamation point.

How well she dances!

INTERROGATIVE

An interrogative sentence asks a question; it ends with a question mark.

Are you leaving Minsk for Moscow tomorrow?

There are following **types of questions**:

1. "Yes/no"-questions, i.e. questions which can be answered 'yes' or 'no' (general questions).

The typical word order is **auxiliary verb + subject group + main verb + object + adverbial modifier**

Is she typing?

Has he been working?

2. "Wh"-questions (special questions).

The scheme of all types of special questions except questions about the subject of the sentence is **interrogative word + auxiliary verb + subject group + main verb + object + adverbial modifier**

When did she get the letter?

Mind the word order in questions about the subject of the sentence: **interrogative word + predicate + object + adverbial modifier**

Who plays the piano well?

3. Question tags (disjunctive questions).

Tags generally repeat auxiliaries, or *do / did*. A positive statement has a negative tag, a negative statement has a positive tag.

He is not friendly, is he?

You will help me, won't you ?

NOTE; a) It is possible for a positive tag to follow a positive statement, to express interest, or ask for confirmation.

So, you like working here, do you?

b) Tags with *will* and *won't* can be used after imperatives. *Don't drive so fast, will you?*

c) *Let's ...* has a tag formed with *shall*. *Let's have a drink, shall we ?*

d) Everyone / Someone / Anyone / No one —^— they? *Someone is knocking at the door, aren 't they ?*

4. "Or"-questions (alternative questions).

Are you a lecturer or a student!

5. Indirect questions.

Mind the direct word order in indirect questions. *I wonder if you can help me. He inquired whether he could see her.*

Sentence Elements

A sentence consists of words or word groups. Every sentence must have a subject and a predicate.

SUBJECT

The subject identifies "who" or "what" the sentence is about.

California is a large state.

If a subject is being described or modified, the subject and the modifiers become the complete subject.

Our branch office in California will be closing in April.

Subject	Ways of expression	Example
	Noun	<i>The station</i> was close to our house.
	Numeral	<i>Five</i> stayed away from the lecture.
	Verbals	<i>Smoking</i> is not allowed here. <i>To smoke</i> here means to violate the rules.
	Substantivised adjective	<i>The blind</i> usually walk with white sticks.
	Pronoun	<i>Nobody</i> saw him yesterday.

NOTE:

a) The pronoun *it* can be either a notional or a formal subject. In the latter case we must distinguish the *impersonal it*, the *introductory* or *anticipatory it* and the *emphatic it*.

The impersonal *it* is used to talk about times, distances, temperatures and weather. These words don't have another subject.

It is 8 a. m.

It will be cool tomorrow.

c.f. *There was a heavy snowfall last night.* (In sentences like this, the noun introduced by the construction *there is* is the subject.)

The introductory or anticipatory *it* introduces the real subject.

It's pleasant to lie in the sun.

The emphatic *it* is used for emphasis.

It was John who paid for dinner.

b) The subject can be expressed by the indefinite pronoun *one* or the personal pronouns *they*, *you*, *we* which refer to people in general. *They* is used when the speaker is excluded, *one* and *we* when the speaker is included.

They build new blocks of flats in our town. One / we must know this.

PREDICATE

The predicate indicates something about the subject. We distinguish *the simple predicate* and *the compound predicate*, which in its turn can be *nominal* or *verbal*.

They arrived in the morning.

He looked good-natured and happy.

I have to work for my living.

In the English language the predicate agrees with the subject in person and number.

She works in the marketing division.

NOTE:

a) Use a singular or plural predicate when two or more subjects are separated by *or* or *nor*. The predicate must agree with the subject closest to it.

The other secretaries or Jane has to solve the problem.

b) Use a singular predicate with such words as *each*, *everybody*, and *nobody*.

Nobody was laughing.

c) Use a plural predicate when the subject is *a number*. Use a singular predicate when the subject is *the number*.

A number of students fail in the exams every year. The number of car accidents has increased.

d) Use a singular predicate with periods of time or sums of money expressed as total units.

Five dollars is the amount of money I plan to donate for Sylvia's gift.

DIRECT OBJECT

The direct object usually follows a verb in a sentence. The subject acts on an item through the verb. The direct object answers the questions "what?" or "who?" to an action verb.

She bought a ring.

INDIRECT OBJECT

The indirect object precedes the direct object. A sentence may have a direct object and an indirect object. An indirect object indicates *to whom* or *for whom* or *to which* or *for which* the action of the verb is being performed.

We wrote them a letter, or We wrote a letter to them.

COMPLIMENT

Compliments name or describe the subject. They also appear in the predicate. Compliments that follow linking verbs are

predicate nouns or predicate adjectives; these are often called subject compliments. The compliments complete the meaning intended by the verbs.

He is a personnel manager.

Sam and Mary took a shortcut across the empty field.

MODIFIERS

Modifiers describe or limit other parts of speech.

Everyone agreed the new project would be an exciting challenge.

Your advice is very helpful.

Practice

7. Identify each of the sentences below according to their structure.

- 1) Close the window.
- 2) The house is on fire!
- 3) Bismarck is the capital of North Dakota.
- 4) Have you read any books by Jack London?
- 5) What a funny cartoon it is!
- 6) Please stand by!
- 7) I'm going on an excursion on Saturday.
- 8) Do you like travelling by train?
- 9) She met him at the party.
- 10) Let's go for a walk.

2. Arrange these groups of words in the right order. Add (.), (?), or (!). Describe each sentence as a statement, question, command or exclamation.

- 1) the coffee/don't spill
- 2) today's papers / have you seen
- 3) to meet you / how nice
- 4) my umbrella / where did you put
- 5) arrived / the train / fifteen minutes late
- 6) on time/the plane / won't arrive
- 7) for me / please / open the door
- 8) the bill / can't pay / 1 / he cried

3. Read the story and arrange the words in each sentence in the right order. Add capital letters and (,), (.), (!), or (?) in the right places. Retell the story.

A quiet sort of place!

My car / I parked / in the centre of the village - / *parked my car in the centre of the village.*

1. near a bus stop / an old man / I saw
2. "beautiful village / what a " / I exclaimed
3. "live here / how many people"
4. "seventeen people / there are" / the old man said
5. "here / have you lived / how long"
6. "all my life / I have lived here"
7. "isn't it / it's a quiet sort of place"
8. "here / a quiet life / we live
9. a cinema / we don't have / or a theatre
10. our school / five years ago / was closed
11. only one shop / we have
12. calls / a bus / once a day
13. here / in 55 B.C. / came / the Romans
14. since then / has happened / nothing"

4. ("**Yes/no**" - **questions**): *ask your partner questions about his / her food habits and then speak about them.*

1. Are you a good eater? Do you have a substantial breakfast in the morning? Do you normally drink coffee for breakfast?
2. Have you ever been to the Chinese restaurant? Is it very expensive to dine there?
3. Are you a vegetarian? Do you ever eat meat?
4. Do you care for fish? Are you good at cooking fish yourself?
5. Have you ever eaten asparagus? Does it taste good?
6. Are you a good cook? What is your specialty? Is it fish dish?
7. Are you on a slimming diet now?

5. ("**Wh**" - **questions**): *match the questions and answers.*

1. What's the longest word in the dictionary?
2. Where does Thursday come before Friday?
3. Which is easier to spell, seventeen or eighteen?
4. What begins with "t", ends with "t", and has "t" in it?
5. Why is an island like the letter "t"?
6. How should you dress on a cold day?
7. Why is the letter "e" lazy?
8. Why is there plenty of food in the desert?
 - a) Because of all the sandwiches (sand which is) there.
 - b) In a dictionary.
 - c) A teapot.
 - d) Because it's always in bed.
 - e) Smiles - because it's a mile from beginning to end.
 - f) Seventeen because it's spelt with more ease, (more "e" s)
 - g) Because it's in the middle of water, h) As quickly as possible.

6. *Choose the most suitable words in each sentence.*

- a) Let's go to London next weekend, shall we / won't we?
- b) You shouldn't have told me, did you / should you?
- c) Jim hasn't been waiting long, was he / has he?
- d) You won't tell anyone about this, do you / will you?
- e) You are not doing what I told you, do you / are you?
- f) Answer the phone for me, will you / do you?
- g) George can't have noticed, can he / has he?
- h) You've got to leave now, don't you / haven't you?
- i) Pam and Tim got married last year, didn't they / haven't they?
- j) I don't think John's very friendly, does he / is he?

7. *Supply the missing tag questions in the dialogue. The first sentences are done for you. Act the dialogue out.*

(Speakers: Peter and Sue.)

- Come on, Sue! The taxi's waiting! We're going to miss the train!

- All right! I'm coming! But the taxi's early, *isn't it?* You ordered it for 10 o'clock, *didn't you?*

- Well, it doesn't matter, *does it?* You know I can't stand being late for trains,.....? You've got everything now,.....? Or shall I have another quick look?
- Oh! You haven't said goodbye to the neighbours,.....?
- Hell! No!
- And you won't forget to give Mrs Williams the key,.....?
- Mrs Williams said she'd water the plants,.....?
- (In the taxi on the way to the station.)
- Oh! What about the newspapers? You did cancel them,?
- And the milkman already knows we're going away,.....?
- Well, I told him last week. He should remember,.....?
- Er ... I wonder if I turned the radio off ... But I must have done,.....?
- And I can't have left the coffee-maker on,.....?
- Oh, dear! And there is enough food for Mrs Williams to feed the cat,.....?
- Well, if there isn't, Mrs Williams can buy some.....?
- Damn! I didn't leave the train tickets in my other jacket,? Sue! Tell the driver to turn round! It ... er ... would probably be better to drive back home and get the next train,.....?

8. Analyse the ways of expressing the subject in the following sentences.

1. Many great men in England have been buried in Westminster Abbey.
2. Everyone is ready to help him.
3. Our cosmonauts have spent hundreds of hours in outer space.
4. One needn't go to a post-office to send a letter.
5. To send letters from one community to another was necessary even in ancient times.
6. There is a railway road connecting these two towns.
7. It is autumn.
8. He was late for the train.
9. It has been raining for two days.
10. He began to prepare for exams.
11. She stopped crying and looked at me hopefully.
12. He is considered to be a clever man.
13. His work is interesting and important.
14. Jack has to take a taxi.

9. Choose the form in parentheses that agrees with the subject.

1. Neither the children nor their father (know, knows) the time of Tom's arrival.
2. Neither Mike nor his friends (support, supports) this baseball team.
3. Everyone (was, were) excited.
4. A number of graduates (have, has) received scholarships from this department.
5. The winner of the award (is, are) to be chosen.
6. Those scissors (was, were) mine.
7. The police (is, are) on the alert for the escaped convict.
8. Most of our furniture (is, are) in storage.
9. All of the money (was, were) stolen.
10. Tom and his cousins (belong, belongs) to the club.
11. A pile of newspapers (was, were) stored in there.
12. My handwriting and spelling (has, have) improved.

Sentence length

Sentence length varies; it depends on the type of sentence. The types of sentences include the simple sentence, compound sentence, complex sentence, and compound - complex sentence.

SIMPLE SENTENCE

A simple sentence is a complete thought with a subject and a predicate.

She is typing now.

COMPOUND SENTENCE

A compound sentence involves two or more independent clauses linked by coordinate conjunction such as *and, but/yet, or, so, for*.

I'm an old man and I'm sick.

*My son has a car **but** he doesn't take me for a drive. He knew there were excuses for his father, yet he felt sick at heart.*

COMPLEX SENTENCE

A complex sentence involves an independent clause or clauses and one or more dependent clauses. Subordinate conjunctions link them.

When Mr Brown returns from the meeting, I will give him your message.

I have come here because I want you to help me. I don't like the man who does the gardening

here.

Main clause +	<i>Subject clause</i>	
	<i>Predicative clause</i>	
	<i>Object clause</i>	
	<i>Attributive clause</i>	
	<i>Adverbial clause</i>	
Kind of clause	Usual conjunctions	Example
Subject clause	Who, which, what, where, when, how, why, etc.	<i>What is done cannot be undone.</i>
Predicate clause	That, if, whether, as if	<i>The truth was that he didn 't love her.</i>
Object clause	who, which, what	<i>I don 't know what happened yesterday.</i>
Attributive clause	Who, whose, which as, where, when	<i>He is the customer whose address I lost.</i>

There are different types of adverbial clauses. They are as follows:

Kind of an adverbial clause	Usual conjunctions	Examples
Time clauses	when, before, after, since, while, as soon as, once	<i>When he had gone, she sighed. I'll call you as soon as you come home.</i>
Conditional clauses	if, unless	<i>What will I do if he doesn 't come? I'll go to the country unless it rains.</i>
Purpose clauses	in order to, so that	<i>The police locked the door so (that) no one could get in.</i>
Reason clauses	because, since, as	<i>Since it was Sunday, he stayed in bed.</i>
Result clauses	so that	<i>She got such a shock that she fainted.</i>
Concessive clauses	although, though, while	<i>Though he is French, he speaks English well.</i>
Place clauses	where, wherever	<i>He said he was happy where he was.</i>

COMPOUND-COMPLEX SENTENCE

A compound-complex sentence contains a dependent clause linked to two or more independent clauses.

Please let me know if my flight arrangements have been confirmed; if they have, contact the hotel to make a reservation.

Practice

1. Read the story and choose the correct conjunction in brackets. (Not so) **Merry - Go Round!** The customers at the funfair were leaving (and / but) the lights were going out. The last two people on dodgem cars paid (and / so) left. The big wheel stopped (for / and) the merry-go-round stopped (as well / not only). The stalls closed down (so / and) the stall - owners went home. At 2 a. m. four night watchmen walked round the funfair, (but / so) there was no one to be seen. "I'm fed up walking round, one of them said, (yet / and) and what can we do? We can (or / either) play cards (either / or) sit and talk". They were bored, (so / for) there was nothing to do. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them

jumped on merry-go-round horses (yet / and) the forth started the motor. Then he jumped on too (and / but) round they went. They were having the time of their lives, (but / so) suddenly realized there was no one to stop the machine. They were not rescued till morning (and / but) by then they felt very sick indeed!

2. *Find and identify the subordinate clauses in these sentences.*

1. A bee performs a special dance, when it has found food, to inform the others about it.
2. Most people will be happy if the law to reduce taxes is passed.
3. The house where Shakespeare lived has been visited by many people.
4. Many people came to California in the 1860s believing that they would find gold.
5. All the offices are closed because it's Sunday.
6. Mother's Day, which is celebrated in May, has been observed since 1914.
7. Benjamin Franklin, who was a famous statesman, was also a scientist and an author.
8. Although we call them shooting stars, meteorites are bits of matter from other planets entering the earth's atmosphere.

3. *Fill in the blanks with one of the words from (A), (B), (C) or (D).*

1. It looked dark and heavy ... it was going to rain.
(A) although
(B) unless
(C) as if
(D) whereas
2. I get your car, I will leave.
(A) as soon as
(B) as though
(C) by the time
(D) now that
3. ... he had read the instructions several times, he knew what to do.
(A) whereas
(B) after
(C) until
(D) while
4. ... he cannot afford a car, he rides a bicycle.
(A) unless
(B) whereas
(C) though
(D) because
5. ... the cities do not provide better and cheaper mass transportation, the traffic problem will get worse.
(A) so that
(B) even though
(C) if
(D) before
6. ... you go to Canada, you should visit Toronto.
(A) when
(B) as
(C) since
(D) unless
7. ... riding a bicycle is good leg exercise, it does not use a lot of calories.
(A) as
(B) although
(C) because
(D) so that
8. She turned off the cassette player ... she could study.
(A) now that
(B) even if
(C) so that
(D) in case

4. *Use a subordinating conjunction to combine the following sentences.*

1. The boy walked quickly. He was late.
2. I know a woman. She writes detective stories.
3. The horses were frightened. The wind howled.
4. The photographer went to Loch Ness. She wanted to photograph the monster.
5. The storm continued four days. The snow was deep.
6. Two persons told the reporter. They saw UFO's.
7. I'll tell you a ghost story. You promise not to laugh.
8. We were driving down Central Avenue. We heard a siren.

5. *Rewrite the paragraph below by making compound and complex sentence where possible.*
 We went to the balloon races. They were held in France. Each huge, crumpled balloon was filled with hot air. It grew large and light. Two people climbed into the basket. A basket was attached to each balloon. Sand was in the basket. The sand was thrown out by handfuls. The crowd cheered with delight. The balloons rose in the air. The people in the balloon waved to the people. The balloons rose higher and higher. The young man and woman in the blue-and-green balloon were from the United States. They were entering the race. It was their first time. We wished them luck.

The Noun

The noun is a word expressing substance in the widest sense of the word.

Nouns fall under **two** classes:

1. **Proper nouns:** Mary, London, Nelson, France, Mr Manson, Mrs Bush.

2. **Common nouns:** dog, woman, man, wind, table, snow, beauty, etc.

There are *three* groups of common nouns: **Class nouns:** a shop - shops, a forest - forests, a house -

houses, a boy - boys. **Collective nouns:** money, police, crowd, linen, furniture, team, staff, etc.

Nouns of material and abstract nouns: gold, water, courage, fear, etc.

Nouns can be **countable** and **uncountable**. **Countable** nouns (that can be counted) have two numbers: **the singular** and **the plural**:

a girl - girls, a river - rivers, a son - sons, etc. Before countable nouns we can say **a / an / the / some / any / many / a lot of / few / a few / this / these / my / his, etc.**

He decided to take his way to Paris for their anniversary. He got on a train and found a seat and stared out of the window.

Uncountable nouns (that we cannot count) are always singular and are not used with *a / an* (*music, blood*). Before uncountable

nouns we can say: *some / any / no / much / a lot of / little / a little / this / his, etc.* Also: *a bit of / a slice of / a piece of, etc.* *a bit of news a piece of advice a bar of chocolate a cake of soap a sheet of paper a slice of bread*

I don't want (any) advice or help. Music enriches our life.

Many nouns can be used as countable or uncountable nouns. Usually there is a difference in meaning:

She had beautiful hair. There is a hair in my soup.

I bought some paper. I bought a paper.

We drink wine. but: We enjoy a good wine.

The Singular and the Plural

The general rule for forming the plural is by adding the ending **-s (-es)** to the singular:

a flower - flowers [z], a hat - hats [s], a bridge - bridges [iz] If the noun ends in **-s, -ss, -x, -sh, -ch, -tch**, the plural is formed by adding **-es** to the singular.

bus - buses box - boxes bench - benches

glass - glasses brush - brushes match - matches

If the noun ends in **-o** preceded by a consonant, the plural is generally formed by adding **-es**.

hero - heroes piano - pianos

potato - potatoes but: photo - photos

volcano - volcanoes stereo - stereos

tomato - tomatoes kilo - kilos

echo - echoes radio - radios

If the noun ends in **-y** preceded by a consonant, **-y** is changed into **i** before **-es**.

army - armies but: day - days In proper names:

lady - ladies boy - boys Mary - Marys

The nouns ending in *-f* (in some cases followed by a mute *e*) change it into *-ves*.

thief-thieves wife-wives roof-roofs serf-serfs

leaf-leaves shelf-shelves belief - beliefs safe-safes

knife - knives wolf-wolves but: chief-chiefs handkerchief -life-lives half-halves

proof-proofs handkerchiefs

NOTE: The nouns *scarf*, *hoof*, *wharf* take either *-s* or *-ves* in the plural.

Some words borrowed from Latin or Greek keep their original plural forms:

datum - data phenomenon - phenomena

basis - bases formula - formulae / formulas

crisis - crises memorandum - memoranda / memoran-

thesis - theses dums criterion - criteria

There are *seven nouns* which form the plural by changing the root vowel and two nouns in the

plural end in *-en*. man - men goose - geese ox - oxen

woman - women mouse - mice child - children

foot - feet louse - lice

tooth - teeth

In some nouns the plural form does not differ from the singular.

deer - deer fruit - fruit (fruits = kinds of fruit)

sheep - sheep fish - fish (fishes = kinds of fish)

swine - swine salmon - salmon

aircraft - aircraft cod - cod

Other nouns add *-s*: *crabs*, *herrings*, *sardines*, *sharks*, *lobsters*, *eels*.

We can say: one fish, two fish; one deer, two deer; Also: All the fishes in the sea (-the different varieties of fish) This is a fine cheese. (- a fine variety or type) These cheeses are produced in Italy. (= these types)

Some uncountable nouns are used *only in the singular*:

linen money progress food chaos

furniture business traffic sugar machinery

knowledge information hair beef behaviour

advice trouble scenery music failure

luggage accommodation wood bread fear

permission luck weather spaghetti

death equipment sand macaroni

The following nouns ending in *-s* are usually treated as singular:

the word: news the subjects: economics, mathematics / maths, physics, statistics

the games: billiards, dominoes, darts, bowls the activities: gymnastics, athletics the words:

politics, tactics, optics the illness: measles, mumps, rickets, shingles

Mathematics is an exact science. The news is interesting.

Words for drinks are usually uncountable. This means we use no article or we use *some/any*. *Is there any coffee? Will you have some tea?*

However, when we are ordering or offering drinks we normally treat them as countable nouns.

I'd like a coffee, please. or I'd like a cup of coffee.

Two teas, please. Two teas and a glass of

milk, please.

Some nouns are uncountable when they refer to material and substances, but they are countable when they refer to single items or to an object made from that material.

Would you like some chicken? We ate a whole chicken!

Glass is made from sand and lime. I've broken a glass.

The following collective nouns are *usually singular*: family crowd congress
majority'

team jury government minority

group public committee audience

staff army media company

But in some cases these nouns are plural if the sentence indicates that the individual members are acting separately (when we think of them as members of a group ("they"), not as a single unit ("it")).

The government wants (want is also possible) to reduce taxes. Majority believes that we are in no danger. The majority of the students have passed the exams well.

Some nouns are used *only in the plural*:

sights	contents	spectacles	congratulations
goods	customs	opera-glasses	surroundings
sweets	savings	binoculars	clothes
arms	outskirts	lodgings	trousers
holidays	slums	poultry	jeans
riches	wages	gentry	shorts
people	stairs	cattle	tights
police	scissors	jury	

These clothes are expensive.

Where are the scissors? - They are on the table.

NOTE: We cannot use *a/an* or *a number* with a pair noun (a thing made of two parts). We use *some* or *a pair of*...

I need some jeans, or: I need a pair of jeans.

She bought a pair of jeans and two pairs of tights.

In the expression *a pair of + a pair noun* the verb is singular if it is in the same clause; and plural if it is in a relative clause.

This pair of trousers is expensive. I'll buy a pair of trousers which are cheaper.

If the word *majority* is used alone it is usually singular, if it is followed by a plural noun, it is plural.

As **singular and plural may be used the nouns:** means *a means of transport - various means of transport*

series *a television series - many television series*

species *a species of birds - different species of birds*

works/factory *The steel works has/have closed down*

Sometimes we use a plural noun with a singular verb. We often do it when we talk about a sum of money, a period of time, a distance, etc.

*Five thousand pounds (=it) was **stolen** in the robbery. Three years (=it) is a long time **to be** without work.*

Compound nouns form their plural in different ways. As a rule a compound noun forms the plural by adding *-s* to the headword. If there is no noun-stem in the compound, *-s* is added to the last element.

brother-in-law - brothers-in-law

forget-me-not - forget-me-nots

merry-go-round - merry-go-rounds

But: man (woman)-driver - men (women)-drivers

Case

Nouns denoting living beings: people and animals (and some nouns denoting lifeless things), have two cases: an unin-flected form called the *common case* (pen, student, etc.) and the *possessive case* ... 's (apostrophe 's).

the singular:

Man's dream

the girl's name

the butcher's (shop)

Dickens's novels

or

the plural:

the children's toys

the girls' names

the eagles' nests

Dickens'novels

After a singular noun we use 's. After a plural noun we use only an apostrophe (').

The possessive case expresses possession and answers the question *whose?* The syntactic function of the nouns used in the possessive case is that of an attribute.

Besides nouns denoting living beings we can use 's when a first noun is:

1) an organization (=a group of people), ships and boats; names of people to mean's house:

the government's decision

the ship's captain

the company's success

We met at Bill's

2) the place: town, city, country, river, ocean, world, names of the countries:

the city's new center

the world's population

Britain's government

Russia's exports

3) time and distance:

an hour's rest	month's holiday
two hours' drive	night's sleep
five minutes' walk	in two years' time

4) time words:

tomorrow's meeting	yesterday's talks
today's newspaper	Sunday's dinner

We can say: *ten minutes' break* or *a ten-minute break*.

Also with the nouns: *the sun, the moon, the earth, the ship*; and 's can be used after more than one noun. The possessive sign is put to the latter.

Jack and Jill's wedding. William and Mary's reign.

Proper names are generally used in the possessive case: *Jane's hobby is drawing. This is Tim's car.*

NOTE: You can use 's without the following noun:

a / the baker's / butcher's / chemist's, etc. It means a / the baker's shop, etc.

Tom's report is much more interesting than Ann's. It can also be used after the initials and the names of the owners of some businesses:

the PM's secretary, the MP's briefcase. Self ridge's, Claridge's, Sotheby's (some names drop the apostrophe: *Harrods, Foyles*).

In compounds and names consisting of several words the last word takes apostrophe 's:

My sister-in-law's guitar. My father-in-law's son. Henry the Eighth's wives. The Prince of Wales's plane.

NOTE: When the possessive case is used, the article before the person or thing "possessed" disappears: *the question of the teacher - the teacher's question.* *of + noun* is used for:

1) things, ideas, etc.:

the roof of the house, the title of the book, the owner of the cafe.

We can say: *the daughter of the politician or the politician's daughter, the plays of Shakespeare or Shakespeare's plays.*

We normally use *of* with the *beginning / end / top / bottom / front / back*, etc.

the back of the car, the beginning of the year, in the middle of the room

2) We can use *o*/*or* 's after an organization:

the decision of the government or the government's decision

3) *O*/*is* used:

a) when the possessor noun is followed by a phrase or clause *I took the advice of the policeman I met at the station.*

b) with the words denoting *quantity*: part, piece, slice, bit, etc.

a piece of cake, a slice of bread, a pound of butter, a bit of news

NOTES:

a) However, we often prefer to use a compound noun instead of *of-phrase*: the river bank, the car keys, the town parks, etc.

b) British nouns render the meaning of Russian cases by means of the prepositions *of, to, for, by, with, about* with the nouns in the common case and the word order in the sentence:

What caused the explosion at the station? What was the cause of the explosion?

Give these papers to the secretary, please. Mrs Green often makes cakes for her children. The program was watched by millions of people. The door was opened with a key. We talked about the entrance examinations.

Gender

In Modern English there is no grammatical category of gender.

But according to their lexical meaning all nouns denoting living beings are of either the male or female sex: *man -woman, poet-poetess, etc.*

The nouns that denote male beings are considered of the masculine gender.

The nouns that denote female beings are of the feminine gender.

Names of lifeless things and abstract notions are of the neuter gender: *a book, a pen, a room, kindness, friendship.*

A ship is always spoken as *she*.

Collective nouns are also considered to be of neuter gender.

There are three ways of forming the feminine of nouns:

- 1) by using an entirely different words, *as father - mother, sister — brother, bull — cow, king — queen, etc.*
- 2) by adding the syllable (-ess, -ine, -a, etc.): *actor - actress, hero—heroine, heir— heiress, signor — signora, tzar — tza-rina, etc.*
- 3) by placing a word before or after, *as: man-servant -maid-servant; land lord - land lady.*

Functions:

The main syntactical functions of the noun in the sentence are those of the subject and the object; they may be also used in the functions of a predicative, an attribute and an adverbial modifier.

Grammar is the art of putting the right words in the right places. King George VI was the ruler of Great Britain before Queen Elizabeth II.

According to the morphological composition we distinguish simple (room, house), derivative (which have prefixes or suffixes: misunderstanding, inexperience) and compound(built from one or more stems or words: noun + noun: sunglasses, time-table, bus stop) nouns.

adjective + noun: fast food, first aid, youth hostel verb + preposition: checkout, breakup three words: ready-made meal, air traffic control gerund + noun: swimming pool, driving license noun + gerund: coal-mining, weight-lifting

NOTE: There are no exact rules about whether we join the words or not (if you are not sure, it is usually safe to write two separate words).

Noun-forming suffixes and prefixes:

a) - er, or	teacher, actor	- ism	heroism
- ist	scientist, artist	- ant	assistant
- ess	actress, hostess	- ence	conference
- ment	movement	- ty	cruelty
- ance	importance, distance	- ing	building
- (t)ion	translation	- dom	freedom
- ity	majority, complexity	- ion	discussion
- y	difficulty, energy	- sion	revision
- ian	musician, politician	- ness	happiness
- hood	childhood	- ure	pressure
- ship	friendship, leadership	- ness	backwardness
- age	marriage, passage		
b) re -	reconstruction	in -	information
co -	coexistence	im -	impossibility
dis -	disarmament	un -	unemployment
mis -	misunderstanding	il -	illiteracy

Practice

1. Analyze the nouns in the following dialogue.

The Jones's House

Mr Brown: Excuse me. Do you know where the Jones's house is?

Passerby: Yes, it's over that mountain along the railway. It's a red brick house surrounded with a stone wall.

Mr Brown: Oh. Is it outside the town?

Passerby: Yes. It's south of the town. You go past the town park, turn to the right and take any bus in that direction. The Jones's house has large windows and there are beautiful flower-beds with yellow roses growing around. It's a real pleasure to be the owner of such a house!

2. Form abstract nouns from the following:

a) adjectives: **b) verbs:** **c) common nouns:**

young	wise	live	protect	child	man
true	high	know	discover	author	friend
free	poor	hate	move	hero	patriot
good	just	punish	die	agent	coward
wide	strong	think	advise	owner	mother

3. State the number of the following nouns and write down the corresponding singular or plural, if any.

money clothes man means thesis ship

news goods woman species datum berry
 hair police child series family valley
 advice riches foot deer life editor in chief
 knowledge trousers mouse sheep roof phenomenon

4. *Join two nouns using apostrophe (') or of-phrase.*

1) the newspaper/today, 2) the birthday/my father, 3) the manager/the company, 4) the economic policy/the government, 5) the garden/Mr Brown, 6) the new headmaster/the school, 7) the dean/the Law faculty, 8) the camera/the boy, 9) the top/the page, 10) the name/the street, 11) the house/my uncle and aunt, 12) the toys/the children, 13) the author/the book, 14) the children/Ann.

5. *Use the possessive case if possible.*

1) the crown of the queen 8) the success of the firm
 2) the house of Mr and Mrs Green 9) the clothes of the children
 3) the wedding of Jack and Jane 10) the hats of men
 4) the favourite of the boss 11) the owner of the cafe
 5) the title of the book 12) the distance in a mile
 6) the beginning of the performance 13) the health of my mother
 7) the decision of the President 14) the present of my parents

6. *Write a new sentence using 's with underlined words.*

1) The meeting tomorrow has been cancelled.
 2) The storm last week caused a lot of damage in our town.
 3) The only cinema in the town has been closed down.
 4) Exports from Britain to the USA have fallen recently.
 5) Tourism is the main industry in the region.
 6) There will be a big crowd at the football match this evening.
 7) The son of my elder brother Peter is a doctor.
 8) I usually buy bread at the bakery not far from my house.
 9) I'm looking forward to spending my holiday in the house of my aunt near the sea.
 10) Russia has the largest deposits of oil in the world.
 11) The crew of the ship stood on the deck.
 12) There are a lot of interesting books in the libraries of the city.

7. *Give the feminine gender of the following nouns:*

king	poet	host	grand-father
uncle	actor	landlord	milk-man
sir	hero	cook-sparrow	salesman
cook	Czar	man-servant	gentlemen
son	Sultan	Prince	boyfriend
husband	steward	lion	tiger

8. *Put the information before the noun: number + noun + noun. Model: a sixteen-year-old girl, a ten-hour-flight*

1) a note that is worth 10 pounds
 2) a language course that lasts four weeks
 3) a drive that takes three hours
 4) a meal that consists of three courses
 5) a holiday that lasts two weeks
 6) a house that was built two hundred years ago
 7) a delay in the airport that went on for two hours
 8) a letter that goes on for ten pages
 9) a university course that takes three years
 10) a prison sentence of ten years
 11) a hotel with five stars
 12) a speed limit of 40 miles an hour

9. *Write a new sentence according to the model.*

Model: a) Our holiday lasted three weeks. It was a three-week holiday.

b) The girls were 15 years old. They were 15 year-old girls.

1) The woman was 27. She was a
 2) The flight lasted three hours. It was a

- 3) The strike lasted four days. It was a
- 4) The book has 200 pages. It is a
- 5) The boys were 10 years old. They were
- 6) The television series has 10 parts. It is
- 7) The bottle holds 2 liters. It is
- 8) Each of the tickets cost 10 pounds. They were
- 9) The building has 10 floors. It is
- 10) This bag of potatoes weights 5 kilos. It is
- 11) We walked for 5 miles. It was

10. Which part of these sentences is right?

Model: She was very helpful. She gave me some good advice/advises. ("advice" is right.)

- 1) Margaret has got very long black hair/hairs.
- 2) We had a very good weather/very good weather when we were on holiday.
- 3) Sorry I'm late. I had trouble/troubles with the car this morning.
- 4) I want something to read. I'm going to buy a/some paper.
- 5) I want to write some letters. I need a/some paper.
- 6) It's very difficult to find work/job at the moment. Most people prefer a job/work which is near home.
- 7) Bad news don't/doesn't make people happy.
- 8) Our travel/journey from London to Istanbul by train was very interesting.
- 9) The flat is empty. We haven't got any furniture/furnitures yet.
- 10) When the fire alarm rang there was a complete chaos/ complete chaos.
- 11) I had to buy a/some bread because I wanted to make some sandwiches.
- 12) They will give you plenty of information/informations here.

11. Complete each sentence with a noun formed from a word given in the list, ending as shown.

art astonish great free explain employ agree
short ' politics music teach neighbour play paint shy science invite
equal partner smoke save

1. I don't want to be a slave. I demand my ... *dom*.
2. My friend plays the guitar, but he isn't a very good ... *ian*.
3. This school has closed because there is a ... *age of... ers*.
4. A small country can still achieve ... *ness*.
5. Imagine my ... *ment* when the dog started to speak.
6. Perhaps I should give you an ... *tion* for my choice.
7. My parents have just moved into a new ... *hood*.
8. My new ... *er* is paying me a much higher salary.
9. He is a terrible card ... *er*. He is really hopeless.
10. Mr Manson works in ... *ship* with two other architects.
11. Most people say that they believe in the ... *ity* of men and women.
12. Doctors have proved that... *ing* is harmful.
13. Mr Smith regrets that he is unable to accept your ... *tion*.
14. ... *ists* are hopeful that a cure for this disease will be found.
15. Most countries have signed an international ... *ment* banning whaling.
16. ... *ings* by this ... *ist* have been sold for million of pounds.
17. Mr Smith never wanted to be ... *dan*. First of all, he suffered from terrible ... *ness* and blushed violently when he had to make a speech.
18. We[^]are going to spend all our ... *ings* on a new car.

12. Choose the correct form, singular or plural.

- 1) The trousers you bought doesn't/don't fit you. They are/It is too short for you.
- 2) Physics was/were my best subject at school. - Really? But I think mathematics is/are much easier than physics.
- 3) Fortunately the news wasn't/weren't as bad as we had expected.
- 4) The police want/wants to interview me about the robbery.
- 5) Three days isn't/aren't long enough for a good holiday.
- 6) Where does/do your family live? - All my family live/lives with me.
- 7) England has/have lost all the football matches this season.

- 8) Does/do the police know about the stolen money?
- 9) Can I borrow your scissors? Mine isn't/aren't sharp enough.
- 10) I'm going to take a taxi. Six miles is/are too far for me to walk.
- 11) The danger of the forests fires is/are very serious for the environment.
- 12) The fear of the murder and robbery has/have caused many people to leave big cities.
- 13) The effects of that crime was/were very devastating for the city.
- 14) Fifty dollars is/are too much to pay for these trousers.
- 15) Mr Smith accompanied by his wife and daughter is/are arriving tonight.
- 16) The doctor and his assistant have/has already finished their work today.
- 17) The majority of the people believe/believes him to be innocent.
- 18) Neither Bill nor Mary is/are going to the party tonight.
- 19) Neither Jane nor her parents was/were at home.
- 20) The mass media, TV and the press have/has enormous power in any society.
- 21) The police have /has weighed all the evidence and have/ has found the accused guilty.
- 22) When is/are the daily news on? - They are/It is on every hour on channel A.
- 23) Your advice was/were very useful. I usually use your advice/advices when I'm in trouble/troubles.
- 24) This book contains much/many useful information/informations.
- 25) Money isn't/aren't everything in my life but it is difficult to live without it/them.
- 26) Fish/fishes travel long distances and different fish live/lives at different levels of water.
- 27) Coffee/a coffee or tea/a tea, please? - Two tea/teas and a coffee/coffee, please.
- 28) People/peoples eat more fruit/fruits now than they used to.
- 29) The fruits/fruit of nature belong to all mankind.
- 30) Too much/many knowledge/knowledges makes the head bold.

13. *Choose the correct form.*

Dear Polly,

Thank/thanks for your letter. Your news was/were interesting. We must talk soon. What about us? Well, we are living on the outskirts/outskirts of town, not far from the company head-quarter/headquarters where Bill works. We've spent nearly all our saving/savings on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some damage/damages to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings isn't/aren't very pleasant. We are on a very busy crossroad/crossroads. I'm doing the course I told you about. Statistics is/are an easy subject, but economics give/gives me problems.

I am looking forward to seeing you soon.

With love. Rita

14. *Use the nouns in the singular or plural. Retell the text.*

Crime

(Thief) have been around for (century), probably for as long as (human), but armed (robbery) is a more recent (phenome-

non). Unfortunately (woman) always have been (victim) of rape and domestic violence.

(Forgery) has been around ever since printing has been used to make (money) or produce (document). Rich people or their (child) are sometimes kidnapped and are not set free until a ransom has been paid.

The twentieth (century) saw the appearance of many organized (crime) such as hijacking and drug-smuggling or drug-trafficking. Statistics show an alarming rise in the rate of violent (crime) and (crime) to do with the illegal sale of arms across the world. Perhaps the most recent crime of all is hacking (computer) to access (information) that helps (competitor) in industry. This increase in international (crime) makes one wonder whether it is still true to say "(Crime) doesn't pay!"

Task. *Explain the meaning of the following nouns:*

Crime - criminal - criminalist; fine, offence, killer - killing;
murder - murderer - murderess; burglar - burglary; thief -
theft; prison - prisoner - imprisonment; suspect - suspicion;
robber - robbery; shoplifter - shoplifting, kidnapper, hacker,
pickpocket, hijacker, blackmail.

75. *Read the text. Explain whether the nouns used in it are proper or common, countable or*

uncountable, plural or singular, in common or possessive case.

London Favourite Stores

Oxford Street is one of the biggest and most popular shopping centres in London. One of the largest department stores in Oxford Street is Selfridge's.

Big stores started in America and the idea was brought to England by Gordon Selfridge about one hundred years ago. Selfridge's is still one of the biggest stores in London as well as Harrods. It has about 235 different departments and it is a very expensive department store, that's why most Londoners have prefer to go to cheaper shops: Marks & Spenser and Woolworth's.

Mark and Spenser is Britain's favorite store. Tourists love it too. It attracts a great variety of customers, from housewives to millionaires.

Last year it made a profit of 529 million pounds, which is more than 10 million pounds a week. It all started 105 years ago, when a young Polish immigrant Michael Marks, had a stall in Leeds market. He didn't have many things to sell: some cotton, a little wool, lots of buttons and a few shoelaces. Above his stall he put the now famous notice: Don't ask how much - it's a penny. Ten years later he met Tom Spencer. And together they started Penny Stalls in many towns in the north of England. Today there are 564 branches of M&S all over the world - in USA, Canada, Spain, France, Belgium and Hungary.

Surprisingly, tastes in food and clothes are international. What sells well in Paris sells just as well in Newcastle. Their best-selling clothes are:

For women: jumpers and knickers, dresses and costumes. For men: shirts, socks, pyjamas and suits. For children: underwear and socks. Best-sellers in food include: fresh chickens, bread, vegetables, sandwiches.

The store bases its business on three principles: good value, good quality and good service. Also, it changes with the times -once it was all jumpers and knickers. Now it is food, furniture and flowers as well. Top fashion designers advice on style of clothes.

But perhaps the most important key to its success is its happy, well-trained staff. Conditions of work are excellent. There are company doctors, dentists, hairdressers and even chiropodists to look after the staff and all the staff can have lunch for under 40 p.!

Most big stores have a tea-room, a restaurant and a post-office. You will also find here a room were you can rest if you are tired.

Oxford Street, Regent Street and Bond Street are rightly considered the shopping streets in London. Their nice shops and department stores attract people from all over the country and from foreign countries as well.

Task: *Retell the text.*

Speak on: *The department stores you know: a) in London, b) in Moscow, c) in Minsk.*

16. *Give Russian equivalents to the following English proverbs. Use them in the situations of your own.*

1. One man, no man.
2. A friend in need is a friend indeed.
3. Friends are thieves of time.
4. Life is not a bed of roses.
5. No news is good news.
6. When in Rome, do as the Romans do.
7. Too much knowledge makes the head bald.
8. Clothes do not make the man.
9. Caesar's wife must be above suspicion.
10. Time is money.
11. Business is business.
12. Business is first, pleasure afterwards.
13. After death, the doctor.
14. The way to man's heart is through his stomach.
15. Speech is silver, but silence is gold.
16. Misfortunes never come singly.

The Article

The article is a structural part of speech used with nouns.

There are two articles in Modern English: the indefinite *a/an* article used only with nouns in the

singular (a book, an apple) and the definite **the** article used with nouns both in the singular and in the plural (the sun, the children).

The indefinite article is used:

- 1) with countable nouns in the singular to show that the noun belongs to a certain class (has the meaning of "какой-то, один из, любой"). In the plural no article is used in this case. *Have you got a car? - Never.*
 - 2) with a countable noun mentioned for the first time. *Give me a pen and a pencil, please.*
 - 3) to talk about someone's job. *I've bought a hat. It's expensive.*
 - 4) with a noun in general sense (has the meaning of every, any). *She is a doctor. He works as a pilot.*
 - 5) in the meaning of "one". *A drawing man catches at a straw.*
 - 6) after the construction: There is. . . /was. . . , and after: It is *Wait a minute!*
 - 7) after the words: *such, rather. quite. What. . . !* (exclamations) *There is a letter on the table.*
 - 8) with a noun modified by the adjective in the positive degree. *It is a book.*
 - 9) a/an + ordinal numeral has the meaning "ещё один ". *This is a hotel.*
 - 10) also with: a dozen, a hundred, a thousand, a million, a pound, a week, an hour, a mile, — in the meaning "one". *Ann is such a pretty girl.*
 - 11) in some expressions: *What a strange person!*
- 8) with a noun modified by the adjective in the positive degree. *I've read an interesting book.*
 - 9) a/an + ordinal numeral has the meaning "ещё один ". *Are you a good driver?*
 - 10) also with: a dozen, a hundred, a thousand, a million, a pound, a week, an hour, a mile, — in the meaning "one". *She gave me a second cup of coffee.*
 - 11) in some expressions: *We have English classes twice a week.*
- 1) in some expressions: *to have a good time/rest, to a lot of, as a result, as a matter of fact, as a rule, it's a pity, it's a pleasure, in a hurry, to go for a walk*
- 1) in some expressions: *to have a good time/rest, to take a shower, to have a smoke, to give a call, for a while, to tell a lie, what a shame, in a week, a knife and fork, to catch (a) cold.*

The definite article is used:

- 1) with a noun when it is clear in the situation which thing or person is meant, or with the noun mentioned before.
- Can you turn off the light please?*
Will you pass me the salt, please?
We stopped at a village. The village was very old but nice.
- 2) also: *the police, the army, the fire brigade, the bank, the post-office, the doctor, the dentist.*
- The police are looking for the thief.*
John isn't well. He has gone to the doctor.
- 3) when the noun is modified by a particularizing attribute (an of phrase or an attributive clause, always used in post position).
- He knocked at the door of the nearest house.*
This is the flat that John bought.
The apples I've bought weren't ripe.
- 4) when the noun denotes a thing unique (*the sun, the earth, the moon, the universe*) or a class, an invention, musical instruments.
- The earth goes round the sun. A. Bell invented the telephone. Can you play the piano (the after play)*
But: They bought a piano.
- 5) with the nouns modified by the adjective in the superlative degree and the ordinal numbers. But: a *most* - in the meaning *весьма, крайне.*
- This is the best day in my life.*
Major Yuri Gagarin was the first man to circle the Earth.
It's a most interesting film!
- 6) with the adjectives: *the following, next, last, same, very, only.* But: *next year/time, last week/year.*
- Answer the following questions. This is the only book on this problem. What is the next stop? But I saw him last week.*
- 7) also: *the sky, the sea, the ground, the country, the environment, the world, the cinema, the theatre, the radio (but: television), the weather, the government.*
- There are no stars in the sky tonight. Do you often go to the theatre? I've heard this news on the radio. I have no time to watch television. But: Can you turn off the television, please?*
- 8) the + adjective: *the rich = rich people* in general. These expressions are always plural.
- The old, the poor, the sick, the blind, the unemployed, the young.*

- 9) the + nationality words:
the French = the French people.
- 10) with the names of the oceans, seas, rivers, canals, mountain chains, island groups, deserts, areas.
- 11) we say *the* with the names of the countries which include words like *republic, union, kingdom, state*, with plural names, regions.
- 12) also: *the Crimea, the Caucasus, the Netherlands, (the) Ukraine, the Congo, the Sudan, the High Street, the Hague.*
- 13) we say *the* before the names of the *hotels, theatres, museums/galleries, cinemas, restaurants/pubs, newspapers*. *ships*, also before the names with *of*.
- But : a) many shop restaurants and banks are named after the people who started them. This names end in -s or 's. We do not use *the* with these names.
- b) many names are two words. The first name is usually the name of the person or a place. We do not usually say *the* with these names. But we say: "The White House", "The Royal Palace", because "white" and "royal" are not names.
- 14) with the names denoting the whole family.
- The English, the Irish, the Welsh, the Scots.*
- The Atlantic Ocean, the Thames, the British Isles, the Ontario (but: Lake Ontario), the Alps, the Sahara;*
- The United Kingdom, the United States, the Republic of Belarus, the Philippines, the North, the South(of France), the East, the West(of Russia). But: from East to West, from North to South.*
- The Hilton (Hotel), the British Museum, cinemas: the Odeon; the Classic; the Times, the Washington Post; ships: the Queen Elizabeth; the Tower of London, the Houses of Parliament;*
- shops: Self ridge's, Harrods;*
- hotels: Claridge's;*
- universities: Oxford University, Cambridge University, London University,*
- but: the University of London*
- London Zoo, Buckingham Palace, Westminster Abbey.*
- The Simons, The Smiths, The Nightingales.*

15) with the noun in the singular used in the generic sense. *The tragedy and the comedy first appeared in Greece.*
 But: a) We use "man" (= human beings in general) without "the". *Man is the greatest creation of nature.*
 b) We do not use *the* with parts of the body. We use *my/his/her*, etc. *He broke his leg.*
She hurt her arm.

16) with the date (in speech). *On the fifth of May/on May the fifth.*

17) with organizations, official titles, documents, the whole species. *The United Nations (but: Parliament, Congress), the President, the Constitution, the dinosaurs.*

18) in some expressions: *in the rain, at the weekend, at the same time, in the original, on the whole, the other day (refers to the past), the day after tomorrow, the day before yesterday, in the morning / afternoon / evening, at the seaside, on the train,* *in the 1990s, at the end of /in the end, in the singular, in the plural, in the past, in (the) future, by the way, just the same, to tell the truth, to tell the time, out of the question, in the dark, in the sun.*

There is no article:

1) before the nouns modified by the pronouns: possessive: *My friend and I would like to spend our holidays in some quite place. I'd like to read this book.*
my, his, her, its, our, your, their, demonstrative: *this, that, those, these;*
 interrogative: *what, which, whose* and indefinite: *some, any, each, every, many, much* and *no*, and also by cardinal numerals. *What question have you discussed?*
Take any book you like.
There is no theatre here.
Platform 2, size 42, page 50, room 20;

2) before the names of a person, streets, squares, towns, villages; before the names of sciences and subjects; before airports, stations, parks, mountain peaks, bridges, single islands and the names of planets. *Oxford Street is one of the biggest and most popular shopping centers in London.*
Heathrow Airport, Hyde Park, Tower Bridge.
He is fond of mathematics and physics.
Elbrus, Madagascar, Venus;

3) before plural countable nouns in general sense. *Children learn a lot from playing. I like pets.*

- 4) after the verbs: *elect, appoint, turn, commence.* *He was elected President of the country.*
- 5) before the nouns of material and abstract nouns in general sense. *Life is impossible without water and air. What fine weather! But: The weather is fine today.*
- 6) *Note:* many abstract nouns and nouns of material used with the indefinite article become countable. Usually there is a difference in meaning. *ice-cream - мороженое, an ice cream - порция мороженого; also: a help, a love of/a knowledge of, and a pity / shame / hope /fear of. Paper was invented in China. I bought a paper on the way home.*
- 7) with the nouns denoting titles and ranks followed by the names of persons. *Mr Brown, Mrs Simmons, Dr. Fox, Pr. Kemp.*
- 8) with the nouns expressing relationships: a) followed by names of persons, b) nouns expressing relationship not followed by a proper noun when used by the members of the family. *Aunt Polly is coining tonight.
Uncle James lives in London.
Tom, hasn 't Father come yet?
Where is Mother?
Winter is my favorite season.*
- 9) with the names of months, days, seasons. But: when these names are modified by a particularizing attribute, the definite article is used. *The May of 1945 will always stay in the memory of people.
The winter of 1941 was very cold.*
- 10) with the names of the countries and continents; with official titles. *Europe, Asia, Great Britain,
Belarus, Poland.
Queen Elizabeth,
President Bush.*
- 11) with the names of meals: breakfast, lunch, dinner, supper. But: we say *a* meal; we also say *a* when there is an adjective before dinner, supper, and *the* when the situation makes the idea definite. *What time is lunch ?
I have breakfast at 8.
I had a meal at home.
How did you like the dinner?
Thank you, that was a nice dinner.*

12) the nouns: *school, college, bed, jail, prison, church* are used without an article when they express the purpose for which the objects denoted by these nouns serve.

to go to school = to be a schoolboy,
to be in prison -to be a prisoner,
to go to university = to be a student.
But: Where is the University?

13) with names of languages when they are not followed by the noun *language* are used without article.

Do you speak English ?
But: The English language is spoken all over the world.

14) *most* + noun (without article) - the noun is used in general sense. *Most* + *of* + *the* - definite objects are meant;

Most children like ice-cream.

Most of the streets in London are not wide.

15) in some expressions:

forages, at first, at first sight, at home, to go home, at school, at table, by chance, by heart, by name, by mistake, to go to bed, to go by bus (train, plane), to go out of town,

in/on time, to ask permission, to go to town, to fall in love, at/to work, on foot, in cash, in bad/fine weather, to be/go on holiday/on business, at/till night, by day, early morning, late evening, from morning till night, at Christinas, on Christmas Day, at Easter.

NOTES:

1. Articles are omitted in newspaper headings, telegrams, in stage directions.
2. *Another* means "какой-либо другой", "ещё один". *The other* means "определённый другой".
3. *The last* + *noun* is always used with the article, except in the expressions: *last month, last year, last week, last winter, etc.*
4. *Next* means "будущий" when referring to the time: *next month, next week, etc.*
Next time means "в следующий раз".
The next means "следующий": *the next room, the next lesson.*
5. *A number* means "много" - много, ряд. *The number* means "число, количество".
6. *Few* - "мало", *a few* - "несколько", *the few* - "те немногие".
7. *Little* - "мало", *a little* - "некоторое количество", *the little* - "то небольшое количество".
8. *Two* - "два", *the two* - "оба, те два".
9. No article with the noun which expresses a post (occasionally *the* is used):
Mr Green, director (the director) of the company and Pr. Pet-rov, dean (the dean) of the English department left for London.

Practice

1. Read the following dialogue and analyze the articles used in it.

A Perfect Alibi

"At the time the murder was committed I was travelling on the 8 o'clock train to London", said the man.

"Do you always catch such an early train?" asked the inspector.

"Of course I do", answered the man. "I must be at work at 10 o'clock. My employer will confirm that I was there on time".

"Would a later train get you to work on time?" asked the inspector.

"I suppose it would, but I never catch a later train".

"At what time did you arrive at the station?"

"At ten to eight. I bought a paper and waited for the train".

"And you didn't notice anything unusual?"

"Of course not".

"I suggest that you are not telling the truth. I think that you didn't catch the 8 o'clock train, but that you caught the 8.25, which would still get you to work on time. You see, on the morning of the murder, the 8 o'clock train did not run at all. It broke down at Ferngreen station and was taken off the line".

2. *Which is correct?*

1. Pacific Ocean/The Pacific Ocean.
2. Station hotel/The station hotel.
3. National Gallery/The National Gallery.
4. River Seine/The river Seine.
5. Gobi desert/The Gobi desert.
6. United States of America/The United States of America.
7. Oxford Street/The Oxford Street.
8. South of France/The south of France.
9. Apollo Theatre/The Apollo Theatre.
10. Heathrow Airport/The Heathrow Airport.
11. Lake Erie/The Lake Erie.
12. Netherlands/The Netherlands.
13. Trafalgar Square/The Trafalgar Square.
14. North America/The North America.

3. *Complete the following exclamations. What a/an ...! (countable singular) What...! (plural and uncountable)*

1. ... lovely song!
2. ... clever student you are!
3. ... nice flat you have got!
4. ... awful weather!
5. ... horrible place prison is!
6. ... interesting job you were offered!
7. ... pleasure to see you here!
8. ... hard texts these are!

4. *Which of the following nouns take the indefinite article:* darkness, poem, eye, environment, means, police, people, sea, storm, poetry, help, music, apple, literature, truth, bread, foreigner, moon, beauty, cheese, stupidity.

5. *Answer the questions in the way shown.*

Model: - Was it a good film?

- Yes, it was the best film I've ever seen.

1. Is it a big hotel? ... in the city.
2. Is he a rich man? ... I've ever met.
3. Was it a bad accident? ... I've ever seen.
4. Is it a cheap restaurant? ... you will find.
5. It's hot today, isn't it? ... day of the year.
6. Is Shakespeare a great playwright? ... in the world.
7. Is N. Baskov a popular singer? ... in Russia.
8. Is the screen version of "Gone with the Wind" an exciting film? ... I've ever seen.
9. Could you show me a short way to the station? - This is
10. Is there a large department store near here? - Selfridge's

6. *Choose the correct form.*

1. Life/the life indeed would be dull if there were no difficulties.
2. The vegetables/vegetables are good for health.
3. Women/the women are often better teachers than men/the men.
4. In Britain coffee/the coffee is more expensive than tea/the tea.
5. Most people/the most people still believe that marriage/the marriage and family life/the family life are the basis of our society.

6. Second World War/The Second World War ended in 1945.
7. Do you know people/the people who live next door/the next door?
8. Two of the biggest problems facing our society are crime/the crime and unemployment/the unemployment.
9. I hate violence/the violence and cruelty/the cruelty among people.
10. He followed a/the letter, but not a/the spirit of the law.
11. Language/the language is art/the art of concealing thoughts.
12. One of the most/most pleasant things in the world/ world is going to a/the journey.
13. -/the police searched a/the house of the/a suspect.
14. Most of-/the roads in this district are not suitable for-/the motorcars.
15. To love our country, to be interested in its concerns, is natural for all the/- men.
16. Truth/the truth is that I don't like to stay here any longer.
17. We are studying an/the/- architecture. We are studying - /the architecture of the/-/a Renaissance period.
18. Love/the love is blind, but at the same time it is a/-/the wonderful thing. It makes a/the world go round.
19. I'm going to a/the post-office. I want to post a/the parcel.
20. We are installing a/- solar heating. We want to save an/-/the energy.

7. Put a/an, the or nothing into each gap.

1. ... Beethoven whose music you have just listened to was one of ... world's greatest composers.
2. ... youth is full of ... pleasure and ... hope.
3. There are five students from ... Japan here, so we have ... good opportunity to practice ... Japanese.
4. We looked at ... cars standing near the store, ... first two were far expensive, but ... other ones were reasonably priced.
5. This morning I bought ... newspaper and ... magazine. ... newspaper is in my bag, but I don't know where ... magazine is.
6. I saw ... accident this morning. ... car crashed into ... wall. ... driver of ... car was not hurt, but ... car was badly damaged.
7. We live in ... old house in ... middle of the village. There is ... beautiful garden behind ... house. ... roof of ... house is in ... bad condition.
8. I'm looking for ... job. Did you get ... job you applied for?
9. Could you close ... door, please? They live ... next door.
10. We live in ... small flat near ... center of the city.
11. Did ... police find ... person who stole your car?
12. This morning I had ... boiled egg and toast for ... breakfast.
13. As I was walking along the street, I found ... 10 \$ note on ... pavement.
14. Have you got ... car? - No, I've never had ... car in my life.
15. I went into ... shop and asked to speak to ... manager.
16. ... President of ... United States is elected for four years.
17. What ... beautiful garden! ... flowers growing here are beautiful too.
18. It's ... very interesting film. I advise you to see it.
19. You got into ... wrong train. Your train is at ... platform 5.
20. ... truth is that he is ... only man she obeys.
21. My cousin, ... young man of twenty-five, works as ... interpreter. He has ... wide range of ... interests and ... good knowledge of three foreign languages.

8. Complete the sentences.

a)

1. There were no chairs in the room so we had to sit on
2. As soon as we saw the fire, I called
3. We didn't have any stamps, so we had to go to
4. I had a toothache, so I made an appointment with
5. Ann had to catch a train, so I took her to
6. When we found that someone had broken into our house, we called
7. Tom wasn't feeling well, so he went to
8. We didn't have any money, so we had to go to

9. The plain was delayed, so we had to wait at... for three hours.

10. Somebody robbed the bank, but he was caught by

b)

1. I was very tired and it was very late, so I went ... at nine o'clock.

2. My parents are not religious people. They never go

3. In Britain, children from the age of five have to go

4. There is a lot of traffic in the morning when everybody is going to

5. Mr Smith has just had an operation. He is still

6. When David leaves school, he wants to study economics

7. My job is great. I don't have to be ... until nine o'clock.

8. My father doesn't like hospitals. He is going to stay ... in spite of being seriously ill.

9. I'll give you my telephone number. You can phone me

10. There was no bus, and I had to go ... on

9. *Put in a/an, the or leave it blank.*

1. Julius Caesar who was ... powerful Roman general came to ... Britain in 55 B.C. 2. ... English language was brought onto ... British Isles in ... middle of ... fifth century by ... Angles, ...

Saxons, ... Jutes who came there from ... North of ... Germany. 3. ... British Prime Minister lives in ... Downing Street 10. 4. One of ... nicest parks in London is ... St. Jame's Park which is very

near ... Buckingham Palace. 5. Frank is ... student at... London University. 6. Mr Readdles reads ... Daily Telegraph but his wife reads ... Times. 7. ... Tower of London is situated within ... City. 8.

... London Underground (or Tube) is ... oldest and longest in ... Europe. 9. ... Regent's Park is ... largest, it is still one of ... most popular places of rest of ... Londoners on ... hot summer days.

10. ... oldest part of London is ... City, ... business center. But ... political center is ...

Westminster which is in ... West End. 11. ... Londoners like to say, "When ... man is tired of

London, he is tired of ... life". 12. Do you usually see films at ... Classic or at ... Odeon? 13. ...

National Gallery and ... Tate Gallery are famous all over ... world. 14. Near ... British Museum

you can see the tall building of... University of London. 15. ... London University was built in ...

19-th century. 16. ... West End is for ... rich - with ... theatres, ... smart restaurants and ...

beautiful shops. 17. ... English Channel separates ... Great Britain from ... Continent.

10. *Insert the articles, if any.*

1. ... Moon goes round ... Earth every 27 days. 2. ... Soviet Union was ... first country to send a man into ... space. 3. Did you see ... film on ... television or at ... cinema? 4. After ... lunch we

went for ... walk by ... sea. 5. I'm not hungry. I had ... big breakfast not long ago. 6. ... Mother

was ... only person I could talk about it. 7. It was ... beautiful day, ... sun was shining brightly in

... sky. 8. What is ... highest mountain in ... world? 9. We don't go to ... theatre very often these

days. In fact, in ... town where we live there is no ... theatre. 10. Could you turn down ...

television, please? It's a bit loud. 11. Do you listen to ... latest news over ... radio or ...

television? 12. Mary plays ... piano very well, but she can't play ... violin. Can you play ... guitar?

13. ... giraffe is ... tallest of all animals. 14. What is your beautiful flower? - ... rose. 15. What is

... largest living bird? -... eagle. 16. Every English child knows ... story of Robin Hood. It is said

that he robbed ... rich and gave the money to ... poor. 17. ... man must do everything possible to

save ... environment and ... life on ... planet of ... Earth. 18. Those people with jobs have enough

money, but life is not so easy for ... unemployed. 19. What do you call ... people of ... England? -

... English. 20. Jane is ... teacher. Her parents were ... teachers too. 21. I would like to be ...

economist. 22. ... indifference and pride look very much alike. 23. AH over the world, people are

in ... prison because of their political beliefs. 24. On ... way to London we passed through ...

small village with ... old church. We stopped to visit ... church. It was ... beautiful building. 25.

How many people go to ... university in your country? 26. Some children hate ... school. 27. Bill

left ... university without doing his examinations. 28. When will you go to ... hospital to visit your

sick friend? - ... next week. 29. I really hate ... people who chew ... gum all the time. 30. ... traffic

is one of ... biggest problems in our cities.

1 J. *Insert the articles: a/an, the, -.*

1. We want ... government to do something about ... problem of unemployment.

2. ... cities are usually exciting - in ... London, for example, you can have tea at ... Ritz and then go to ... theatre in ... evening.

3. I must go to ... bank and see ... bank manager. I want to borrow ... two hundred pounds.

4. She has two children, ... girl and ... boy. ... girl is five and ... boy is only one.

5. He goes to ... work in ... City by ... train every day. His office is in ... Baker street.
6. She never reads ... newspapers during the week, but she buys ... Observer every Sunday and she reads it in ... bed.
7. When you go to ... France, you must take ... boat on ... Seine when you are in ... Paris.
8. My uncle is ... shopkeeper. He has ... shop in ... small village by ... River Thames near ... Oxford.
9. ... shop sells almost everything from ... bread to ... newspapers.
10. ... children always stop to spend ... few pence on ... sweets or ... ice-cream on their way to and from ... school.
11. My uncle doesn't often leave ... village. He doesn't have ... car, so once ... month he goes by ... bus to ... Oxford and has ... lunch at... Grand Hotel.
12. He is one of ... happiest men I know.
13. ... Shakespeare, ... world's greatest dramatist was born in ... little cottage.
14. Neither life nor property was saved and ... poor and ... weak were oppressed by ... strong.
15. ... Venice which is in ... north of ... Italy stands on ... 118 islands.
16. ... London Underground which has 400 km of tunnels is... longest in ... world.
17. ... women live longer than ... men. They have ... average life of 77 years.
18. I remember my first math's teacher was ... man. He had ... small beard and ... bright blue eyes. He usually wore ... dark-brown coat and ... light-green hat.
12. *Supply the articles a/an, the if they are necessary.*
 1. ... Statue of Liberty was ... gift of friendship from ... France to ... United States.
 2. Jason's father bought him ... bicycle that he had wanted for his birthday.
 3. Rita is studying ... English and ... math this semester.
 4. ... judge asked ... witness to tell ... truth.
 5. Please give me ... cup of ... coffee with ... cream and ... sugar.
 6. No one in ... Spanish class knew ... correct answer to ... Mrs Perez's question.
 7. When you go to ... store, please buy ... bottle of ... chocolate milk and ... dozen of oranges.
 8. There are only ... few seats left for ... tonight's musical at... university.
 9. John and Marcy went to ... school yesterday and they studied in ... library before returning home.
 10. ... Lake Erie is one of ... five Great Lakes in ... North America.
 11. On our trip to ... Spain, we crossed ... Atlantic Ocean.
 12. Louie played ... basketball and baseball at ... Boy's Club this year.
 13. Phil can't go to ... movies tonight because he has to write ... essay.
 14. David attended ... Princeton University.
 15. Susan's grandmother is in ... hospital so we went to visit her ... last night.
 16. ... Queen Elizabeth II is ... Monarch of... Great Britain.
 17. Scientist hoped to send ... expedition to ... Mars during ... 1980s.
 18. ... Civil War was fought in ... United States between 1861 and 1865.
 19. ... Florida State University is smaller than ... University of Florida.
 20. ... Declaration of Independence was drawn up in 1776.
13. *Choose and use: a/an, the or nothing.*
 1. On ... Sundays I stay in ... bed till ten o'clock, reading ... Sunday papers.
 2. My mother goes to ... church in ... morning and in ... afternoon she visits her friends.
 3. Like many women she loves ... tea parties and ... gossip.
 4. She lives on ... top floor of ... old house. When wind blows, all ... windows rattle.
 5. ... family hotels are ... hotels which welcome ... parents and children.
 6. ... interference with ... nature often brings ... disaster.
 7. Everywhere ... man has cut down ... forests in order to cultivate ... ground, or to use ... wood as ... fuel or as ... building material.
 8. If you go by ... train you can have quite ... comfortable journey.
 9. I'll pay one hundred ... week. It's not ... enormous salary but after all, you are ... completely unskilled man.
 10. Would you like to listen to ... story about ... Englishman, ... Irishman, ... Scotsman? - No, I've heard stories about ... Englishmen, ... Irishmen, ... Scotsmen before, and they are all ... same.
 11. He was ... very tall man with ... dark hair and ... small beard.

12. Leave your coats in ... cloakroom, don't bring them into... theatre.
13. ... man I met on the train told me ... rather unusual story.
14. My car broke down near ... bus stop. There was ... man waiting for ... bus, so I asked him for ... advice.
15. We have ... flat on the top floor. We get... lovely view from there.
16. We've just bought ... piano. - Who can play ... piano in you family?
17. ... life is very difficult for ... unemployed these days.
18. I bought my sister ... book and ... bottle of ... perfume for her birthday, but I don't think she liked ... perfume.
19. She is seriously ill. She has been in ... hospital for three weeks. We are going to ... hospital to visit her.
20. Is this ... first time you have been to ... Crimea? - No, I often spend my holidays on ... Crimean beaches.
21. When I left ... station I had to stand in ... queue for ... taxi for a long time.
22. ... happiness of the majority depends on ... hard work from everyone.
23. I'm staying in ... Hilton so you can leave me ... message.
24. It's ... long time since I met ... lovely person like you.
25. We took ... trip around ... London and saw ... Houses of Parliament, ... Tower Bridge, ... Hyde Park, ... Trafalgar Square and many other sights in ... West End.
26. We studied ... poetry at school, but I haven't read much since.
27. I cannot imagine my life without ... music, but ... music they play on the radio station is dreadful!

14. Complete the conversation.

1. How was your trip to ... coast?

Wonderful! ... sun was shining all day. We had ... great time.

2. Would you like ... cigarette?

No, thanks. I've given up smoking. It's ... bad habit.

3. What's your brother doing now? Has he got... good job? Yes. He is ... soldier. He is in ... army. He loves it. It's ... great life, he says.

4. Why were you late for ... meeting?

Well, first I had to go to ... hotel I'd booked into. I took ... taxi from ... airport, and ... driver got completely lost. It was ... terrible nuisance. ... man was rather ... strange person.

5. Is this ... book, you were telling me about? Yes, it's ... really interesting story.

What did you say it's about?

I knew you were not listening to me. It's ... science fiction story. It's about ... ruining of ... universe.

15. Put a/an/the/-. Role-play the conversation.

I'm so sorry!

... Sun King is ... cruise ship. It's sailing around ... Caribbean. There are ... lot of tourists on ... ship. Most of them are from ... USA, but some of them are also from ... Canada and South America. It's ... seventh day of ... cruise, and ... ship is sailing from ... Venezuela to ... Barbados. AH of ... passengers and most of ... crew are on deck for ... captain's party.

Hello. My name is Marianne Wilson. I'm from ... Montreal.

Hi, I'm Tom Grey. Nice to meet you.

Where do you come from?

I'm from ... Montgomery.

... Montgomery? Where is that?

It's in ... Alabama. Have you heard of ... Alabama?

Oh, yes. ... Alabama. It's in ... South. I've never been to ... South. I'm from ... Seattle. I work in ... bank. By ... way, what ... awful party!

Really? Do you think so? It's my party. I'm...captain of this ship.

Oh my God! I'm so sorry!

That's O.K. No problem. I was glad to meet ... person who actually told me ... truth about ... party.

16. Put a/an/the/-. Retell the following texts.

Esop and his Fables

... ancient stories of Esop seem to fascinate many people.

... fable is ... short story that teaches ... lesson.

Esop was ... Greek slave who lived in ... 6th century B.C. He wrote down over ... hundred fables; he was not ... author of all ... fables; he collected them from many countries. ... most famous ones are: "... Hare and ... Tortoise", "... Lion and ... Mouse", "... Wolf in Sheep's Clothing". Many fables have ... animals as their main characters. However, ... people are also ... main characters in some of ... Esop's fables.

The Farmer and his Sons

There was once ... old, dying farmer. Before he died he wanted to teach his three sons how to be ... good farmers. So he called them to him and said, "My boys, before I die I want you to know that there is ... great treasure buried in ... vineyard. Promise me that you will look for it when I'm dead". ... sons promised and they began looking for ... treasure. They worked very hard in ... hot sun. In their minds they pictured ... boxes of ... gold coins, ... diamond necklaces and other things like that.

But they found not ... single penny. They were very upset. But then ... grapes started to appear on ... vines and their grapes were ... biggest and best in ... neighborhood and they sold them for ... lot of money. Now they understood everything and they lived happily and wealthy ever after. ... moral of ... story is: ... hard work brings ... happiness and ... wealth.

... American Tourist in ... Britain

... man from ... California was spending ... month in ... Britain. One day he booked into ... hotel in ... Cheltenham, ... nice old town in ... west of England. Then he went out to look around ... place. But ... man didn't return to ... hotel. He disappeared, leaving ... suitcase full of clothes behind. ... police were called in, but they were unable to find out what had happened to ... missing tourist. It was ... mystery.

But two weeks later ... man walked into ... police station in ... Cheltenham. He explained that he was very sorry, but while walking around ... town he had got lost. He had also forgotten ... name of ... hotel he had booked into. So he had decided to continue with his tour of ... country and had gone to visit ...

friend in Scotland before returning to pick up ... case he had left behind.

In Search of ... Good Job

There is ... lot of unemployment in our days so it is getting more and more difficult to get ... kind of ... job you really want. Then you have to decide what is more important to you -how much you earn or ... job satisfaction. Do you want to work with your hands (called ... manual work) or do you prefer to work in ... office (called ... clerical work)? When you are thinking about ... career, or applying for... job, first of all you should go out and look for ... work instead of sitting around all day doing nothing.

Susan is ... teacher of ... English in ... state secondary school. She's ... graduate of ... Sussex University with degree in ... English Literature . When she graduated, she first worked in ... office but was bad at typing and soon got bored with ... job. She decided to teach, so she went to ... teacher training college. Susan teaches ... six different classes of ... children between ... age of 12 and 18. ... pupils enjoy her lessons, but she finds it ... hard work. She gives ... children ... lot of homework to do, and every evening she has to mark it and prepare for ... next day. One problem is that ... children in ... Susan's school don't behave very well. They are often impolite. Susan and ... other teachers have to be very strict with them.

Susan's brother Harry is 21. He passed his school exams with ... good marks and left... school at 19. Now he is at... university. He is ... student and receives ... grant from ... state to help him pay ... university fees and his personal expenses. He is very keen on ... mathematics and it will be useful to him in ... future. He works hard and enjoys his studies. ... university courses in ... Britain usually last for ... three years. After this, Harry hopes to graduate— good degree will get him ... good job.

It was ... Lovely Time

We had ... lovely time touring ... United States last year. We landed at ... Kennedy Airport and went first to Manhattan

where we stayed in ... Hilton Hotel on ... Sixth Avenue. During our stay we visited ... Metropolitan museum. One day we took a boat along ... Hudson River and cruised around ... Manhattan Island, which was very interesting. After ... New York we went to ... Chicago where we stayed in ... hotel overlooking ... Lake Michigan. Finally we flew to Denver because I was

determined to see ... Rocky mountains before I left. It was ... wonderful holiday. Next year we plan to go to ... Caribbean.

17. Translate the sentences into English.

1. Что вы будете есть на завтрак? - Бутерброд и кофе, пожалуйста.
2. Фрукты дорогие в этом сезоне. Через неделю или две созреют фрукты в нашем саду.
3. Я люблю чай с лимоном. Чай горячий, добавьте немного молока. Вот сахар.
4. Дети любят мороженое. Некоторые люди едят мороженое на улице даже зимой. Мороженое в холодильнике. Можно мне взять две порции мороженого?
5. Что нового? - Новости хорошие. Такие сведения всегда полезны.
6. Деньги - не самое главное в жизни, но жизнь трудна без них. Где деньги? - Они на столе. Можешь их взять.
7. Я думаю, что смогу дать вам хороший совет. - Извините, но мне не нужны чьи советы в этом деле.
8. Клоун впервые появился в английском цирке. Все смеялись над шутками клоуна, и цирковое представление было успешным.
9. Как жизнь? - Жизнь идёт своим чередом.
10. В чём дело? Ты опоздал на 20 минут. - Извините, меня подвёл транспорт. Я считаю троллейбус ненадёжным видом транспорта. Когда что-то случается с электричеством, я всегда опаздываю на работу или мне приходится брать такси.
11. Какой приятный сюрприз! Я не видел тебя целую вечность! Как твои дела? - Всё хорошо. Я только что вернулся из-за границы.
12. Ты любишь цветы? - Конечно. Роза - мой любимый цветок. - А я люблю подснежники.
13. Это лёгкий вопрос. Ребёнок может ответить на него, не говоря о взрослом.
14. Сын моего брата, двухмесячный мальчик, серьёзно болен. - Мне жаль это слышать. Желаю ему быстрее выздороветь. - Будем надеяться на лучшее.

The Pronoun

The pronoun is a part of speech, which points out objects and their qualities without naming them.

Pronouns fall under the following groups:

- 1) Personal pronouns: *I, he, she, it, we, you, they.* 2) Possessive pronouns: *my, his, her, its, our, your, their.*
- 3) Reflexive pronouns: *myself, himself, herself, itself, ourselves, yourselves, themselves.*
- 4) Demonstrative pronouns: *this (these), that (those), such, (the) same.*
- 5) Reciprocal pronouns: *each other, one another.*
- 6) Interrogative pronouns: *who, whose, what, which.*
- 7) Indefinite pronouns: *some, any, somebody, anybody, something, anything, someone, anyone.*
- 8) Negative pronouns: *no, none, neither, nobody, no one, nothing.*
- 9) Definite pronouns: *each, every, everybody, everyone, everything, all, either, both, other, another.*
- 10) Relative pronouns: *who, whose, which, that, as.*
- 11) Conjunctive pronouns: *who, whose, which, what.*

Some pronouns have the grammatical categories of person and gender (personal and possessive pronouns), case:

	<i>Personal Pronouns</i>	<i>Reflexive and Emphatic Pronouns</i>	<i>Possessive Pronouns</i>
Sing.	I me	myself	my mine
Pl.	we us	ourselves	our ours
Sing.	you	yourself	your yours
Pl.		yourselves	

Masc.	he	himself	herself	his	her
Fem.	him	she		hers	
Non-personal	her				
	it	they	themselves	its	their
	them			theirs	

Personal Pronouns and Possessive Adjectives Subject and Object Pronouns

Subject pronouns

I	you	he	she	it	we	you	they
---	-----	----	-----	----	----	-----	------

Object pronouns

me	you	him	her	it	us	you	them
----	-----	-----	-----	----	----	-----	------

- *The subject is the person or thing doing the action:*

I left early. She went home. We said goodbye.

- *The object is the person or thing receiving the action:*

She telephoned me. I hit him. We saw her.

Practice

Y. *Put the correct object pronoun into each gap. Model: My sister has a new car, but she doesn't like it.*

- He has two sons. He plays football with ... in his free time.
- That's my dictionary. Can I have ... back, please?
- Ben's new teacher is Mr Banks. Ben likes ... a lot.
- Jane and I are good students, so our teacher likes
- Our teacher gives ... a lot of homework.
- Kate likes Joanna, but Maria doesn't like ... at all.
- She buys a newspaper everyday and reads ... on the train
- Look! This is a photo of ... my family.
- Sally lives near Peter and Mary. She goes to work with ... every day in their car.

2. *Put my or your into the gaps.* 3. *Put his or her into the gaps.*

- a. *Hello. ... name is Jenny, a. "What's ... name?"*
b. *What's ... your name? "Elizabeth", b. ... name is*
c. *Is Catherine ... sister? d. James Baker, c. I have a*
John: Ann, this is ... son. ... name is David, d.
brother, Dick. Ann: Hello, Marie is from France. ...
Dick. Dick: Hello. flat is in Paris.

4. *Write the correct pronouns for these sentences.*

- ... telephoned yesterday, (she) She telephoned yesterday.
- We watched ... for hours, (he) We watched him for hours.
- Hasn't... arrived yet? (she)
- ... don't understand. (I)
- Are you talking to... ? (I)
- Don't ask ... : ... doesn't know, (she/she)
- This is Julia: ... have known ... for years, (we/she)
- Nobody told ... the bus was leaving, (they)
- Why didn't... ask ... to come? (she/they)
- Don't ask ...: ask... . (I/he)
- ... think ... doesn't like (I/he/I)
- ... asked ... to invite (they/he/we)

5. *Write the correct adjectives for these sentences:*

- These are ... parents. (I) These are my parents.
- I've got... watch, (he)
- Is this ... car? (you)
- Do they like ... new house? (she)
- Have you met... teacher? (their)
- Who's got ... money? (I)
- I don't like ... teacher, (we)

8. Have you got ... passport? (you)
9. He forgot... keys, (he)
10. They changed ... Hotel, (they)
11. She gave the letter to ... secretary, (she)
12. There's something wrong with ... car. (I)
13. They're having a party in ... garden, (they)
14. Where's... pen? (I)
15. I like ... jacket, (you)

6. *Rewriting a text. Read the text about Keiko Wilson. It's not very natural. Which nouns can you replace with pronouns or possessive adjectives? Underline them. Rewrite the text to make it more natural.*

Keiko Wilson is Japanese, but Keiko lives in New-York because Keiko is married to an American. Keiko is an interpreter. Keiko lives in New York because New York is interesting, but Keiko's husband, Walter, doesn't like New York. Walter wants to leave and live in the country. Keiko and Walter have two children. Walter takes the two children and the two children's dog out of the city in Walter's free time. Walter and the children go walking in summer and skiing in winter, but Keiko doesn't go with Walter and the children because Keiko doesn't have any free time.

7. *Talk about profession. Use the possessive pronouns: hers, yours, their, ours to show that something belongs to somebody.*

Model A: They, your tests — No, they are not our tests. -

Whose are those tests? Are they yours? *Model B:* It, her picture — No, it's not their picture. -

Whose is that picture? Is it hers?

Prompts: 1. They, your notes. 2. It, his tie. 3. They, my tickets. 4. It, her dog. 5. They, our spoons. 6. They, my shirts. 7. It, their car. 8. It, his exercise-book. 9. My dictation, their. 10. Our lecturer, your. 11. His composition, mine.

8. *Write the correct adjective or pronoun for these sentences.*

1. Whose camera is this? Is it ... ? (you) Whose camera is this? Is it yours?
2. Excuse me, those are ... seats, (we) Excuse me, those are our seats.
3. Is it ... suitcase or ... ? (you/he) Is it your suitcase or his?
4. Has the dog ... food? (it)
5. They're not ... keys - they're (I/she)
6. I don't think it's ... room; think, it's (you/they)
7. The police asked me for ... address. (I)
8. Have you got ... pen, or would you like to borrow ... ? (you/I)
9. ... garden is bigger than (they/we)
10. I think this is ... book. Oh, no, it's (I/you)
11. The decision is (they)
12. The cat wants ... dinner, (it)
13. You know it's not... money. It's (you/I)
14. It isn't... car. It's (he/she)
15. It wasn't... a mistake, it was (I/they)
16. Have you met... mother? (they)
17. ... parents say the garden is (she/they)
18. ... brother thinks the car is (I/we)
19. ... car wasn't working, so I used (I/he)
20. ... house is smaller than (we/they)

Reflexive and Emphatic Pronouns

The reflexive pronouns are:

singular myself/ yourself (one person) / himself/ herself / itself *plural* ourselves / yourselves (more than one person / themselves)

Study this example.

George cut **himself** when he was shaving this morning. *We use **myself, himself, yourself** etc., when the subject and the object are the same.*

Some more examples:

I don't want you to pay for me. **I'll** pay for **myself**. Julia had a great holiday. **She** enjoyed

herself very much.

Compare:

It's not our fault. **You** can't blame **us**. It's our own fault. **We** blame **ourselves**.

NOTE:

We do not use myself / yourself etc. after bring / take something with...:

It might rain. I'll take an umbrella **with me**. (*not with myself*) *We do not use myself etc. after concentrate feel, relax, meet...:*

You must try and concentrate.

- **Do** you **feel** nervous?

- Yes, I can't **relax**.

*We naturally use wash, shave, dress **without** myself etc. We got up washed, shaved and dressed. We also use myself/yourself and etc. in another way as emphatic pronouns.*

For example:

- Who repaired your bicycle for you?

- Nobody. I have done it **myself**.

Here myself is used to emphasize I (=it makes it stronger).

I'm not going to do it for you. **You** can do it **yourself**. (= **you**, not me)

The film **itself** wasn't very good but I liked the music.

Practice

1. Complete each sentence using myself/yourself etc. with one of these verbs (in the correct form):

blame burn cut enjoy express hurt put

1. George cut himself while he was shaving this morning.

2. Bill fell down some steps but fortunately he didn't .. badly.

3. It isn't her fault. She really shouldn't....

4. Please try and understand how I feel ... in my position

5. They had a great time. They really

6. Be careful! This pan is really hot. Don't....

7. Sometimes I can't say exactly what I mean. I wish I could ... better.

2 Put in myself/yourself/ourselves etc. or me/you/us etc.

1. Julia had a great holiday. She enjoyed herself.

2. It's not my fault. You can't blame

3. What I did was wrong. I'm ashamed of

4. We've got a problem. I hope you can help

5. "Can I take another biscuit?" - "Of course. Help ... !"

6. Take some money with ... in case you need it.

7. Don't worry about Tom and me. We can look after

8. I gave them a key to our house so they could let... in.

9. When they come to visit us, they always bring their dog with them.

3. Complete these sentences. Use myself/yourself etc. only where necessary. Use one of these verbs (in the correct form): concentrate defend dry feel meet relax shave wash

1. Martin decided to grow a beard because he was fed up with shaving.

2. I wasn't very well yesterday but I... much better today.

3. She climbed out of the swimming pool and ... with a towel.

4. I tried to study but I just couldn' t... .

5. If somebody attacks you, you need to be able to

6. I'm going out with Chris this evening. We're ... at the station at 7.30.

7. You're always rushing around. Why don't you sit down and ... ?

8. There was no water so we couldn't

4. Complete these answers for the questions using myself I yourself/itsel/etc.

1- Who repaired the bicycle for you? Nobody. I repaired

2. Did Bryan have his hair cut by a hairdresser? it myself. No. He cut ...

3. Do you want to post that letter for you?. No. I'll

4. Who told you that Linda was getting Linda married?

5. Can you phone John for me? Why can't you ... ?

5. Say that people do something themselves. Use the emphatic pronouns.

Model: to make Mary's bed. -----^Who makes Mary's bed? -
She makes it herself.

Prompts: 1. To clean the flat for Mr and Mrs Brimby. 2. To do Ann's shopping. 3. To get Walter's tickets for him. 4. To cook Mr and Mrs Rumboll's meals. 5. To type Andrew's letters. 6. To wash the children. 7. To feed the dog. 8. To shave Henry. 9. To tie your tie. 10. To buy food for us. 11. To turn the computer off. 12. To make pies for us. 13. To clean your shoes. 14. To cut Irene's hair.

6. *Express surprise.*

Model: to translate an article for John ^ I translated an article for John. - Didn't he translate it himself? *Prompts:* 1. To buy an evening paper for Mike. 2. To finish the exercise for Kate. 3. To collect stamps for Barbara. 4. To wash a blouse for Alise. 5. To compose a poem for Anthony. 6. To borrow books for your roommates. 7. To mark dictations for you. 8. Mr. and Mrs. Westley, to make jam for us. 9. To clean windows for you. 10. To cut cheese for your boys. 11. To write a lecture for Mr Linck. 12. To grow flowers for your pupils. 13. Ray and Rose, to boil eggs for our salad.

Indefinite Pronouns

<i>some</i>	<i>any</i>	<i>no</i>	<i>every</i>	<i>all</i>	<i>much</i>
<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>	<i>both</i>	<i>many</i>
<i>someone</i>	<i>anyone</i>	<i>none</i>	<i>everyone</i>	<i>each</i>	<i>little</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>	<i>either</i>	<i>few</i>
<i>someone</i>				<i>neither</i>	

- **some** is used in positive sentences: a) with plural countable nouns: **Some** people arrived. I'd like a loaf and **some** eggs, please.

b) with uncountable nouns: I bought **some** milk. I'd like **some** water, please.

- **any** is used like **some**, but in negative sentences and questions:

a) with plural countable nouns: Did any people arrive?

I didn't buy any eggs.

b) with uncountable nouns: Did you buy any milk?

I didn't have any water.

- **some** is used in offers:

Would you like some coffee? Would you like some tea?

<i>I've got (Would you like ...?)</i>	<i>an apple some oranges some sugar</i>
<i>Have you got ...? I haven't got</i>	<i>an apple any oranges any sugar</i>

Note: We use **any** to talk about one person or thing (but it doesn't matter which one) from the large indefinite number. Any poem - it doesn't matter which poem, any poem you like.

Practice

1. Read the advertisement.

April Cottage, Devon

This lovely cottage is 500 years old. It is in the country, one mile from the village of Parkham Cross, where there is a Post Office and a small shop. There are some very good pubs and restaurants in the area.

The cottage has a big garden with flowers and trees, where children can play safely. There are two double bedrooms, a bathroom, and a toilet.

The living room has traditional and antique furniture, and an open fire.

Phone № 0984 6552 .Color TV~ electric cooker - sea three miles away

Complete the sentences about April Cottage with **some**, **any**, **a**, or **an**. *Model:* Is there a garden?

a) There are ... good restaurants in the area.

b) The village of Parkham Cross has ... post office and ... shop.

c) Are there ... good beaches near the cottage?

d) Does the cottage have ... dining room?

e) There are ... trees in the garden.

- f) There's ... open fire in the living room.
 g) Upstairs there's ... bathroom.
 h) Are there ... books in the living room? i) Is there ... fridge in the kitchen? j) There's ... electric cooker.

2. Put some or any into each gap.

1. I haven't got... paper.
2. I'll buy ... paper when I go to the shops.
3. Is there ... petrol in the car?
4. Yes, I put ... in yesterday.
5. I bought... fruit, but they didn't have ... vegetables.
6. Do you have ... change? I need 50p.
7. I saw ... change on the table a minute ago.
8. I need ... help with my homework. Are you free?
9. I don't have ... time today. Sorry.
10. Did you have ... problems with this exercise?

3. Put some or any into the gaps.

1. I don't have ... money in my pocket, but I have ... money in the bank.
2. Are there ... letters for me this morning?
3. I never have ... breakfast. I'm not hungry in the morning.
4. You have ... lovely pictures in your house.
5. Are you Canadian? I have ... good friends in Canada.
6. Don't buy ... bread in the shops. There is a lot in the kitchen.
7. Do you have ... brothers or sisters?
8. There aren't ... shops in my village, just a post office and a pub.
9. I want ... cheese. Is there ... in the fridge?
10. ... people like flying, but other people don't.
11. There was ... rain during the night.

4. Complete the sentences with some, any and a word from the box: petrol food music shampoo stamps books people chairs photos

Model: Would you like to listen to some music? I have a new CD. 1. People couldn't sit down at the party because there weren't.....2. I couldn't take.....on holiday because the weather was so bad. 3. We couldn't buy.....in the supermarket because our money was in the car. 4. I'd like to wash my hair, so I want.....5. I need to put.....in the car. It's nearly empty. 6. Do you have.....? I want to post this letters. 7. There were very interesting..... at the party last night. 8.1 want.....from the library.

5. Write a, some or any to complete these sentences.

1. I've got ... bananas and ... apple.
2. Did you bring ... bread?
3. I'd like ... water, please.
4. Sorry, I haven't got... matches.
5. I asked the water for ... tea.
6. I have ... information for you.
7. Didn't you bring ... money?
8. I sent her ... card from France.
9. Would you like ... coffee?
10. I want... bread and ... kilo of cheese, please.
11. I have ... bad news for you.
12. At twelve o'clock we had ... food?
13. I bought... books, but I didn't buy ... pen.
14. There aren't ... students here at the moment.
15. She didn't give me ... money.

6. Complete the sentences with some or any.

1. We didn't buy any flowers.
2. This evening I'm going out with ... friends of mine.

3. "Have you seen ... good films recently?" — "No, I haven't been to the cinema for ages".
4. I didn't have ... money, so I have to borrow
5. Can I have ... milk in my coffee, please?
6. I was too tired to do ... work.
7. You can cash these traveler's checks at... bank.
8. Can you give me ... information about places of interest in the town?
9. With a special tourist train ticket, you can travel on ... train you like.
10. If there are ... word's you don't understand, use a dictionary.

7. **Complete these sentences with *no, none or any*.**

1. It was a public holiday, so there were no shops open.
2. I haven't got any money. Can you lend me some?
3. I couldn't make an omelet because there were ... eggs.
4. I couldn't make an omelet because there weren't ... eggs.
5. "How many eggs have we got?" - "... I'll go and buy some from the shop if you like".
6. We took a few photographs but ... of them were very good.
7. What a stupid thing to do! ... intelligent person would do such a thing.
8. I'll try and answer ... of the questions they asked me.
9. I couldn't answer ... of the questions they asked me.
10. We cancelled the party because ... of the people we invited were able to come.

Some, any, no and their derivatives

<i>some</i>	<i>any</i>	<i>no</i>	<i>every</i>
<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>
<i>someone</i>	<i>anyone</i>	<i>none</i>	<i>everyone</i>
<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>
<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>	<i>everywhere</i>

*The rules for these words are the same as for **some** and **any**.*

Positive

Somebody phoned you last night.

I'd like **something** to eat.

They have a house **somewhere** in the south of France.

Negative

I didn't go **anywhere** last night.

I didn't have **anything** to eat.

He doesn't know **anybody** in London.

Question

Did you go **anywhere** in the weekend? Did you meet **anybody** in the party? Is there **anything** to eat in the house?

*These words are followed by a verb in the singular: **Everybody** likes Kate. **Nobody** wants more homework. **Everything is** ready.*

*We use **everybody, everyone, somebody and someone** to talk about people. We use **everything, something, and anything** to talk about things.*

Practice

1- *Put one of the words into each gap.*

1. Is there ... on TV tonight?
2. I'm bored. I want to go ... tonight.
3. Does ... have change for a pound? I want to make a phone call.
4. Close your eyes! I have ... for you.
5. ... took my newspaper this morning. Who was it?
6. I looked for my newspaper, but I couldn't find it....
7. Jane works ... in the center of the town.
8. A. Tom is on the phone for you. B. I don't know ... called Tom.
9. I don't understand ... about computers.
10. A. Where did you put my coat? B. ... in the kitchen.
11. There's ... at the door. Can you open it, please?

2. *Put one of the words into each gap.*

- a) A. Who's in the bathroom? B.....It's empty.
- b) A. Who would like an ice cream? B.....We all want one.

- c) A. Did you find your keys?
 B. No, I looked ... , but I couldn't find them.
- d) A. What did you buy at the shops? B.....I didn't have any money.
- e) Things in London are very expensive. ... is cheaper in my country.
- f) I'm sorry. ... told me it was your birthday today. Happy Birthday!
- g) A. Where did you go last night?
 B.....I stayed at home and watched TV.
- h) A. How much is it to get to the museum?
 B.....It's free.
- i) The fridge is empty. Justin ate j) Two and two is four. ... knows that.

3. Complete the sentences with some- or any- + -body/-thing/-where.

1. I was too surprised to say **anything**.
2. There's ... at the door. Can you go and see who it is?
3. Does ... mind if I open the window?
4. I wasn't feeling hungry, so I didn't eat
5. You must be hungry. Would you like ... to eat?
6. Quick, let's go! There's ... coming, and I don't want ... to see us.
7. Sally was upset about... and refused to talk to
8. This machine is very easy to use. ... can learn to use it in a very short time.
9. There was hardly ... on the beach. It was almost deserted.
10. "Do you live ... near Jim?" - "No, he lives in another part of town".
11. We slept in a park because we didn't have ... to stay.
12. "Where shall we go on holiday?" - "Let's go ... warm and sunny".
13. They stay at home all the time. They never seem to go... .
14. I'm going out now. If ... phones while I'm out, can you tell them that I'll be back at 11.30?
15. Why are you looking under the bed? Have you lost...?
16. ... who saw the accident should contact the police.
17. She is very secretive. She never tells.....(two words)

4. Complete the sentences. Use any (+noun) or anybody/ anything/anywhere.

- | | |
|--|---|
| 1 . Which bus do I have to catch? | Any bus. They all go to the center. |
| 2. Which day shall I come? | I don't mind |
| 3. What do you want to eat? | I don't mind. Whatever you have. |
| 4. Where shall I sit? | It's up to you. You can sit ... you like. |
| 5. What sort of job are you looking for? | It doesn't matter. |
| 6- What time shall I phone tomorrow? | I'll be in all day. |
| 7- Who shall I invite to the party? | I don't mind. ... you like. |
| 8- Which newspaper shall I buy? | Whatever they have in the shop. |

5. Answer these questions using none/nobody/nothing/nowhere.

- | | |
|-------------------------------------|-------------|
| 1. What did you do? | 1. Nothing. |
| 2. Who were you talking to? | 2..... |
| 3. Where are you going? | 3..... |
| 4. How much luggage have you got? | 4..... |
| 5. How many children have they got? | 5..... |
| 6. Who did you meet? | 6..... |
| 7. What did you buy? | 7..... |

Now write full sentences using any/anybody/anything/ anywhere.

8. (1) I didn't do anything.
9. (2) I....
10. (3)
11. (4)
12. (5)
13. (6)
14. (7)

6. Complete these sentences with *no-* or *any-* + 'bodyf-thing/ -where.

1. I don't want anything to drink. I'm not thirsty.
2. The bus was completely empty. There was ... on it.
3. "Where did you go for your holidays?" — "... I stayed at home".
4. I went to the shops but I didn't buy
5. "What did you buy?" - "... I couldn't find ... I wanted".
6. The town was still the same when I returned years later. ... had changed.
7. Have you seen my watch? I've looked all over the house but I can't find it....
8. There was complete silence in the room. ... said

7. Choose the right word.

1. She didn't tell nobody/anybody about her plans, (anybody is correct)
2. The accident looked serious but fortunately nobody/anybody was injured.
3. I looked out if the window but I couldn't see nobody/anybody.
4. My job is very easy. Nobody/anybody could do it.
5. "What's in that box?" - "Nothing/anything. It's empty".
6. The situation is uncertain nothing/anything could happen.
7. I don't know nothing/anything about economics.

Much, many, little, few, a lot of, plenty

- a few and many are used with plural and countable nouns: I've got a few friends. They haven't got many friends.

- a little and much are used with uncountable nouns: Could I have a little water, please? We haven't got much time.

a) plural countable: Positive

a few	I've got a few friends. I've got some friends.
some a lot of	I've got a lot of friends.

Negative and Question

any many	I haven't got any friends. I haven't got many friends.
a lot of	I haven't got a lot of friends. Have you got any/much/a lot of friends?

NOTE that it is sometimes possible to use **many** in the positive: I've talked to them **many** times.

b) uncountable: Positive

a little	I've got a little milk. I've got some milk. I've got a lot of milk.
some	
a lot of	

Negative and Question

any much	I haven't got any milk. I haven't got much milk. I haven't got a lot of milk. Have you got any/much/a lot of milk?
a lot of	

Practice

1. Write *few*, *little*, *much* or *many* to complete these sentences. Do not use *some*, *any* or *a lot of*.

1. There is some food but not ... drink.
2. There's not... food in the cupboard.
3. She won't be a good teacher. She's got... patience.
4. I'm sorry, I haven't got... time.
5. The receptionist didn't give me ... information.

6. I've seen her ... times this year, but not very often.
 7. We only have ... petrol left.
 8. Not ... people come here in the winter.
 9. Did they pay you ... money for working there?
 10. There aren't... towns in this part of England.
 11. I didn't drink ... wine at the party.
 12. I didn't have ... opportunity to talk to him.
 13. The journey was a short one: it didn't take ... time.
 14. I don't think ... students will come tonight.
 15. I haven't done ... work today.
 16. I don't think I've made ... mistakes.
 17. Did you take ... photographs when you were on holiday?
 18. I'm not very busy today. I haven't got ... to do.
 19. Most of the town is modern. There are ... old buildings.
 20. The weather has been very dry recently. We've had ... rain.
2. *Complete the sentences using much, many, or a lot of. Models:* There are a lot of apples. He hasn't got much washing powder.
1. There ... oil.
 2. The shop has ... bottles of water.
 3. There ... frozen food.
 4. There ... sweets.
 5. The shopkeeper has got ... cheese.
 6. I can see ... newspapers.
 7. But I can't see .. bread.
 8. There ... yogurt.
 9. He hasn't got ... birthday cards to choose from.
 10. But there ... grapes.
 11. Why ... there ... magazines?
 12. But there ... rice!
3. *In some of these sentences much is incorrect or unnatural. Change much to many or a lot of where necessary. Put RIGHT if the sentence is correct.*
1. We didn't spend much money. RIGHT.
 2. Sue drinks much tea. A lot of tea.
 3. Jim always puts much salt on his food. ...
 4. We'll have to hurry. We haven't got much time.
 5. Did it cost much to repair the car? ...
 6. It cost much to repair the car. ...
 7. I don't know much people in this town. ...
 8. I use the phone much at work. ...
 9. They've got so much money; they don't know what to do with it. ...
4. *Complete the sentences using plenty (of) + one of the following: hotels money room time to learn things to see*
1. There's no need to hurry. We've got plenty of time.
 2. He's got no financial problems. He's got
 3. Come and sit with us. There's
 4. She knows a lot but she still has
 5. It's an interesting town to visit. There
 6. I'm sure we'll find somewhere to stay. ...
5. *Put in a few, a little.*
1. ... people arrived before the party started but not many.
 2. I can lend you ... money until tomorrow.
 3. I asked him to put ... milk in my coffee.
 4. She started feeling ill only ... days before the exam.
 5. There are only ... people at the beach.
 6. The bank only lent me ... money.
 7. Can I ask you ... a questions?
 8. Only ... students have failed the exam.
 9. I gave the cat... milk.
 10. The museum was very crowded. There were too ... people.
6. *Put in little/a little/few/afew.*
1. Listen carefully. I'm going to give you ... advice.
 2. Do you mind if I ask you ... questions?
 3. This town is not a very interesting place to visit, so ... tourists come here.
 4. I don't think Jill would be a good teacher. She's got ... patience.
 5. "Would you like milk in your coffee?" - "Yes, please.

...

6. This is a very boring place to live. There's ... to do.
7. "Have you ever been to Paris?" — "Yes, I've been there ... times".

all some any most much/many little few

You can use the words in the box (and also no) with a noun (some food, few books).

All cars have wheels. Some cars can go faster than others. Many people drive too fast. *You cannot say "all of cars"; "most of people".*

You can use the words in the box (also none, half, all, a few) with of.

You can say some of (the people), most of (my friends), none of (this money), all of (the flowers), some of (it), none of (them).

We can use some of, most of, etc. + the/this/that/ these/those/ my/his/, etc.

You can use all of, some of, none of, etc. + it/us/you/them.

So, we say:

Some of the people, some of those people (but - not some of people). Most of my friends, most of Ann's friends (but - not most of friends).

Practice

7. *Put in of where necessary. Leave an empty space (-) if the sentence is already complete.*

1. All - cars have wheels.
2. None ... this money is mine.
3. Some ... people get angry very easily.
4. Some ... people I met at the party were very interesting.
5. I have lived in London most... my life.
6. Many ... people watch too much TV.
7. Are any ... letters for me?
8. Most... days I get up at 11 o'clock.
9. Jim thinks that all ... museums are boring.

2. *Choose from the list and complete the sentences. Use of*

(some of/most of etc.) where necessary: car accidents, her friends, the people I invited, birds, my dinner, the houses, the population, these books, European countries, her opinions, my spare time

1. I haven't read many of these books.
2. All cars are unsafe.
3. I spend most... gardening.
4. It's a historic town. Many ... are over 400 years old.
5. Many ... are caused by bad driving.
6. When she got married she kept it a secret. She didn't tell any
7. Not many people live in the north of the country. Most ... live in the south.
8. Not all ... can fly. For example the penguin can't fly.
9. None ... to the party could come, so I cancelled it.
10. Julia and I have very different ideas. I don't agree with many

3. *Complete these sentences using the words in brackets. Sometimes no other words are necessary. Sometimes you need the or of the.*

1. I wasn't well yesterday. I spend most of the day in bed. (most/day)
2. Some cars can go faster than others, (some/cars)
3. ... drive too fast, (many/people)
4. ... you took on holiday were very good, (some/photographs)
5. ... learn more quickly than others, (some/people)
6. We've eaten ... we bought. There's very little left, (most/food)
7. Have you spent ... you borrowed? (all/money)
8. Peter can't stop talking. He talks (all/times)
9. We had a lazy holiday. We spent ... on the beach, (most/time)
10. George is easy to get on with. ... like him. (most/people)
11. The exam was difficult I could only answer (half/ questions)

4. *Complete the sentences. Use all/some/none + of them/us (all of it/some of them, etc.)*

1. These books are all Jane's. None of them belong to me.
2. "How many of these books have you read?" - "... Every one".
3. We all got wet in the rain because ... had an umbrella.

4. Some of this money is yours and ... is mine.
5. I asked some people for directions but ... were able to help me.
6. She made up the whole story from beginning to end. ... was true.
7. Not all the tourists in the group were Spanish. ... were French.
8. I watched most of the film but not

Both/both of, neither/neither of, either/either of.

We use both/neither/either for two things. You can use these words with a noun (both books, neither book, etc.).

For example, you are talking about going out to eat this evening. *There are two restaurants where you can go.*

You say: *Both restaurants are very good, (not the both restaurants.) Neither restaurant is expensive. We can go to either restaurant. I don't mind, (either = one or the others, it doesn't matter which one.)*

Both of... / neither of... / either of

When you use both/neither/either/+ of, you always need the/these/those/my/your/his/Tom's ... , etc.

You cannot say "both of restaurants".

You have to say "both of the restaurants", "both of those restaurants" etc.:

Both of these restaurants are very good.

Neither of the restaurants we went to was (or were) expensive.

I haven't been in either of those restaurants.

// is possible to say:

Both my parents are from London or both of my parents.

You can use both of/neither of/either of +us/you/them;

(talking to two people) Can either of you speak English?

I asked two people the way to the station but neither of them knew.

After neither of... a singular or a plural verb is possible.

Neither of the children wants (or want) to go to bed.

You can also use both/neither/either alone.

I couldn't decide which of the two shirts to buy. I liked both (or I liked both of them).

"Do you want tea or coffee?" "Either. I don't mind".

Practice

1. Complete the sentences with both/neither/either.

1. "Do you want tea or coffee?" - "Either. I really don't mind".
2. "What day is it today - the 15th or the 19th?" - "... It's the 20th".
3. "There are two sandwiches here. Do you mind which I take?" - "No. Take...".
4. "Where did you go for your holidays-Scotland or Ireland?" - "We went to A week in Scotland and a week in Ireland".
5. "When shall I phone you, morning or afternoon?" - "... I'll be in all day".
6. "Where is Kate? Is she at work or at home?" - "... She is away on holiday".

2. Complete the sentences with both/neither/either. Use of where necessary.

1. Both (of) my parents are from London.
2. To get to the town center, you can go along the foot path by the river or you can go along the road. You can go ... away.
3. I tried twice to phone George but... times he was out.
4. ... Tom's parents are English. His father is Polish and his mother is Italian.
5. I saw an accident this morning. One car drove into the back of another. Fortunately ... driver was injured but ... cars were quite badly damaged.
6. I've got two sisters and a brother. My brother is working but... my sisters are still at school.

3. Complete the sentences with both/neither/either of us/them.

1. I asked two people the way to the station but neither of them could help me.
2. I was invited to two parties last week but I didn't go to
3. There were two windows in the room. It was very warm so I opened
4. Sarah and I played tennis together regularly but ... can play very well.
5. I tried two bookshops for the book I wanted but... had it.

All, every and whole All and whole

Whole - complete, entire. Most often we use whole with singular nouns.

Did you read the whole book? (= *all the book, not just a part of it.*)

She has lived her whole life in Scotland. *We normally use the/my/her etc. before whole.*

Compare whole and all:

The whole book/all the book.

Her whole life/ all her life. *You can also use a whole.*

Jack was so hungry, he ate a whole packet of biscuits. (- a complete packet)

We do not normally use whole with uncountable nouns. We say: I've spent all money you gave me. (not "the whole money ")

Every/all/whole with time words.

We use every to say how often something happens. So we say every day/every Monday/every ten minutes etc.

When we were on holiday, we went to the beach every day.

= *the complete day from the beginning to the end.*

We spent all day/the whole day on the beach.

He was very quiet. He didn't say a word all evening/the whole evening.

Compare all the time and every time:

They never go out. They are at home **all the time.** (= *always - not "every time "*)

Every time I see you, you look different. (= *each time, on every occasion*)

Practice

1. Write sentences with **whole**.

1. I read a book from the beginning to end. I read the whole book.

2. Everyone in the team played well. The

3. Paul opened the box of chocolates. When he finished eating there were no chocolates left in the box. He ate

4. The police came to the house. They were looking for something. They searched everywhere, every room They

5. Ann worked from early in the morning until late in the evening.....

6. Everyone in Dave and Judy's family plays tennis. Dave and Judy play and so do their children. The

7. Jack and Jill went on holiday to the seaside for a week. It rained from the beginning of the week to the end. It....

Now write the sentences 5 and 7 again using **all** instead of **whole**.

8. Ann.... 9.....

2. Complete the sentences using **every** with one of the following: **five minutes ten minutes four hours six months four years**

1. The bus service is very good. There is a bus every *ten minutes*.

2. Tom is ill. He has some medicine. He has to take it

3. The Olympic Games take place

4. We live near a busy airport. A plane flies over our house

5. It's a good idea to have a check-up with the dentist.....

7 Which is the correct alternative ?

1. I've spent the *whole money/all the money* you gave me (*all the money* is correct).

2. She works *every day/all days* except Sunday.

3. I'm tired. I've been working hard *all the day/all day*.

4. It was a terrible fire. *Whole building/The whole building* was destroyed.

5. I've been trying to phone her all day but *every time/all the time* I phone her the line is engaged.

6. I don't like the weather here. It rains *every time/all the time*.

1. When I was on holiday, all my *luggage/my whole luggage* was stolen.

Reciprocal pronouns

each

other

one

another

Study the difference between *selves* and **each other**:

Tom and Ann stood in front of the mirror and looked at **themselves**. (= Tom and Ann looked at Tom and Ann.) But: Tom looked at Ann; Ann looked at Tom. They looked at **each other**. You can use one another instead of **each other**.

For example:

How long have you and Bill known **one another**? (or known *each other*.)

Sue and Ann don't like **each other**, (or don't like *one another*.)

Practice

1- Complete the sentences with *-selves* or **each other**. 1- How long have you and Bill known *each other*!

2. If people work too hard, they can make ... ill.
3. I need you and you need me. We need
4. In Britain friends often give ... presents at Christmas.
5. Some people are very selfish. They only think of... .
6. Nora and I don't see ... very often these days.
7. We couldn't get back into the house. We had locked ... out.
8. They've had an argument. They are not speaking to ... at the moment.
9. We'd never met before, so we introduced ... to 2. Express surprise using *each other*.

Model: James and Philip, to be at the party. - James and Phillip were at the party. - Didn't they recognize *each other*?

1. Alice, to meet John at the park, not to talk.
2. Elsa, to come to see Richard, to tell the truth.
3. Caroline and Mary, to do the translation, to help.
4. Angela and Dick, to go to the party, to have fun.
5. Alex and Barbara, to go for a walk to play badminton.
6. Helen, to go to the station to meet Maggie, to find.
7. Charlie, to talk to Fred, to understand.
8. Elizabeth and Andrew, to speak on the phone, to hear.
9. Natalie and Martin, to be friends, to love.
10. John and Emily, to go to the South, to see.

Demonstrative pronouns

We use *this* and *these* to talk about things near the speaker. We use *that* and *those* to talk about things that are further away from the speaker.

Number	Form
singular	this / that
plural	these / those

Both these pronouns can be used for persons and things.

Practice

1 Ask for precise information using **this, these, that, those and one or ones**.

Remember that we use *one* instead of a singular noun (an old map - an old one); we use *ones* instead of a plural noun (the old maps - the old ones).

Model: Dan, to want, a piece of cheese cake, large. - Dan wants that piece of cheese cake.

- Do you mean the large one?

1. Ada, to want, a photo, small.
 2. Andrew, to want, a cup of tea, large.
 3. Jack, to need, ties, grey.
 4. Barbara, to want, a skirt, black.
 5. Oliver, to need exercise books, thick.
 6. Alice, to need, boxes, yellow.
 7. James, to want, a toy, small.
 8. Robert, to want, a cup of coffee, black.
 9. Betty, to need, stamps, old.
 10. Grace, to want, apples, red.
 11. Phil, to need, a map, old.
2. Put *this, these, it or they* into the gaps. Model: A. Bob, this is my mother. B. Hello, Mrs Smith.

- a. Take ... bags into the kitchen.
- b. I don't like ... music.
- c. A. Is ... book John's? B. Yes,... is.
- d. A. Are ... books Mary's? B. Yes,... are.
- e. A. How much are ... glasses? B. ...'re cheap.
- f- A.... exercise is very easy. B. No,... isn't. ...'s difficult!

3- Put *that, those, it or they* into the gaps. 1 Is ... your brother over there? 2. Look at... beautiful flowers!

- 3. What's ... in your bag?
- 4. Is ... house Ann's? Yes, ... is.
- 5. Are ... boys your brothers? Yes, ... are.
- 6. How much is... hi-fi? ...'s \$350.
- 7. Do you like ... shrimps? No, I don't. ...'re horrible.

Interrogative and Relative Pronouns

Interrogative Pronouns	Relative Pronouns
<i>Who</i> played football?	The boys <i>who</i> played football
<i>Whose</i> article is this?	The writer <i>whose</i> article we are discussing
<i>What</i> is he reading?	I don't know <i>what</i> he is reading.
<i>When</i> did it happen?	Nobody knows <i>when</i> it happened.
<i>How</i> did you do it?	She couldn't explain <i>how</i> she had done it.
<i>How much</i> time does it last?	They couldn't tell us <i>how much</i> time it lasted.
<i>Which</i> of these girls is her sister?	The girl <i>who</i> works at the cafe is her sister.
<i>Which</i> do you play best, the piano or the accordion?	Is this the shop <i>which</i> stays open till eleven?
<i>Which</i> asks about things and people. We use <i>which</i> when there is a limited (and often very small) number of possible answers to from.	Here's the bag <i>that</i> I found in the room. The girl <i>that</i> you saw is our student. <i>We can use that instead of who or which but mostly we use that to talk about things. Sometimes we use that to talk about people, but we use who much more often.</i>

Relative Pronouns

We use **who/that, which/that**, and **where** to join sentences. *I saw the girl. She works in the travel agency. I saw the girl **who/that** works in the travel agency.*

Who/that = person/people

This is the book. It has the information.

*This is the book **which/that** has the information. **Which/that** = thing/things*

There is the house. John and Mary live in it.

*There's the house **where** John and Mary live.*

Where - place/places

Practice

1. Join the sentences with **who, which, that or where**.

- 1. Jack wrote the letter. It arrived this morning
- 2. There is the park. We play football in it

3. Tom's a young man. He loves Ann
4. This is the hotel. I always stay here
5. Barbara's got a car. It's faster than yours
6. I've got a niece. She lives in America
7. Look at the pictures. They are on page 6

2. Read about London and underline the relative pronouns. Check the meaning of new words in your dictionary.

London

London has a population of about 6,770,000. It lies on the river Thames, where the Romans landed nearly 2,000 years ago. From about 1800 until World War II, London was the biggest city in world, but now there are many cities which are much bigger. London is famous for many things. Tourists come from all over the world to visit its historic buildings, such as St. Paul's Cathedral, which has a huge dome, and the Houses of Parliament, where you can see and hear the famous clock, Big Ben. They also come to visit its theatres, its museums and its many shops, such as Harrods, where you can buy anything.

Like many big cities London has problems with traffic and Pollution. Over 1,000,000 people a day use the London Underground but there are still too many cars on the streets. The air isn't clean but it is cleaner than it was 100 years ago. Until the Clean Air act in 1956, London was famous for its fog or "smog" which is the mixture of smoke and fog.

The best thing about London is the parks. There are five in the city center. But my children's favorite place is Hamleys, which is the biggest toyshop in the world. It is 200 years old.

3. Link the following sentences with the correct relative pronoun **who, that, which, where**.

1. There is the boy. He broke the window.
2. That's the palace. The Sultan lives in it.
3. There are the policemen. They caught the thief.
4. He gave her a watch. It stopped after two days.
5. Here are the letters. They arrived this morning.
6. That's the house. I was born in it.
7. Where is the lady? She ordered the fish.
8. The Red Lion is the pub. We met in it for a drink.
9. Do you know the children? They live in that house.
10. The clothes comes from Marks & Spencer. They are good quality.

2. Read the following description of a town. Put **who, which, or where** into the gaps.

My Home Town

I was born in Newcastle, a city in the north-east of England. Newcastle is on the bank of the River Tyne, It is quite big, with a population of about 200,000 people. There is a cathedral and a university. There are five bridges over the River Tyne, ... link Newcastle to the next town, Gateshead, ... there is one of the biggest shopping centres in the world, the Metro Centre.

A few years ago, the main industries were shipbuilding and coalmining, but now the chemical and soap industries are more important.

I moved from Newcastle ten years ago but I often return. I miss the people, ... are so warm and friendly, and I miss the

wild, beautiful countryside near the city, ... there are so many hills'and streams.

People ... are born near the River Tyne have a special name. They are called "Geordies". I am very pleased to be a "Geordie"!

5 Put **who, which, or that** into the gaps. If it is possible to leave it out, put brackets around it.

Model: He's the man who loves Anna. **He's** the man (**who**) Anna loves.

1. The film star gave a party ... cost £ 10,000.
2. The man ... you met at the party was a famous film star.
3. What's the name of the lady wearing the gold dress?
4. You're reading the book ... I wanted to read.
5. There's someone at the door ... wants to speak to George.
6. I don't like food ... is very spicy.
7. That's the dictionary ... Bill gave me for my birthday.
8. Those are the cars ... only take unleaded petrol.
9. Do you like the people ... Sarah invited to her party.

6. Read the following text.

A Farewell to Diana

The tragic death of Diana, Princess of Wales, in a car crash last August, sent the world into mourning².

It was only in death that the world realized how famous Diana, Princess of Wales, really was. All the years of fame while she was still alive, were as nothing compared to the media attention she received after her tragic death in a car accident in Paris, at the end

sent the world into mourning - повергла мир в траур

of August. Various epithets, like "Queen of Hearts" and "The People's Princess" have been applied to Diana.

The Diana "phenomenon" began 17 years ago, in 1980, when rumours began to circulate that she and the Prince of Wales were to marry. At that time, she was an unremarkable teacher in a London kindergarten, but she had many of the qualities essential for the wife of the heir to the throne. She was an aristocrat - her father was an earl, her mother was the daughter of a baron - and her family's close ties with the Royal family went back centuries\ And she was young and attractive.

To the press and the public, this young woman was a welcome change from the celebrities and politicians that they were used to. When the wedding took place in July 1981, it was watched by one billion people - a fifth of world's population.

By 1987, rumours that the marriage was in trouble had begun to circulate. They formally separated at the end of 1992.

In the months before her death, the media attention intensified. Coverage⁴ of her relationship with Dodi al-Fyaed, the son of a wealthy Egyptian business-man, was splashed across Britain's newspapers every day.

The accident that resulted in their deaths is one of the most widely reported events of the century.

Put questions to the text using interrogative pronouns.

*7. In this exercise you have to explain what some words mean. Choose the right meaning from the box and then write a sentence with **who**. Use a dictionary if necessary.*

he/ she	steals from a shop	he/ she	buys something from a shop
	designs building		pays rent to live in a house or flat
	doesn't believe in God		breaks into a house to steal things
	is not brave		no longer works and gets money from the state

¹ go back centuries - уходить в далёкое прошлое ⁴ coverage, n - освещение в печати, по радио и т.д.

1. (an architect)An architect is someone who designs buildings.....

2. (a burglar).....A burglar is someone.....

3. (a customer).....

4. (a shoplifter).....

5. (a coward).....

6. (an atheist).....

7. (a pensioner).....

8. (a tenant).....

8. *Make one sentence from two. Use who/that/which.*

1. A girl was injured in the accident. She is **now** in hospital. The girl, who was injured in the accident, is now in hospital.

2. A man answered the phone. He told me you were away. The man.....

3. A waitress served us. She was very impolite and impatient.

The.....
 4. A building was destroyed in the fire. It has now been rebuilt.
 The.....
 5. Some people were arrested. They have now been released.
 The.....
 6. A bus goes to the airport. It runs every half hour.
 The.....

9. Complete the sentences. Choose the most suitable ending from the box and make it into a relative clause.

he invented the telephone she runs away from home they are never on time they stole my car they were on the wall	it makes washing machines it gives you the meaning of words it won the race it can support life it cannot be explained
--	--

1. Barbara works for a company *that makes washing machines*.
2. The book is about a girl.....
3. What was the name of the horse.....?
4. The police have caught the men.....
5. Alexander Bell was the man.....
6. What's happened to the pictures.....
7. A mystery is something.....
8. A dictionary is a book.....
9. I don't like people.....
10. It seems that Earth is the only planet

10. Complete the sentences. Use the sentences in the box to make relative clauses with *where*.

I want to buy some postcards. Ann bought a dress in a shop. John is staying at a hotel.	I was born in a town. We want to have a really good meal We had the car repaired at a garage
---	--

1. I recently went back to the town *where I was born*.
2. Do you know a restaurant.....
3. Is there a shop near here.....
4. I can't remember the name of the garage.....
5. Do you know the name of the hotel.....
6. Ann bought a dress which didn't fit her, so she took it back to the shop.....

11. Complete each sentence using **who/whom/whose/where**.

1. What's the name of the man *whose* car you borrowed?
2. A cemetery is a place ... people are buried.
3. A pacifist is a person ... believes that all wars are wrong.
4. An orphan is a child ... parents are dead.
5. The place ... we spent our holidays was really beautiful.
6. This school is only for children ... first language is not English.
7. I don't know the name of the woman ... I spoke on the phone.

The Adjective

Adjectives are words expressing a quality of a substance.

According to their meaning and grammatical characteristics adjectives are divided into *qualitative*: high, good, red, beautiful, important, strong; and *relative*: woollen, wooden, silken, daily, weekly, American.

According to their morphological structure adjectives are divided into:

- 1) *simple*: bad, large, green, dry, good, heavy, fat, square, many, much;
- 2) *derivatives* (have suffixes, prefixes or both): beautiful, unimportant, unchangeable, boring, interesting, uninteresting, interested, helpless;
- 3) *compound*: snow-white, old-fashioned, hardworking, light-green, green-eyed, duty-free.

Degrees of Comparison

Most qualitative adjectives have three degrees of comparison: *positive*, *comparative* and

superlative.

The comparative and superlative degrees are formed in two ways:

by the suffixes •er, -est	Positive	Comparative	Superlative
one syllable and two syllable ending in -y, -er, -ow, -le and with the stress on the last syllable	big happy clever simple narrow	bigger happier cleverer simpler narrower	(the) biggest (the) happiest (the) cleverest (the) simplest (the) narrowest
by adding <i>more/the most/</i> before the adjectives of two, three or more syllables	famous successful interesting	more famous more successful more interesting	(the) most famous (the) most successful (the) most interesting

NOTES:

1. The superlative form is usually preceded by *the* and often followed by the prepositions *in* or *of*.

London is one of the most beautiful cities in England. I am the youngest of the three children in our family.

2. The superlative form can be used without a noun following it.

This house is the most attractive in our street.

3. *a + the superlative degree* of an adjective means *весьма, крайне*.

This is a most boring novel. — Это весьма скучный роман.

4. Sometimes we use *most + adjective* to mean "very".

The book you lent me was most interesting. (= very interesting)

5. You can use *-er* or *more ...* with some two-syllable adjectives, especially: *quiet, clever, narrow, shallow, simple, common, stupid*.

6. We use the Present Perfect after the superlative degree.

This is the most reliable car that we have ever had. 1. Gradual increase or decrease is expressed by two comparatives joined by *and*:

The weather is getting colder and colder.

g. *Less* and *least* are opposites of *more* and *most*. We use *less* and *least* with both long and short words.

A bus is less expensive than a taxi. (= A bus is cheaper than a taxi. /A bus isn't as expensive as a taxi.) I feel better today, less tired.

9. When *than* is followed by *he/she/it + verb*, we normally keep the verb, but when the second clause consists of *than + I/we/you + verb*, it is usually possible to omit the verb.

You are stronger than he is.

You have more free time than I/we (have).

10. *many* and *few/a few* are used before countable nouns.

many/few/a few mistakes

Many/few towns have such splendid parks. quite + a few - increases the number considerably.

I have quite a few books on art. (quite a lot of) Much/ little/a little are used with uncountable nouns.

much/little/a little coffee/salt/information

There is little time for consultations.

Many in affirmative sentences has a restrict use. *Many* is possible when preceded by *a good/a great*.

I've made a good many friends here.

When not modified, *many*, as object or part of the object, is usually replaced by *a lot (of)/lots of*(+noun) or by *a lot* or *lots* (pronouns).

They spent a lot/lots of/a great deal of money on their house.

Both *much* and *many* are possible when modified by *so/as/too*, and we use them freely in

negative sentences.

He gets a lot of letters but I don't get many.

Do you know many people here ?

You have a lot of free time but I haven't much.

He doesn 't earn much money now.

11. Comparisons with *like* and *alike*.

I'm very like my mother. We are very alike. like + noun: He worked like a slave, (very hard) as + noun: He worked as a teacher. (He was a teacher.)

12. **the + adjective with a plural meaning (they)** are used to represent a group of people and nationalities.

the old the sick

the young the dead the blind the living

the unemployed the rich the English

the homeless the deaf the Dutch the poor the elderly the Chinese

As a rule the poor get poorer, the rich become richer. "Do the English speak English?" asked my friend after one day in England.

13. **Adjective + one/ones.** Most adjectives can be used with the pronouns **one/ones**, when they represent a previously mentioned noun.

I lost my old glasses. These are new ones.

Irregular Comparative and Superlative Forms

Positive	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst
little	less	(the) least
many/much	more	(the) most
old	older/elder	(the) oldest/eldest
late	later/latter	(the) latest/ last
far	father/further	(the) farthest/furthest
near	nearer	(the)nearest/next

Late: later - latest (refers to time)

latter - last (refers to position)

I haven't heard the latest news.

Ours is the last house in the street. Old: elder - eldest (for people only in the same family)

older - oldest (for people and things)

My father is the eldest in our family.

I get on well with my elder sister. Elder is not used with **than** following. We use *older* instead:

I am five years older than my brother.

par: farther/farthest and further/furthest (about distances) further / furthest (additional)

You live father than I thought. I must have a reply without further delay. Turkey is the

farthest/furthest I've ever been. Near: nearest (denotes distance) next (denotes position)

This is the nearest post-office to our house. My uncle lives in the next house.

Comparative Constructions with the Adjectives

to compare things which are the same: <i>as ... as, the same ... as - такой же как; twice as ... as, three times as ... as</i>	The adjective is used in the positive degree.	<i>She is as busy as a bee. Father is the same age as mother. Petrol is twice as expensive as it was a few years ago.</i>
to compare things that are different: <i>not as ... as, not so ... as (не такой как);</i>	Positive degree	<i>Italy is not so hot as Iraq. He isn 't as poor as I thought.</i>
<i>than - чем than me/ than I am, etc. the ... the - чем ... тем;</i>	Comparative degree Comparative degree	<i>Your spelling is better than mine. The longer is the night, the shorter is</i>

		<i>the day.</i>
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NOTE: Words that can modify a comparative form are: **much, a little, a bit, slightly, far, rather, no, a lot, even**, etc.

The book is much more interesting than the film.

The son is much richer than his father.

Substantivised Adjectives

Substantive adjectives have acquired some or all of the characteristics of the noun.

a) *a native - the natives, a Russian - the Russians, a German - the Germans;*

b) *the rich, the unemployed, the good, the evil, the beautiful, the English;*

There are many pairs of adjectives in English ending in *-ing* and *-ed*

My job is boring. - I'm bored with my job.

Someone is -ed if something or someone is -ing

Or, if something is -ins, it makes you -ed.

Someone is interested because something is interesting.

Bill is interested in politics. He finds it interesting.

Some pairs of adjectives ending in *-ed* and *-ing*.

Adjective forming suffixes and prefixes

fascinating - fascinated exciting - excited amusing - amused astonishing - astonished tiring - tired surprising - surprised

horrifying - horrified terrifying - terrified depressing - depressed worrying - worried annoying - annoyed disappointing - disappointed

Word Order

Adjectives can be positioned before a noun. They describe a noun. Sometimes we use two or more adjectives together. One should remember that opinion adjectives usually go before fact adjectives.

opinion	size/age/ e/ shape	colour	origin	material	purpose	noun
lovely	big/old/ round	yellow	English	gold	tea	cup

We also use *adjectives* after link verbs, especially: *be, get, become, feel, seem, sound, smell, taste, grow and look* (when it means *seem*). After action verbs we use adverbs. Compare:

She looks nice and happy.

She looked at me happily.

I don't feel well today.

I swim well.

less: hopeless, homeless

un: unhappy

ful: hopeful, useful

in: indifferent

ing: boring, frightening

pre: prewar

ous: famous, courageous

ir: irregular

en: wooden, woollen

im: immortal

al: central, formal

il: illiterate

y/ly: windy, lovely

dis: dishonest

able: eatable, reliable

a: alive

ish: foolish, childish

non: non-governmental

ible: responsible

inter: international

ant/ent: important, dependent

post: post-war

Practice

1. Fill in the missing adjectives in the proper degree. Analyze the adjectives used in the song.

long, green, big, handsome, large, beautiful, strong

A Bigger Heart

His arms are stronger than mine

His legs are ... than mine

His car's always cleaner

And his grass is always
 But my heart is ... than his
 And my love for you is stronger than his.
 He's more ..., much more elegant
 More charming and more polite than me
 He's more responsible, much more dependable
 He is everything I long to be. His office is ... than mine His martinis are drier than mine His roses are much ... And his faults are far fewer.
 But my heart is ... than his
 And my love for you is ... than his.

2. Give adjectives corresponding to:

policy	sun	hope	bore	wool	depend
economy	wind	use	frighten	wood	complicate
Germany	rain	home	interest	silk	pleasure
nature	fog	respect	amuse	gold	courage

3. Give the comparative and superlative of the following adjectives:

strong	beautiful	important	good
wide	difficult	magnificent	bad
happy	dangerous	fortunate	little
greedy	useful	courageous	many

4. Write down adjectives opposite in the meaning to the following: courageous narrow

slow	healthy wild	beautiful	cruel	new
hot	civilized	soft	clean	
heavy	strong	expensive	friendly	

5. Complete the sentences. Use the comparative of the adjectives in the brackets.

- Sorry I'm late. It took me (long) to get there than I expected.
- She looks about 18, but in fact she is much (old) than she looks.
- This problem is not so complicated. It's (simple) than you think.
- We always go camping when we go on holiday. It's much (cheap) than staying in a hotel.
- It's (easy) to learn a foreign language in the country where it's spoken.
- Your English has improved. You speak (good) than you did when we last met.
- Health and happiness are (important) than money.
- I like the countryside. It's (healthy) and (peaceful) than living in a city.
- My toothache is (painful) today than it was yesterday.
- The second addition of the dictionary was (bad) than the first one.
- A man's real character will always be (visible) in his household than anywhere else.
- This railway station is (crowded) today than usual.

6. Complete the sentences with: a) the superlative form, b) one of the + superlative.

Model: It's a very nice house.

a) It's *the nicest house* in our town.

b) It's *one of the nicest houses* in our town.

- He is a very dangerous criminal. He ... in the country.
- The Mississippi is a long river. It's ... in the world.
- I have never heard such a funny story. That's ... I have heard.
- We've never made such a bad mistake. It's
- They haven't had to make such a difficult decision for years. It's
- It was very bad experience. It was ... in my life.
- He is a very good player. He ... in the team.
- She is a very rich woman. She is ... in the world.

7. Use: more and more or less and less if it is necessary.

- Computers are becoming (expensive).
- People are living (long).
- Going to church is becoming (popular).
- Divorce is becoming (common).
- (Many) people are giving up smoking.
- The roads are becoming (crowded) with cars.
- The book is getting (interesting).
- The weather is getting (bad).
- My tooth's getting (painful).
- Children spend (little) time on reading books but they spend (much) time on watching TV.
- It's becoming (difficult) to find a job.
- Your English is getting (good) and (...).

8. Ask and answer the questions, using the proper degree of comparison.

1. What is (large) city in the world?
2. Who is (popular) singer in your country?
3. What is (expensive) thing you have ever bought"?
4. What is (stupid) thing you have ever done?
5. Who is (intelligent) person you have ever known°
6. What is (happy) day in your life?
7. What was (difficult) subject for you at school?
8. Excuse me. Where is (near) metro-station from here⁹
9. What is (easy) way for learning English?
10. What was (interesting) book you read in childhood?
11. Which of you is (good) chess-player?
12. What do you think is (happy) time in a person's life: when you are a child or an adult?
13. What is (bad) thing that has ever happened to you?

9. *Complete the sentences using the adjectives given below in the proper degree.*

1. It gets ... and ... in autumn and the days become .. and But Italian summer is a very ... and ... time of the year.
2. We all grow ... with years.
3. You lookWhat's the matter?-I feel
4. I'll try to do my ... to help you -Thank you. It's very ... of you.
5. The hotel was surprisingly cheap. We expected it to be much
6. This flat is too small for our family. We need something ... but not very
7. The Moon is ... neighbour to the Earth.
8. Venus is ... planet in our solar system.
9. I prefer watching TV sitting in this old armchair. It's ... than a new one.
10. There were a lot of people on the bus. It was ... than usual.
11. This jacket is too small for you. You need ... size.
12. You look ... Have you lost your weight?
13. He is not keen on his studies. He's ... in having a ... time.
14. I was ... with the film. It was not... for me to see it.
15. A man is as ... as he looks and no ... than he feels.

beautiful	pleasant	young	expensive
thin	interesting	comfortable	bad
cold	short	old	sad
good	close	kind	crowded
large	bright	interested	disappointed

10 Use: a)as ... as, b) not so ... as/not as...as.

Model: My grandfather is younger than he looks.

- a) My grandfather isn't as old as he looks.
- b) My grandfather is not so old as he looks.
1. The examination was more difficult than we expected.
2. The weather is warmer today than it was yesterday.
3. The situation is still unpleasant but yesterday it was worse.
4. I was a bit nervous before the interview but usually I'm a lot more nervous.
5. The exhibition was less beautiful than we hoped to see.
6. This book is less interesting than the one I read last week.
7. Tokyo is exciting but for musicians London is more exciting than Tokyo and, of course, New York is the most exciting of all.
8. London is, of course, much older than New York, but it is younger than Rome.
9. New York has more parks than Tokyo, but less than London.
10. Everything is cheaper in our country than in yours.
11. The shops were more expensive than we thought.
12. The film was less interesting than I expected.
13. This business trip is less important for our firm than you think.
14. We are more tired today after our tiring job than usual.
- n. *Which meaning goes which saying?*
with

- | | |
|--|--|
| 1. Two heads are better than one. | a) Doing something late is not as bad as forgetting it completely. |
| 2. For better for worse; for richer for poorer. | b) Family ties are very strong. |
| 3. Better late than never. | c) It's easier to find an answer if someone thinks with you. |
| 4. Better the devil you know than the devil you don't. | d) Other situations always seem more attractive than your own situation. |
| 5. The grass is always greener on the other side. | e) In every situation in life. (Man and woman say these words when they get married.) |
| 6. Blood is thicker than water. | f) An unpleasant but familiar situation is better than a new one. |
| 7. Better safe than sorry. | |
| 8. The least said the better. | |
| 9. The best things in life are free. | |
| 10. It's easier said than done. | g) It's better not to talk about it.
h) Take precautions.
i) Money doesn't buy happiness.
j) It's a nice plan but not very practical. |

12. *Choose the best saying from exercise 11 for the following situations.*

1. It's so cold today. Put your fur-coat. -
2. Sorry I'm late. -
3. Jim and Delia are getting married today. ...
4. Everyone is so much luckier than we are. -
5. I wish I were rich. -
6. My car doesn't go very well but I can't afford to buy a new one. Do you think I should sell my car and buy another old one? -
7. Your elder sister has never been nice to you, so why do you defend her when other people criticize her?
8. Let me help you with this problem. -
9. Try to keep calm.
10. What's wrong with your husband today? -

13. *Complete the sentences and say if you agree or disagree.*

Model: If you get married early, it's better; in fact the earlier you get married the better it is.

1. If you are generous, you will be popular; in fact....
2. If you have many boy/girlfriends, you will be happy; in fact
3. If you are honest, you will have fewer problems; in fact
4. If you smoke, you will be kissed less often; in fact__
5. When you are kind, people respect you less; in fact....
6. When you love someone, you have fewer arguments; in fact....
7. When you win an argument, you may lose a friend; . in fact....
8. If we work hard, we always become rich; in fact....
9. When people earn much money, they become less careful; in fact....
10. If you have much, you want more; in fact
11. If you work hard, you always have good results, in fact
12. If you are happy, you see few unhappy people around; in fact
13. If you know English well, it's easy to find a good job; in fact....
14. If a man knows many foreign languages, it's easy for him to learn a new one; in fact

14. *Fill the blank spaces with: later or latter; father or further nearest or next; older or elder oldest or eldest.*

1. This is the ... bank to our house. Take a taxi to get there.
2. The ... railway station is two miles from here.
3. He walked off without ... ceremony.
4. He is the ... member of the School Committee.
5. I prefer the ... preposition to the former.
6. Is there no ... news than the last week's?
7. The nephew is ... than his uncle.
8. No ... reasons were given.
9. She is the ... of the two sisters.
10. ... discussion will be useless.
11. What is ... theatre in London?
12. How long does it take you to get to the ... river?
15. *Supply the proper degree of comparison.*
 1. Trust the man who hesitates in his speech and is (quick) and (steady) in actions.
 2. The (little) men think the (much) they talk.
 3. Prevention is (good) than cure. The public is (good) judge.
 4. It is good to be clever, but it is (good) to be industrious.
 5. Some people have (much) money than brains.
 6. Australia is (large) island in the world.
 7. He would (soon) die than tell a lie.
 8. The Times is one of (powerful) newspapers in England.
 9. "What is (good) film you've ever seen?" - "I've seen so many good films that I can't say which one is (good)".
 10. We had a great holiday. It was one of (great) holidays we have ever had.
 11. The hotel we stayed at was (cheap) than all the others in the town.
 12. Everest is ... mountain in the world. It is ... than any other mountain (high).
 13. What's (quick) way of getting from here to the station?
 14. It was an awful day. It was (bad) day in my life.
 15. "Are you (old) in your family?" — "No, I'm (young) in our family".
 16. Why do you always come to see me at (bad) possible moment?
 17. I spent (little) money than you but I spent (much) than my mother did.
 18. There are (few) people at this match than at the last one.
 19. Now her hair isn't as (long) as it used to be.
 20. The Nile is (long) river in the world at 6. 741 kilometres - slightly (long) than the Amazon, which is the second (long) at 6. 440 kilometres.
 21. The (big) city in the world is Tokyo-Yokohama with a population of about 28,5 million.
16. *Use the adjectives in the proper degree.*
 1. Spring is a very busy time. It is (busy) time in the year.
 2. That was (boring) film I've ever seen.
 3. There wasn't as (much) snow in the fields as in the forests.
 4. She is a really nice person - one of (nice) people I know.
 5. The (much) snow you have in winter, the (good) crop you have in summer.
 6. The weather in November is not so (cold) as in December but it's (cold) than in October.
 7. No park in London is as (popular) as Hyde Park.
 8. One of (famous) places of interest in London is St. Paul's Cathedral.
 9. A tram is not so (quick) as a bus. It's one of (slow) means of transport.
 10. The film is (interesting) than the book.
 11. Apples are not so (expensive) as oranges, and they are (cheap) than pears.
 12. He is not so (bad) as you think, but, perhaps, he is (bad) than she is.
 13. My sister is (economical) than I am, but she isn't as (economical) as our mother.
 14. The river was not so (shallow) as we expected. It was one of (deep) rivers in the area.
 15. "Your mother was (intelligent) and (little) naive than you are", my grandmother used to say.
 16. One of (narrow) streets in the world is St. John's Lane, in Rome: it is 49 sm. wide but there is a street in Cromwell, England, that is even (narrow): it is 48 sm. (wide) in its (narrow) point.
 17. Legends of (large) water-creatures in Loch Ness, an immensely (deep) lake in the north-eastern Highlands of Scotland, go back much (far) than 1993, when a motorist saw a (tremendous) upheaval in the loch.

18. Scientists have seriously suggested that (large) creatures may have been stranded in the (deep) waters of the loch when 60 million years ago it was cut off from the sea.
19. The (near) cinema is (far) from here than the (near) theatre.
20. (High and low, rich and poor, wise and foolish) people, all have the right to be happy.
21. The (young) you are, the (easy) it is to learn. The (early) your start, the (much) you reach.

17. Fill the gap with the correct adjective.

1. I couldn't work out who the letter was from. The signature was

I know Shakespeare is very popular but I find him totally

2. Sarah is so She is always having temper tantrums.

It was wonderful to watch the tiny lambs playing, I got such ... pleasure from the experience.

3. Sophie is extremely ... at the moment. Anything you say seems to upset her.

Karen is not a very ... person. She wore high-heeled shoes for our four-mile walk.

4. I've never known her to tell a lie. She is a very ... person.

I can never watch sad films that are based on a ... story. They always make me cry.

5. Susan is so ... of other. She never accepts anyone else's opinion, and she always thinks she knows best.

I find Mark's behaviourIt's unfair to be so selfish.

6. We are having an ... crisis at the moment. James has lost his job and I don't know how we are going to pay the mortgage.

It's more ... to drive slowly. You can do a lot of more miles to the gallon.

7. The result was a ... disappointment to us, though the lawyer outlined a ... defence.

unreadable illegible

childish

childlike

sensible sensitive

true truthful

intolerable intolerant

economic economical

great/large

powerful

strong

18. Complete the following conversations, using a synonym to avoid repeating words:

handsome, modern, messy, marvelous, wealthy, generous, annoyed.

Model: "It's a lovely day today". - "Yes, it's really beautiful".

1. "Mary's family is rich". - "Well, I know her parents were ...".

2. "Look at the new buildings!" - "Yes, the city ... much more than I expected".

3. "Her boyfriend is really good-looking". - "Yes, he is certainly one of the most ... men in out college".

4. "Derek doesn't earn much money but he is so kind". - "I know. He is very ... to both his family and his friends".

5. "Was your mother angry when you told her everything?" - "Yes, she looked really ...".

6. "His room is really untidy again!" - "Is it? I told him it was ... yesterday, and he promised to clean it".

7. "Wasn't the film wonderful?" - "Yes, it was

20. Read and retell the text making use of all the adjectives you come across in it.

My Aunt Susan

Of all my relatives, I like my aunt Susan the best. She is m> mother's youngest sister. She has never married, and she lives alone in a small village near Bath. She is in her late fiftieth, but she's still quite young in spirit. She has a kind face and when you meet her, the first thing you notice is her lovely warm smile. Her face is a little wrinkled now, but I think she is still rather attractive.

She is the sort of person you can always go to if you have a problem. She likes reading and gardening and she goes for long walks over the hills with her dog, Buster. She's a very active person. Either she is making something or mending something, or doing something to help others. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant with people who don't agree with her.

I hope that I'll be as happy and contented as she is when I'm her age.

20. Choose a tactful way to describe someone by using not very + opposite adjective instead of adjectives given in column a).

- | | |
|---------------|------------------------------------|
| a) intolerant | b) not very polite |
| rude | not very tolerant |
| ugly | not very interesting |
| boring | not very generous/kind |
| cruel | not very pretty/handsome/beautiful |
| mean | attractive/good looking |
| stupid | not very clever/intelligent |

Task: Describe the appearance and character of your friend/relative.

21. Complete the following conversations.

I. What is/are ... like? (For general description of people, place or things.)

Model: a) What's London like?

- Oh, it's big and noisy, with a lot of parks, b) What's your friend like?

- She is very nice, intelligent and pretty.

1) A.: I've got a new car.

B.: Oh, really? What is it like? A.: Well, it's faster than my old one, though it isn't as economical, but

2) A.: I moved in a new house last week. B.: Oh, really? What's the house like? A.: Well,

3) A.: You know I met a very nice girl/boy last night. B.: Oh really? What's she/he like?

A.: Well,

II. What does he/she look like? (only for physical description).

Peter: Jane, what was your first boyfriend like? Jane: Goodness! Why do you want to know that? Peter: I'm just interested.

Jane: Well, he was very good-looking, with dark hair and big brown eyes. He was very romantic. He was always buying me flowers and presents. Of course, he wasn't as nice as you. And now don't you want to tell me what your first girlfriend looked like?

Peter: Well, ... I remember the day I met her. "It was a young girl of about eighteen, with dark eyes, and an enormous fringe, puffed-out and curled and frizzed, covering her whole forehead from side to side, and coming down to meet her eyebrows. She was dressed in brilliant violet, with great lappets of velvet, and she had on her head an enormous black hat covered with feathers. Liza saw what a sensation she was creating; she arched her back and lifted her head, and walked down, swaying her body from side to side, and swaggering along as though the whole place belonged to her"⁵. Jane: Oh

22. Role-play the conversation. Pay attention to the use of the adjectives after some verbs.

You look nice

B = Betty; A = Aida

a) B.: Oh, Aida! I'm glad to see you. You look nice today. A.: Thank you. Do you like my perfume?

B.: Yes, why? It smells terrific. It smells expensive. Is it?

A.: I don't know. It's a present.

B.: A present? Who gives you perfume?

A.: Billy. My friend Billy.

b) A.: I like your fur coat, Betty. B.: Oh, you do? Thank you.

A.: Yes, it looks very expensive.

B.: Really? It isn't expensive. I bought it at a secondhand store.

A.: You did? It doesn't look secondhand. It looks brand new.

c) B.: Oh, Aida, listen to my new stereo. Does it sound all right?

A.: Yes, it sounds fine to me.

B.: I think the bass is too loud.

A.: No, it sounds perfect. It sounds better than mine.

d) A.: Betty, I have some news. My younger sister wants to get married.

B.: Married! She is not old enough to get married. She is only seventeen. Who does she want to marry? A.: Marc Wilson.

⁵ W. S. Maugham. Liza of Lambeth.

B.: Marc Wilson! I can't believe. He is too old for her. He is over 40!

A.: I know, but she loves him and doesn't want to listen to anybody.

23. *Suggest your questions for the following answers.*

Model: Do you like your new flat? - Yes, it's *much better* than the old one.

It's just the same as before. It's very similar to how
They are completely it was before.
different from before.

It's not as cheap as it used The house is much more
to be. expensive than the flat.

They are more or less the The furniture in the flat is a
same as before. bit worse than the furniture
The house is a lot quieter in the house.
than the flat.

The house is a lot quieter
than the flat.

24. *Choose the correct word in brackets. Give a brief account of the conversation.*

It Tasted Delicious

Sally: What did you think of the meal at Sarah's dinner party last night?

Jane: Oh, er (delicious/attractive) I thought it tasted really quite.

Sally: Oh, yes, indeed. I thought Sarah had gone to a lot of trouble to prepare everything (good/well) on the whole.

Jane: Oh, indeed (good/well) Although perhaps the soup tasted a little too savoury/salty (good/well) but then it smelt very.

Sally: (handsome/excellent) and perhaps pheasant was underdone (handsome/excellent) but then it looked (handsome/excellent).

Jane: Indeed! And the fish was rather (rotten/unappetizing).

Sally: And the bread rolls felt (hard/tough).

Jane: And the red wine tasted (over-ripe/sharp).

Sally: And the champagne tasted too (sweet/pleasant) and (hot/warm) although the bottle felt (well/cold) enough.

Jane: And the strawberry gateau tasted (terrible/ugly) although it looked (appealing/inviting).

Sally: And the cheese smelled (strong/hard) although it didn't look (stale/out of date).

Jane: And the coffee tasted (sour/bitter).

Sally: And the fresh cream seemed (sour/bitter).

Jane: And my stomach feels (sick/awful) this morning!

Sally: So does mine ... But then, as I said, Sarah had taken trouble to prepare everything (good/well) on the whole

Jane: Oh, indeed! As I said, the meal tasted quite (inviting/

delicious) all in all ... Sally: In fact I shall ring Sarah up and tell her how much we enjoyed it! Jane: Yes! Excellent idea! So shall I!

25. *Read the text and say what helps you to become better and more confident in life.*

Better than before

David is a shy young man. He recently completed a public speaking club and he is very happy with the results. His family has noticed that he is speaking louder, more clearly and more confidently than before. His boss has noticed that he is more effective in his work. All his friends tell him that he is friendlier and more outgoing than before.

David is feeling much better about himself these days. He has noticed that he is more comfortable when he speaks with people and he is even enjoying himself much more at parties. Now he is recommending public speaking class to everybody he knows.

26. *Read the advertisement and the text given below: **Come to the Seaside Resort Hotel***

Enjoy our: • Clean and beautiful beach! • Clear and warm ocean water! • Spacious and comfortable rooms!
• Delicious food! • Friendly and helpful hotel staff! • Entertaining nightclub show! • A beautiful indoor pool!

Come and Stay with Us!

We promise you'll have a wonderful vacation by the sea.

Seaside Resort Hotel. Sunnyville, Florida

The Seaside Resort Hotel

Eden and Mark read the advertisement in our newspapers and took a vacation last month at the Seaside Resort Hotel. They were very pleased with the hotel and had a wonderful time on their vacation.

The beach was the cleanest and most beautiful they've ever seen. The ocean water was the clearest and the warmest they've ever swum in. Their room was the most spacious and the most comfortable they have ever stayed in. The food was the most delicious they have ever eaten. The Hotel staff was the friendliest and the most helpful they've ever encountered. And the nightclub show was the most entertaining they have ever been to.

Eden and Mark really enjoyed themselves at the Seaside Resort Hotel. It was the best vacation they have ever taken.

Task: Describe the vacation you remember best of all and say if advertising has ever helped you in choosing the place of rest.

27. Read and retell the following texts:

Faster than Sound

Once a year a race is held for old cars. A lot of cars had entered for this race last year and there was a great deal of excitement just before it began. One of the most handsome cars was a Rolls-Royce Silver Ghost. The most unusual car was a Benz, which had only three wheels. Built in 1885, it was the oldest car taking part. After a great many loud explosions, the race began. Many of the cars broke down on the course and some drivers spent more time under their cars than in them! A few cars however, completed the race.

The winning car reached a speed of 40 miles an hour -much faster than any of its rivals. It sped downhill at the end of the race and its driver had a lot of trouble trying to stop it. The race gave everyone a great deal of pleasure. It was very different from modern car races but no less exciting.

The Crystal Palace

Perhaps the most extraordinary building of the nineteenth century was the Crystal Palace, which was built in Hyde Park for the Great Exhibition of 1851. The Crystal Palace was different from all other buildings in the world, for it was made of iron and glass. It was one of the biggest buildings of all time and a lot of people from many countries came to see it. A great many goods were sent to the exhibition from various parts of the world. There was also a great deal of machinery on display.

The most wonderful piece of machinery on show was Nas-myth's steam hammer. Though in those days travelling was not as easy as it is today, steam boats carried thousands of visitors across the Channel from Europe. On arriving in England, they were taken to the Crystal Palace by train. There were six million visitors in all, and the profits from the exhibition were used to build museums and colleges. Later, the Crystal Palace was moved to South London. It remained one of the most famous buildings in the world until it was burnt down in 1936.

Tokyo

Tokyo is an ugly city. There are hardly any beautiful or even good buildings; there are very few parks; there are no mountains or even hills inside or outside the city; there is no green belt; there are few monuments worth looking at; the air pollution is terrifying; the noise deafening; the traffic murderous.

But not all is bad in Tokyo. There are a few good buildings and impressive temples; there are a few parks worth visiting. And the overcrowding, the lack of space, has one advantage, pleasing at least to the eye. Everything has to be small in Tokyo: houses, rooms, shops - even people. Many long streets consist of tiny houses only, and this often creates a toy-like, unreal impression, with small women tip-toeing along in their kimonos and equally small men sitting,

motionless, inside their tiny shops.

Tokyo at night is a very different place from Tokyo in daytime. Millions of neon signs are switched on and nowhere in the world are they more attractive, than here. The cafes, bars and nightclubs, Chinese restaurants and Korean barbecues, theatres, cinemas, and many other establishments open their doors. This wild nightlife goes on and on and on - until 10.30 at night. Some nightclubs stay open until much later, but they are exceptions. By 11 pm (earlier on Sundays) everything is over, everyone is at home and in bed.

A town is not its buildings alone; it is an atmosphere, its feelings, its pleasures, its sadness, its madness, its disappointments and above all its people. Tokyo may lack architectural beauty but it has character and excitement: it is alive. I found it a mysterious city.

The Morning Star

Venus is our closest neighbour among other planets of the solar system. It is also one of our most interesting, cosmic neighbours. There is hardly a person who hasn't observed the brilliance of Venus at daybreak or at sunset. Since time immemorial this planet has been known as the Morning Star.

Venus is the second closest planet to the Sun, and is separated from it by approximately 108 million kilometres (two-thirds the distance from the Earth to the Sun). This is why we always observe Venus in the sky close to the Sun and can watch it either in the evening at sunset or in the morning before sunrise. Venus is an extraordinary bright planet. No other planet is so bright as this one. Its brilliance is 13 times that of the brightest star in the night sky, Sirius. Since long ago Venus has attracted the attention of astronomers. The fact is that the planet is generally shrouded in a dense layer of clouds which makes observation by means of an ordinary telescope extremely difficult. This is why Venus is sometimes called the "Planet of Mystery".

The atmosphere on Venus was discovered in 1761 by Mikhail Lomonosov. Lomonosov's discovery played an important role in the study of Venus and, as a matter of fact, laid the beginning for research into the physical properties of the planets of the solar system. The study of Venus through optical telescopes which gave a visual picture has led to a number of fundamental discoveries.

How to Guess Your Age

Everything was better when we were younger. It seems to me that they are building staircases steeper than they used to be. Maybe this is because it is so much farther today from the first to the second floor, but I've noticed it is getting harder to make two steps at a time any more.

Another thing I've noticed is the small print they are using lately. Newspapers are getting farther and farther away when I hold them Everything is farther than it used to be. It's twice the distance from my house to the station now. The trains leave sooner, too. I've given up running for them because they start faster these days when I try to catch them.

A lot of other things are different lately. Revolving doors revolve much faster than they used to. I let a couple of openings go past me before I jump in. It's the same with golf, I'm giving it up because these modern golf balls they sell are so hard to pick up.

Even the weather is changing. It's colder in winter and the summers are hotter than they used to be. Snow is heavier when I try to shovel it, and I put on rubbers whenever I go out, because rain today is wetter than the rain we used to get. Draughts are more severe, too. It must be the way they build windows now.

People are changing too. They seem to be more polite than in my time. They call me "Sir" and help me cross streets.

While I was shaving this morning, I stopped for a moment and looked at my own reflection in the mirror. They don't seem to use the same kind of glass in mirrors any more.

28. Give the Russian equivalents to the following proverbs. Use them in the situations of your own.

1. Among the blind the one-eyed man is a king.
2. Appearances are deceptive.
3. Best defense is attack.
4. The devil is not so black as he is painted.
5. Dry bread at home is better than roast meat abroad.
6. False friends are worse than open enemies.
7. Fortune favours the brave.

8. Fortune favours the fool.
9. Gifts from enemies are dangerous.
10. Great talkers are little doers.
11. A good face is a letter of recommendation.
12. New Lords - new laws.
13. Of two evils choose the least.
14. Two heads are better than one.
15. Still waters run deep.
16. A man is as old as he feels, and a woman is as old as she looks.

The Adverb

The adverb is a part of speech which expresses some circumstances that attend an action or state, or points out some characteristic features of an action or a quality.

Kinds of Adverb

Manner	happily, quickly, well, fast, hard, bravely, etc.
Place	here, there, near, up, down, inside, outside, etc.
Time	now, soon, still, then, yet, today, yesterday, tomorrow, etc.
Frequency	often, always, usually, never, occasionally, twice, etc.
Degree, Measure and quantity	very, too, much, little, hardly, rather, quite, firstly, secondly, enough, nearly, almost, etc.
Cause and consequences	therefore, accordingly, consequently, etc.
Interrogative,	Where? When? Why? How? etc.
Relative and conjunctive	(to introduce subordinate clauses): when, where, why, however, besides, yet, still, etc.

The majority of adverbs are formed by adding *-ly* to an adjective: *slow-slowly, heavy-heavily, beautiful-beautifully*;

The adjectives *warmly, coldly, deeply, happily* are used mainly of feelings.

She was smiling happily. He was deeply offended.

The following adjectives *do not change* at all when used as an adverb: ***fast, hard, high, early, late, better, best, long, little, much, last, wide, worse, far, near, daily, right, straight, wrong, still, low***, etc. Compare:

He is a fast driver. He usually drives fast.

We had a late supper. We came home late.

It was a very hard question. We worked hard.

Some of the adjectives can be made into adverbs by adding *-ly*, but in these cases the meaning changes:

hardly	<i>I've hardly seen her today. (= almost not)</i>
highly	<i>I can highly recommend it. (= very much)</i>
lately	<i>Have you been to the cinema lately? (= recently)</i>
lastly	<i>And lastly, I want you to sign this letter. (= finally)</i>
widely	<i>She has travelled widely. (= to many different places)</i>
nearly	<i>I'm nearly ready. (= almost)</i>

Some adjectives already end in *-ly*: *friendly, lovely, silly, cowardly*. If you want to use these words as adverbs, you have to say *in a ... way/manner*:

She spoke to me in a friendly way.

He acted in a very silly manner. The same is true for three or more syllables.

He talks in such a fascinating way.

Some adverbs have degrees of comparison.

one syllable adverbs and early:	fast - faster - fastest, soon - sooner - soonest early - earlier - earliest
adverbs in <i>-ly</i> by	beautifully - more beautifully -

means of more and most:	most beautifully carefully - more carefully - most carefully slowly - more slowly - most slowly;
Also:	often - more often - most often
Irregular adverbs:	well - better - best, badly - worse - worst, much - more - most little - less - least, far - father/further - farthest/furthest

NOTES:

1) You can use *-er, -est* with the adverbs *often, quickly, slowly*.

2) If an adverb in the superlative degree is followed by *of-phrase*, it can be used with the definite article or without it (in the meaning *лучше всех, хуже всех, правильное всех*, etc.)

Haroun Tazieff went (the) furthest of all scientist in

studying active volcanoes. But a superlative (without the) + of all is quite common.

He likes drawing best of all.

When there is no *of-phrase* in the sentence we don't use article with the superlative degree (in the meaning *лучше всего, хуже всего, позже всего*, etc.)

He comes home latest on Saturday and leaves home earliest on Monday.

Mr. Fisher arrived early. He arrived earlier than expected. He arrived (the) earliest of all.

I often used to travel. I used to travel more often in my previous work.

In my new job I travel most often in winter.

Who laughs last laughs longest.

Constructions with superlatives

Like adjectives, adverbs can be used in constructions with comparisons:

as ... as and *not as/so ... as* (with the positive form) *than* with the comparative form *the + comparative* *the + comparative*.

Will it cost 100\$? - No, it won't cost as much as that.

It will cost less than 100\$.

I will buy it. - The sooner the better for you.

Word order

Adverbs generally go after the verb.

The birds sang merrily after the silent days of winter. When the children heard the music, they came near. How did I do in the test? - You did very well.

but we usually put the adverbs: *usually, always, also, often, seldom, never, almost, probably, nearly, just, already, sometimes, hardly, quite* before a verb, but *after be* or *an auxiliary verb*.

He often goes to work by car.

I don't usually stay at home on Sundays.

I have never been to the Far East.

You are always late.

We also use adverbs *before adjectives, other adverbs, before Participle*.

Sometimes we use them to modify the whole sentence.

I'm terribly sorry, (adverb + adjective)

He did it very quickly, (adverb + adverb)

The conference was badly organized, (adverb +Participle II)

Fortunately nobody was injured in the crash.

verb + object + adverb or adverb + verb + object

We can say: *I translated this text easily.* or: *I easily translated this text.* We do not put adverbs between the verb and the object.

Our guide spoke English fluently.

~~*(Not: spoke fluently English)*~~

We enjoyed the party very much.

Note the difference:

He answered the questions foolishly. (His answers were foolish.) He foolishly answered the questions. (It was foolish of him to answer at all.)

Sometimes can also be used *at the beginning or at the end of the sentence.*

Sometimes it is cold in May. It's cold in May sometimes.

Lately, recently, too, before, either (in negative sentences), *yet* (уже in questions; ещё in negative sentences) are put at the end of the sentence.

Have you seen this film yet? - No, I haven't seen this film yet.

I have never been to London before. Have you been there too? - No, I haven't been there either.

I haven't heard from him lately. I've got a letter from him recently.

Somewhere, anywhere, nowhere follow the same basic rule as *some, any, no*.

-Are you going anywhere? - Nowhere.

- Let's go somewhere.

- I am not going anywhere today.

Any more/any longer/no longer

We use *not... any more, not... any longer, no longer* to say that a situation has changed.

Mr Smith doesn't work here any more (or any longer). no longer goes in the middle of the sentence

We are no longer friends, (not ... "no more") She is no longer a student, (not ... "no more")

Quite and Rather

Quite = less than "very" but more than "a little". *Quite* goes before *a/an*: *quite a long way, quite a reasonable price.*

Rather is similar to *quite*, but we use *rather* mostly with negative words and negative ideas.

It's rather cold, so you'd better stay at home.

He is quite intelligent but rather lazy. But: rather nice = usually nice rather interesting = more interesting than expected.

Even We use *even* to say something is unusual or surprising.

Even his best friend didn't lend him the money.

He can't cook. He can't even boil an egg. Even + comparative = even hotter/earlier

Even + if, when, though:

Even if you don't phone me, I'm sure we'll see each other soon.

For, during and while

We use: *for + period of time* to say how long something goes on:

for 2 years, for a week, for the whole life. during + noun to say when something happens: *during the war. while + subject + verb: while I was watching TV.*

Really

Really can be used to emphasize verbs, adjectives and adverbs. *I really think that war should be banned. Acid rains are really dangerous both for people and the environment. He drove really dangerously.*

Still, else, already

Still is used to say that a situation or action is continuing. You usually put *still* before the main verb, but after *be* or an auxiliary verb. In negatives it goes before the auxiliary verb.

It's still raining, let's stay at home.

You still haven't answered my questions.

Are they still waiting?

Compare: *He lost his job a year ago.*

He hasn't found another job yet. He is still unemployed. Else is used after question words without a noun following, and after indefinite pronouns.

What else would you like to tell us? Who else knows about it? Where else did you see him?

Ask somebody else about it.

Already expresses surprise that something has happened sooner than expected, or that something that has been done need not be repeated. We normally use it in positive sentences and questions. It can come in the mid or end position. *Is the taxi already here? or: Is the taxi here already? I've already translated the text. I've translated the text already.*

Compare:

He lost his job a year ago. Has he found any job already?
He hasn't found another job yet. He is still unemployed.
Hardly/scarcely ever, never, rarely and seldom are not used with a negative verb.
We have never seen him again.
Hardly/scarcely ever did he manage to come here.

Too and Enough

Too goes before an adjective or adverb.

Mrs Smith doesn't want to marry my uncle. She thinks he's too old.

I'm afraid we'll miss our train as you are walking too slowly. Enough goes after an adjective or adverb, and before a noun.

The coffee isn't strong enough. You didn't put enough coffee in.

She isn't old enough to get married, or: She is too young to get married.

I think this jacket is too short. - You are right. It is not long enough.

Much: In positive statements we usually use *very much* or *a lot/a good deal/a great deal*. In a negative statement we can use either *very much* or *much*. Much (=greatly), with or without very, can be used with the participles: upset, shocked, impressed, etc.

Positive: *I like this town very much. He rides a lot/a great deal.* Negative: *I don't like this town very much, or: I don't like this town much.*

She was (very) much impressed by his good manners. **Much** can modify comparative or superlative adjectives and adverbs: *much better, much more quickly.*

Also, Too, As well

Also usually goes in mid position, but *too* and *as well* go in end position.

My mother bakes lovely cakes.

She also makes bread. / She makes bread, too/as well.

Absolutely, completely and totally can go in mid position or at the end.

We completely lost our way. / We lost our way completely.

I totally disagree. / I disagree totally.

Sentence adverbs modify the whole sentence/clause and express the speaker's opinion:

Actually (=in fact/really), apparently, certainly, clearly, evidently, obviously, probably, undoubtedly, definitely, perhaps, possibly, surely, (un)fortunately, honestly, (un)luckily, officially.

He is obviously intelligent.

She was certainly here, there is no doubt about it.

Fortunately nobody was injured in the crash. Compare: *Honestly, he didn't get the money (truthfully).*

He didn't get the money honestly (adverb of manner = dishonestly).

Practice

7. Read the text, analyze all the adverbs used in it. **Fit for Humans not for Pigs**

This week there is going to be a festival of British Food and Farming in Hyde Park in London. The festival hasn't began yet and farmers are still bringing their animals. But a pig farmer has already run into a serious problem. Yesterday he arrived with his pigs from the Welsh Hills - hundreds of miles away. The pigs were very thirsty when they arrived in Hyde Park and the farmer immediately gave them some London water. Then he was very surprised because the pigs refused to drink the water. London water is fit for humans but not for pigs.

2 Form the adverbs corresponding to the following adjectives: bad, slow, quick, merry, sweet, happy, sad, brave, correct, careful, sudden, hard, sorrowful, bright, good, fast, near, slight, terrible, complete, entire, beautiful, wonderful, loud, proud, serious, painful, long, cold, warm, silent, strong.

3. Give the comparative and superlative degrees of the following adverbs:

well, far, late, easily, slowly, long, early, comfortably, near, quickly, clearly, badly, often, correctly.

4. Use the correct form of comparison.

1. The (much) you read the (soon) you enlarge your vocabulary.
2. Shall I speak (loud) or will you sit (near)?
3. I like this picture (well) of all.
4. My English isn't very good but I understand it (perfect) if people speak (slowly) and (clearly).
5. The children got up (late) this morning, they didn't have to go to school.
6. He was difficult to understand because he spoke so (quickly). I asked him to speak not so (fast).
7. It's a pity you live so far away. I wish you lived (near).
8. You hardly ever write to me. Why don't you write a bit (often)?
9. Your English has improved. You speak a lot (fluently) you did when we last met.
10. You are driving too fast. Can you drive a bit (slowly)?
11. It is a sort of paradox, but it is true - we are never (much) in danger than we think ourselves (much) secure.
12. We'd better not go any (far) today. Let's stay here.

5. *Put the adverbs in the right place.*

1. I like to drive (very much). And you?
2. When we heard the news, we phoned Jane to her office to tell her everything (immediately).
3. Mary can speak English, as she lived in London with her parents (fluently).
4. I'm going to England, (soon)
5. I've been walking all morning, (around the town)
6. Have you been to the theatre? (recently)
7. I cleaned the house and cooked the dinner, (also)
8. My mother is very tired when she gets home from work, (usually)
9. The boy has to hurry to school in the morning because he gets up late, (always, so)
10. I have good memory for faces but I forget names, (always)
11. The driver of the car was injured in the accident, (seriously)
12. He raised his head and looked at me in surprise, (slowly)

6. *Choose the right word.*

1. Please, shut the door quiet/quietly. The children are sleeping.
2. Can you be quiet/quietly, please? I have a headache.
3. The soup tastes nice/nicely. - Help yourself.
4. Do you feel nervous/nervously before examinations?
5. Hurry up. You are always slow/slowly.
6. He looked at me angry/angrily when I interrupted him.
7. Ann can play the piano very well/good.
8. Your friend seems very nice/nicely.
9. This melody sounds beautiful/beautifully.
10. Many interesting suggestions were made during/ while the meeting.
11. Can you lay the table during/while I get the dinner ready?
12. I felt real/really ill last week. I couldn't eat for/during three days.
13. The film was quite/rather exciting but frightening.
14. We judge ourselves by what we feel capable doing, during/while others judge us by what we have already done.
15. You will not succeed unless you work harder/hardly.

7. *Read the following sentences with the given adverbs in the right place.*

1. The buses are full in this town and it's difficult to get to work sometimes (usually).
2. The children quarrel with each other (often).
3. I know what to say about it (scarcely).
4. My father goes for a walk in the nearest park on Sundays (always).
5. We are going for a walk (just). Will you join us?
6. I have seen a worse piece of work (rarely) I have (never).
7. In my opinion he ought to have spoken to you (never).
8. We've met a more ill-mannered man (seldom) than you are.
9. You can prove it to be true (never) because it isn't so (just).
10. None of them have been there before (ever) and they wanted to go again (never).
11. "You are to do as your parents tell you (always)!" - "I do (always)".

12. "Were you able to understand mathematical problem (ever)?" - "No, I could (never)".
13. Julius Caesar, who was a great general, was a writer (also).
14. They want to build a hotel here, but they haven't got permission (yet).
15. This English text is easy for me (too). Will you give me a more difficult one?
16. My sister speaks English better than I do (much).
17. It doesn't rain here often at this time of the year (very).
18. Thank you very much. It's very nice of you (really).

8. *Underline the correct adverb.*

1. I totally/fully forgot my grandmother's birthday.
2. He lied so convincingly/sincerely that I totally/strongly believed him.
3. They strongly/seriously advised us to book the tickets in advance.
4. I distinctly/fully remember packing the sun cream in my bag.
5. Mozart tragically/seriously died when he was still quite young.
6. I can't distinctly/fully understand what you mean.
7. I absolutely/strongly adore chocolate ice-cream.
8. She is sincerely/seriously considering giving up her job.
9. People traditionally/continually prepare coloured eggs for Easter.
10. He works in this office all this year/all the time.
11. We normally/forever get in touch with customers by post.
12. Are you studying French for long/at the moment?
13. I'm feeling rather run down lately/at present, doctor.
14. I always stay on duty since/until 6 o'clock.
15. I'm not making much money these days/so far this year.
16. I study hard/hardly so I spend lots of time in the library.
17. The audience enjoyed the play so much that they clapped aloud/loudly.
18. The fire extensively/widely damaged the 500-year-old building.
19. From the beginning things went bad/badly between my boss and myself.
20. He bought our tickets, and five minutes later/after the train arrived.
21. Everybody was talking but stopped at the time/the moment Mr Smith entered the room.
22. I managed to talk to Carol just as/while she was leaving.

9. *Choose the correct words to complete each sentence.*

1. The beach is less/least crowded today than last week.
2. He is very/much younger than he looks.
3. The economic situation is too bad/much worse than expected.
4. His operation was far more/much serious than we thought.
5. Every novel she writes is different than/from the last.
6. He never gets to work on time/in time.
7. We were only allowed through customs all the time/one at a time.
8. Hurry up or we won't be in time/on time to see the opening ceremony.
9. I like him but at times/in time he makes me furious.
10. The party was quite/quiet boring at the start, but it changed considerably when they started playing better music.
11. At the end/in the end of the corridor there was a room with a small green door leading to the garden.
12. Has the postman been yet/already/still? I'm expecting a letter from the bank.
13. I used to belong to the sports club, but I'm no longer/any longer a member of it.
14. It's only eleven and you have/already/yes/still had two coffees since breakfast.

10. *Complete the sentences using **as ... as**, **than or the ... the** and the proper degree of the following adverbs:*

fast, long, soon, much, well, often, quietly, hard, far, little, many

1. I'm sorry I'm a bit late. I got here ... I could.
2. We need the information quickly, so please let us know ... possible.
3. "How long can I stay with you?" - "You can stay ... you like".
4. It was a difficult question. I answered it ... I could.
5. She wants to keep fit, so she goes swimming ... she can.
6. I didn't want to wake anybody, so I came in ... I could.

7. I don't know much about the Roman period in the history of England. You know ... me.
8. You don't work particularly hard. Most students work ... and pass exams ... you.
9. I'm sure that you know much about cars but you know ... my father. He's been driving for thirty years already.
10. The station was nearer than I thought. It wasn't ... they told me.
11. I'm pleased that our firm works ... it did last year. We produce twice ... we did at the beginning of the year.
12. I don't earn ... money as I'd like. My father earns about three times ... I do.
13. Can you send me the money ... possible, please.
14. There's plenty of food. You can have ... you like.
15. We travelled ...we expected. It didn't take us ... we thought to get there.
16. ... you start... you'll be back.
17. ... you read ... you know. ... you know ... you forget. ... you forget ... you know. So why study?
18. He swims far ... I do. Now he is swimming ... he's ever done it.

11. *Complete the requests.*

Model: You can't hear what your teacher is saying. Could you speak *more loudly* please?

1. The taxi driver is going very slowly. Could you ...?
2. Someone's teaching you to use a computer but he explains very quickly. Could you...?
3. Your friend rings, but you are watching your favourite TV programme. Could you...?
4. You are visiting your grandmother in hospital. She doesn't want you to leave yet. She says, "Could you ...?"
5. Your manager wants you to come to work at 7.30 tomorrow, but not at 8 as you usually do. Could you ...?
6. You don't work hard at English. Your English teacher asks you, "...?"
7. Your friend's writing is difficult to read. What do you say?

12. *Adjective or adverb? Complete the sentences with one of the words from the list.*

fast good happy terrible quite really
well extremely hard hardly ill bad

1. When I heard that Kate had passed her driving test I was really
2. Alex dances very ... and never steps on people's feet.
3. He was so tired that he could ... keep his eyes open.
4. The hotel was ... , but we didn't like the food in the restaurant.
5. Clara was extremely ... and spent a month in hospital.
6. George was driving too ... and was stopped by the police.
7. It's not a wonderful film, but it's ... good.
8. Helen worked very ... and was given an extra holiday.
9. When I realized I hadn't paid for the coat, I felt
10. I can't afford to buy that car because it's ... expensive.
11. David felt ... because he was working very
12. I was not ... interested in that car, I could ... drive at that time.
13. Paula felt... when her exams were over.

13. *Choose the correct answer to complete the sentences.*

1. We went to the play and had a great meal at Luigi's Cafe, ... we went dancing at the Factory.
a) in the end b) afterwards c) after all
2. She sounded quite nervous ... of her speech but she soon relaxed.
a) at the beginning b) in the beginning c) at the end
3. We liked our new neighbors ... but then thing began to go wrong.
a) first b) firstly c) at first
4. We looked everywhere for Caroline's passport but ... we gave up and she got a new one.
a) at the end b) in the end c) at first
5. I'm not disappointed with today's result. ...,we have won ten matches already this season.
a) At the end b) In the end c) After all
6. I wrote to her a month ago, and I'm ... waiting for a reply.
a) yet b) still c) already
7. Rita isn't going out with Nick. She told him she didn't want to see him

a) no longer b) longer c) any more

8. Someone paid a great deal of money for the house. It was ... expensive.

a) very b) quite c) a bit

9. The party took ... longer than we expected and it was ... nice walking through the park at night.

a) quiet b) rather c) quite

10. Thousands of people are starving because they can't get... food.

a) enough b) quite c) too

11. These new trains go ... faster nowadays than they used to.

a) much b) more c) most

12. It's still raining. How much ... can it go on?

a) long b) longer c) longest

14. *Adjective or Adverb? Form and use adverbs where necessary.*

Linkverb + adjective: Action verb + adverb:

Model: She looked sad. She looked at me sadly. (She seemed sad.) (In a sad way.)

It was Getting Dark ...

I can't remember the accident very (clear). It was getting (dark) and it was (terrible) cold, but it wasn't raining (heavy). My head was aching (bad) and I was (hungry). I was walking out of the park when I (sudden) saw a boy playing (happy) on the pavement. The child seemed (happy) and didn't pay any attention to the cars passing by (quick). A man was sitting (quiet) on the bench. He seemed very (unhappy) and (angry). When I came up (near), he looked up and smiled (sad) at me. I left (curious) about him but I couldn't think what to say. I just stood there (foolish), looking at the man (cold). A car appeared (sudden) from behind the corner and I rushed (hurried) to the child. Now I'm lying (quiet) in hospital. I'm trying (careful) to remember what has happened to me. The man is sitting (near) me. He is trying to explain that drivers don't drive (careful) along narrow roads nowadays, but I am not listening to him (attentive).

15. *Read the text and cross out 15 "unnecessary" words for the general sense of the passage.*

Add some adjectives and adverbs to the passage such as cold, extremely, young, etc., to make your story more colourful and expressive.

She was so Hungry ...

A close friend of my mother lives in the country in Yorkshire, and she often goes to the beautiful town of Harrogate to do her weekly shopping. After doing her shopping she usually has tea in a small tea shop.

One afternoon she was looking forward to having tea. She went to her usual tea shop, but it was crowded with people from the antiques fair. The waitress was rather embarrassed that there was no room for a regular customer, but she offered her a place at a small table, sharing with a middle-aged man. The lady was disappointed but wanted a cup of tea very much, so she agreed. The waitress showed her a table by the front window, where the man was sitting. The man smiled politely then returned to his paperback book. After a few minutes he got up and left. The lady was drinking her tea when she noticed that there was a slice of fruit cake on the man's plate. She looked around carefully but there was no sign of him. She was feeling extremely hungry and it seemed a dreadful shame to waste it, so she picked it up and ate it. Just as she was finishing the cake, the man appeared and returned to the table.

Task: Work in pairs. Tell each other about the most embarrassing incident you can remember.

16. *Read the text and choose the best definition for a coach potato.*

Are you a Couch Potato?

Centuries ago, people didn't have much free time, because everybody was working too hard. In Britain in the nineteenth century, people had more spare time, but because the Victorians hated relaxing and doing nothing, they invented football, rugby and cricket. People took up more gentle activities too, like gardening, bird-watching and train spotting, and it was even possible simply to watch a sport and give the impression that you actually doing something. Gradually, leisure activities have become less and less demanding and most people have a variety of more or less energetic interests or hobbies.

But now there is a new type of person who thinks that lying on the sofa watching television on Sunday afternoon or reading the newspaper from cover to cover is the most exciting activity

they can manage. This is the twentieth-century couch potato. For them, every activity is too much trouble and laziness is an art form.

So how do you spend your free time? Are you a couch potato?

17. *Read and discuss in pairs.*

Life is a Gamble

Life is a gamble, says James Burke, who has worked out the odds⁶ for you.

Odds - probability or likelihood, that something will or will not happen.

Who is more likely to run the risk of having a heart attack, housewives or career women? Housewives run double the risk of having a heart attack than career women.

If I drive a lot, on which day of the week am I more at risk? Friday is by far the most dangerous day on which to drive. And Sunday is the least dangerous - 25 percent less risky.

Who is more likely to have a car accident, a male or female driver? Approximately 47 percent of male drivers will be involved in a car accident, compared with 29 percent of female drivers.

Who are more likely to be victims of violent crime, men or women? Men. They make up 62 percent of victims - they are also twice as likely to commit murders.

As I get older, is it more likely that I will get robbed. No. From the age of 24 your chances of getting robbed diminish.

Are you more likely to be burgled if you are wealthy? No. The wealthier you are, the less likely you are to be burgled.

Is body shape a risk factor for some serious diseases? Yes, men are more at risk of getting heart disease when their waists are the same size, or bigger, than their hips. Women are also at risk if their waists are at least 20 percent larger than their hips.

Task: *Discuss the following statements if you think they are true or false.*

1. Sunday is the most dangerous day of the week for driving.
2. Women drivers are more likely to have car accidents than men drivers.
3. A farmer's job is more dangerous than a policeman's.
4. More young people than old people get robbed.
5. Rich people are burgled more frequently than people who are less well off.
6. You are more likely to get heart disease if you are fat.

18. *Put the words on the right into the correct place and make any necessary changes to the punctuation.*

Jack and Liza's Holiday

Just after Christmas two years ago, Jack and Liza decided to go away for New Year. They didn't want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in the Sunday Times for a holiday flat in a village near Oxford."

It was not an ordinary flat. It was on the top floor of an old Tudor mansion. They booked it and on New Year's Eve they set off in the car. It was raining and freezing cold, they were happy and excited.

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the huge front door, went up the steps and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking old lady stood there

suddenly
somewhere
so / really
however
immediately
although
heavily
nearly
finally
incredibly
loudly
more loudly
angrily/
slowly
hysterically
desperately
fortunately
just
warmly

Task:

1. Complete the story, using the adverbs on the right.
2. Speak about your best or worst holidays you remember best of all.
19. Read and retell the text, try to use all the adverbs you come across in it.

Acid Rains

Every year more and more plants and animals disappear. Nature is very carefully balanced and if this balance is disturbed, animals can disappear very fast forever. Every day, thousands of species of animals draw closer to extinction. There are countless number of species which may become extinct before they are even discovered.

In many lakes the fish are dying. Fishermen are worried because every year there are fewer fish and some lakes have no fish at all. Scientists are beginning to get worried too. What is killing the fish?

The problem is acid rain. Acid rain is a kind of air pollution. It is caused by factories that burn coal or oil or gas. These factories send smoke high into the air. The wind often carries the smoke far from the factories. Some of the harmful substances in the smoke may come down with the rain hundreds of miles away.

The rain in many places isn't natural and clean any more. It's full of acid chemicals. When it falls in lakes, it changes them too. The lakes become more acidic. Acid water is like vinegar or lemon juice. It hurts when it gets in your eyes. It also kills the plants and animals that usually live in lake water. That is why the fish are dying in lakes.

Now scientists are also beginning to study the effect of acid rain on larger animals. For example, they believe that some deer in Poland are less healthy because of acid rain. If deer are hurt by the rain, what about people? This is the question many people are beginning to ask. No one knows the answer yet. But it is an important question for us all.

20. Give the Russian equivalents to the following proverbs. Use them in your short situations.

1. All is well that ends well.
2. Better to do well than to say well.
3. East or West, home is best.
4. Easy come, easy go.
5. Misfortunes never come singly.
6. Better late, than never.
7. Early to bed and early to rise makes a man healthy, wealthy and wise.

The Numeral

Cardinal numbers

379 = three hundred and seventy nine; 2,860 = two thousand eight hundred and sixty; 5,084 = five thousand and eighty-four; 470,000 = four hundred and seventy thousand; 2,550,000 = two million, five hundred and fifty thousand; 3,000,000,000 = three billion.

NOTE: There is no plural 's' after hundred, thousand, million and billion when they are part of a number. On their own, they can be plural, *thousands of people; millions of insects.*

Ordinal numbers and dates

One of the problems with dates is that we write them and say them in a different way:

We write 4 January (or 4th January), **but say the fourth of January or January the fourth.**

We write 21 May (or 21st May), but say the twenty-first of May or May the twenty-first.

1997 = nineteen ninety seven, 1905 = nineteen hundred and five or nineteen oh five.

Fractions and decimals

$1/4$ = one and a quarter; $1/3$ = one and a third; 1.75 = one point seven five; $1/2$ = one and a half; 1.25 = one point two five; 1.33 = one point three three; $1/4$ = one and three quarters; 1.5 = one point five

Percentages

26% = twenty-six per cent.

More than 50% is the majority; less than 50% is the minority.

Arithmetic

There are four basic processes for working out (= calculating) a problem:

+ = addition $6 + 4 = 10$ (six plus/and four equals/is ten)

- = subtraction $6 - 4 = 2$ (six minus four equals/is two) x = multiplication $6 \times 4 = 24$ (six times/multiplied by four equals/is twenty-four)

- = division $4 \div 2 = 2$ (four divided by two equals/is two)

Saying '0'

This can be spoken in different ways in different contexts. Telephone number: 603 724 = six oh three, seven two four (AmEng = six zero three); mathematics: 0.7 = naught point seven, 6.02 = six point oh two; temperature: -10 degrees = ten degrees below zero / minus ten degrees; football: 2 - 0 = two nil; tennis: 40 - 0 = forty love.

Talking numbers

Here are several useful words and expressions connected with numbers:

The streets have got odd numbers (3, 5, 7) on the left and even numbers (4, 6, 8) on the right.

I got 16 out of 20 in our last test.

Practice

1. How do you say these numbers in English?

1). 462; 2). $2\frac{1}{2}$; 3). 2,345; 4). 6,75; 5). 0,25; 6). $3\frac{1}{4}$; 7). 1,250,000; 8). 10,04; 9). 47%; 10). 20 September; 11). 3 July; 12). 602 8477 (phone number); 13). 5 centigrade; 14). In 1903; 15). In 1876.

2. Correct the mistakes in these sentences.

1. After the game I heard the crowd was over twenty thousands.
2. We arrived on the ten September.
3. There were two hundred twenty altogether.
- 4.1 got twenty-five from forty in my test.
5. My birthday is thirty-one August.
6. My phone number is seven twenty three, six naught nine.

5 Write answers to these problems.

1. 23 and 36 is...
 2. 2.24 times 8 is ...
 3. 3.80 minus 20 is ...
 4. 4.65 divided by 13 is ...
 5. Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got left?
 6. Divide 33 by 11, multiply by 7, add 10, and subtract 16. What number is left?
4. Answer these questions. Write your answers in words.

1. When were you born?
2. How much do you weigh?
3. What is the number of the flat or house where you live?
4. Is that an odd or an even number?
5. What is the approximate population of your town?
6. What is the approximate population of your country?
7. What is the normal temperature of a healthy person?
8. How many kilometres are there in a mile?

5. *Match the telex messages with their replies.*

1. PLSE FWD 5000 FIVE THOUSAND ITEM GM F304 NXT WK N CONFIRM TRADE DISCOUNT 33%

2. RE OUR TELECON YESTERDAY PLS ARRNG MTG MR HARRIET 19 JAN 13.30 HEAD OFFICE

3. RE YR VISIT PLS FWD DETAILS YR FLIGHTS SOONEST

4. RE HANOVER TRADE FAIR PLS BOOK EXHIBITION STAND 80 SQUARE METRES

5. RE YR LTR DATED MAY 6 WE CFM RESERVATION SINGLE ROOM 2 NIGHTS MAY 14 AND 15

a) I will be on Flight B A 192, departing Paris on Thursday 30 March at 13.30 and arriving in London at 14.30. Please arrange accommodation at a hotel in the city centre.

b) With reference to your telex of May 9, please change my hotel reservation to a single room for three nights from May 14 to May 16. Could you confirm this as soon as possible?

c) I regret that there are no 80 square metre stands available -there are only stands of 50 or 100 square metres. Please advise us of your decision by return telex.

d) We confirm that we have five thousand GM F304 available for immediate delivery, but we can only offer a 25% discount. Please confirm your acceptance as soon as possible.

e) I regret that Mr Harriet will be away on 19 January. I have arranged the meeting for Monday 22 January at 11.00. See you next week.

6. *Here is postcard from Alaska. Study the task a), b).* **Alaska. The biggest state**

* 19 mountains over 14,000 feet	* 586,400 square miles
* Highest point in North America, Mt. Me Kinley 20,320 feet	* 1/5 the land mass of the entire continental U.S.
* More area than the 26 smallest states	* More than two times the size of Texas
* Purchased from Russia in 1867 for less than 2 c an acre	* 29 active volcanoes, half the world's total
* Longest days, 24 hours of daylight	* More coastline than the lower 48 states, 33,000 miles
* Longest nights, 24 hours of night	* More than half the world's glaciers
* More than 3 million lakes, larger than 25 acres	* One glacier larger than Switzer land

a) *Read the postcard, and find this information:*

- 1) the length of the coastline
 - 2) the height of the highest mountain
 - 3) the number of lakes
 - 4) the size of the largest glacier
 - 5) the price of the land when it was bought from Russia
 - 6) the date of the purchase
 - 7) the area of the state in square miles
 - 8) the percentage of the U.S. land mass covered by Alaska
- b) *Ask and answer about your country:*

Which is the highest point?
 How long are the longest days?
 Which is the longest river?
 Which is the largest lake?
 Which is the biggest city?
 Which is the largest state or province?
 Is the biggest city also the capital?
 What's the population?

1. Mr Keller works in the travel business. He has a very busy week. Read the information and complete the page from his diary.

1. Tomorrow, he's flying to New York.
2. The day after tomorrow, he has two afternoon appointments.
3. On Saturday, he attended a trade fair in Prague.
4. Today, he's seeing the Managing Director of Ocean Travel.
5. He's returning from New York in three days' time.
6. He returned from Prague yesterday.
7. He's spending this weekend at his holiday home in Kiev.
8. In New York, he's meeting Mrs Catell at 3 p.m., and Mrs Forster two hours later.
9. The day before yesterday, he went sightseeing in Prague.
10. Next Monday, his contact from Transcape is coming to visit him.

8. Write down these dates (in numbers, not in words).

The Date Game

A your birthday	B today's date	C tomorrow's date
D yesterday's date	E the day after Wednesday	F the date of Christmas Day last Year
G the date of your last holiday	H the thirtieth of May	I the date you
J the date of your country's main public holiday	K the date of the last day of this century	L started working for your company
		M the most memorable date in your life!

Now read the dates to your partner in a different order. Your partner listens, and then matches each date with the description above.

You: The thirty-first of December, nineteen ninety-nine
 Your partner: The last day of this century

9. Make the story about the career of Margaret Thatcher. Use the dates mentioned. By analogy compose a story about another outstanding person.

Margaret Thatcher

<p>1925 Born in Grantham, Lincolnshire, Margaret Hilda, daughter of Alfred Roberts, a grocer. Later attended Grantham Girl School. Studied chemistry at Somerville College, Oxford. 1847-51 Worked as a research chemist.</p>	<p>1975 Elected leader of the Conservative Party. First woman to lead a British political party. 1979 Conservatives defeated Labour Party in General Election. Became Prime Minister (first woman, 52nd Prime Minister).</p>
<p>1951 Married Denis Thatcher, a London-based business executive. 1951-54 Studied law. Specialized in tax law. 1953 Had twins, a son and a daughter, Mark and Carol. 1954 Became a lawyer. 1959 Elected Member of Parliament for Finchley. 1970-74 Member of Cabinet-Secretary of State for Education and Science.</p>	<p>1982 Retained control of the Falkland Islands by use of military force. 1984 Survived an IRA bomb attack at the Grand Hotel, Brighton. Visited the USA. 1986 Published a book, <i>In Defence of Freedom</i>. 1987 Won a third General Election. 1990 Replaced as Prime Minister by John Major.</p>

10. Study the graphs and complete the report on the financial results of the British finances Aerospace Group, using the phrases below.

sales

£ 12,000m					
£ 10,000m	•				
£8,000m	•				
£6,000m	•				
£4,000m	•				
£2,000m	•				
		86	87	88	89
		90			

went up from rose to fell dramatically increased by to stand at increased steadily rose sharply

Sales ... between 1986 and 1988, then ... in 1989. The group's pre-tax profits ... in 1987 when they made a loss or over

£100 m. There was a strong recovery in the late eighties and 1990's results were very healthy.

11. Use this information to complete the company's balance sheet.

a) The amount the company owed their suppliers increased to £4,402m in 1990.

The value of raw materials, work in progress, and finished goods increased by 20% to stand at £2,834m.

Investment in the business increased sharply to £2,860m.

The value of the company's investments, property and equipment rose by £289m to stand at £3,282m.

The company's short-term borrowing from the bank amounted to £223m in 1990.

The amount customers owed the company fell slightly to £1,320m.

b) Complete the sentences with a word from the list below: borrowed earned gave invest owed saved spent wasting

1. In 1990 the group ... £4m from investments in overseas companies.
2. The accountants advised us to repay 15% of what we ... to the banks.
3. The shareholders criticized the board for ... so much money on unnecessary trips abroad.
4. The company ... £5,000 to a local school to set up a computer department.
5. My stockbroker suggested I should ... in a South East Asia Unit Trust.
6. The government ... £6.5 billion from the IMF for a construction project.
7. Last year we ... over £3.5m on a research and development project.
8. We ... £323,500 in administrative costs by reducing the number of office staff.

12. a) Look at the menu and order your own meal.

Food	Portion Calories		Fibre
Plaice, fillets, fried in crumbs	6 oz (170g) raw weight	435	1.0
Pork chop, rilled	7oz (200g) raw weight, fat cut off after grilling	315	0
leg, roast	3oz (85g), lean only	155	0
Pork sausages, grilled	2 oz (56g), large sausage, raw weight	135	0
	1 oz (28g), 1 chipolata, raw weight	65	0
Porridge	1 oz (28g) oatmeal or porridge oats made up with water	110	2.0
Potato baked	7 oz (200g),	170	5.0
roast	2 oz (56g)	90	1.0
instant, mashed	1 (28g) dry weight	90	4/5
old, boiled and mashed	4oz(113g)	90	1/0
new boiled	4oz(113g)	85	2.5
canned	4oz(113g) drained weight	60	3.0
Prawns, shelled	2 oz (56g)	60	0
Prunes, dried with stones	1 oz (28g)	20	2.0
stewed without sugar	4oz(113g)	85	8.5

b) Your partner wants to be fitter and healthier. Give strong suggestions and advices. You should drink more water /play sport/.

13. Reacting to statistics. Study the following statistics about arms spending in the world, and then write a report outlining your reactions to them. Read text in part B and take it as a model.

A) Comparative spending of 9 countries in 1984.
Numbers = million US \$

Country	Military	% of GNP	Educatio n	Health
---------	----------	----------	---------------	--------

France	23.106	4.1	29.507	37.149
Greece	3.049	7.2	1.006	1.543
Japan	12.364	1.0	63.550	56.874
Italy	10.652	2.7	22.217	23.107
Spain	4.492	2.4	4.600	8.528
United Kingdom	26.525	5.4	25.260	26.525
United States	237.052	6.4	182.520	159.500
USSR	225.400	11.5	91.800	62.700
W. Germany	21.956	3.3	30.953	54.482

Gross National Product (World Military and Social Expenditure 1987-88, Ruth Leger Sivard)
B) Defence spending

The estimated level of spending on armaments throughout the world is about \$790,000 million (£500,000 million). This represents £100 per person per annum, or 10 per cent of the world's total production of goods and services. In 1986 there were 27.2 million full-time armed force regulars or conscripts plus 42.6 million reservists and 30.8 million para-militaries to total more than 100 million. The budgeted expenditure on defence by the US Government for the fiscal year 1986 was \$273,369 million (£180 billion). The defence burden on the USSR has been variously estimated as a percentage of GNP (gross national product) to be between 12 and 17 per cent and thus may nearly treble of the US (6.4 per cent of GNP) (*Guinness Book of Records*).

14. a) Read the text. Analyze the power of number "13". Give only other examples.

Number power

Some people say it makes no sense, but numbers play an important part in many lives. That's why the Driver and Vehicle Licensing Centre has decided not to allow the number 666 on car numberplates because it is the mark of the devil.

Other numbers have great superstitious power - just ask triskaidekaphobics - people who fear the number 13 and Friday 13th in particular. Thanks to them, elevators all over the country jump from floor 12 to floor 14. On Concorde, you won't find Row 13, and many hotels have no floor 13.

At the Savoy Hotel, they are very careful. If there are 13 guests to dinner, the waiters bring an extra "guest" - a small black cat made of stone called Kaspar - to make the numbers up to 14. According to the story, a South African businessman, Wool Joel, went ahead with a dinner for 13 people in 1898 after the 14th guest cancelled. Joel was murdered soon afterwards.

People who study numbers say that each number relates to one of the planets and that your birthday has a special meaning. To find out what numbers are important to you, write down your birth date. The day describes your outer personality, the month is your inner self and the year is your future. Where there is more than one figure, add them together to get a single figure. For example, 1965 = 1+9+6+5 which is 21. Then add 2+1 to get 3.

b) Work out your important numbers and complete the chart below.

1. Sun - a great creator, outgoing, strong
 2. Moon - imaginative, sensitive
 3. Jupiter - ambitious, optimistic, positive
 4. Uranus - intelligent, scientific, often misunderstood
 5. Mercury - good communicator, quick, thinker
 6. Venus - sensual, passionate, romantic
 7. Neptune - impatient, good learner
 8. Saturn - caring, understanding, but susceptible to problems
 9. Mars - strong, brave, passionate
1. Birthday _____ Total _____ Inner self _____
2. Month _____ Total _____ Outer self _____
3. Year _____ Total _____ Future _____

15. Study the following information about Australia and complete the story about this country given in part B.

People

Little is known about the first Australians, except that they were black people who came to the

continent thousands of years ago. About 300,000 Australians spread over nearly 8 million square kilometres and divided into 500 or so tribes speaking 300 different languages. The Aboriginal Australians lived entirely by gathering edible plants and sea-food and hunting wild animals and birds. Some scholars characterise the people of such societies as "savages" or "primitive communists". To think of them in this light is perhaps the best way to understand why the new white Australians and the old black ones could hardly understand each other in the 18th and the 19th centuries. The ancient black society believed in the sanctity of communal and public property, while the white newcomers - society was based on the sanctity of private property.

First Europeans came to Australia in the 17th century. It was an age when any part of the world whose inhabitants couldn't fight the Europeans was considered European property. English Captain James Cook announced in 1770 that the whole east coast now belonged to Great Britain and gave it the curious name of "New South Wales".

On 26 January, 1788 the First Fleet landed at Sydney Cove. The first settlers were mostly convicts, soldiers and government officers. The British Government decided to use the Australian land as an "open air prison". In the convict societies they tried to turn thieves into more or less honest workers.

Part B. Make a report about Australia. Use the information of both parts.

Religion:

Anglican - 26.1%, Roman Catholic - 26%, other Christian - 24%. Area:

total area: 7,686,850 km, land area - 7,617,930 km, comparative area: slightly smaller than the US. **Land boundaries: 0 km. Coastline: 25,760 km.**

Climate: generally arid to semi-arid temperate in south and east; tropical in north.

Terrain: mostly low plateau with deserts; fertile plain in southeast. **Land use:** arable land: 6%; permanent crops: 0%; meadows and pastures: 58%; forest and woodland: 14%; other 22%.

Labour force: 8.63 million (Sept. 1991) by occupation: finance and services 33.8%, public and community services 22.3%, wholesale and retail trade 20.1%, manufacturing and industry 16.2%, agriculture 6.1 (1987). **Unemployment rate:** 11.3% (Dec. 1992). **Administrative divisions:** 6 states: New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia and 2 territories; Australian Capital Territory, Northern Territory.

16. You are going to read an article about the changing state of the family. Look at the following statements and analyse them. Discuss them with your partner:

1. Marriage is becoming less important to many young people.
2. Families are spending less time together.
3. The divorce rate is rising.
4. More parents are bringing their children up alone without a partner.
5. More women are having careers rather than starting families.
6. The average family is getting smaller as the birthrate falls.

Marriage, Divorce and Cohabitation in Britain

The number of people getting married in Britain has been falling over the past 20 years or so. In 1970, about 400,000 couples were married for the first time. This was down just to over 200,000 first marriages in 1994. In 1995, the last year for which statistics are currently available, there were 322,200 marriages of which over a third were second marriages, most of which followed a divorce.

Britain, where there were 170,000 divorces in 1995, has the highest divorce rate in the European Union. Nearly three quarters of divorces are granted to wives. Men are more likely to remarry, than women.

The divorce rates in Scotland and Northern Ireland are lower than in England and Wales, where there were over 13 divorces per 1,000 married couples in 1995. Cohabitation - an unmarried couple living together - is on the increase. About a quarter of all couples living together are not married. Many couples do get married after living together for a while. About 65% of all couples married in 1993 had cohabited before marriage compared with only 4% of couples first married in 1966.

17. Now read the article about Kenshin Oshima and answer the questions that follow.

Kenshin Oshima making money out of money

For seven years, Kenshin Oshima had a very good job at the firm Mitsui and Co. But, at the age of 29, he did something very rare for a Japanese manager in his position - he resigned.

Oshima earned a good salary at Mitsui, but he wanted to make a lot of money, and to be very rich he needed to have his own company. He couldn't afford to start a company immediately, but during his years at Mitsui he spent very little money, and saved as much as he could. In 1978, he invested his money, \$236,500 in total, in his new company, Shohkoh Fund and Co. Shohkoh Fund specialized in lending money to businesses, but in small sums. This decision was a risk, as money-lending by private companies was not a respectable job in 1978. His first client was a firm in Tokyo, which paid back the money that it owed at an interest rate of 24%.

But his idea was good: his profits rose by 25% a year, and reached \$38,5 million in 1992. He owns 80% of Shohkoh, and his shares in the company are now worth \$997 million.

So, Oshima is now a billionaire, or nearly, but his strategy for the company is still the same: even now he specializes in smaller loans (a typical client borrows only \$40,000), and he personally examines the references of every new client.

- a) When did Kenshin Oshima join Mitsui and Co.?
 1. At the age of 22.
 2. At the age of 29.
 3. In 1978.
- b) How much money did he invest in his new company?
 1. \$800
 2. \$236,500
 3. \$376,800
- c) What was the rise of his profits?
 1. 30%
 2. 10%
 3. 25%
- d) What are his shares in the company now?
 1. \$997 million.
 2. \$888 million.
 3. \$643 million.

18. Channel Tunnel Quiz

a) Here are some questions about the Channel Tunnel between Great Britain and France. Can you guess the answers? (Each of the answers is one of the numbers in the list below).

50 15,000 220 10bn 575 1,200 10 45

1. What was the total cost of the project? (... pounds)
2. How many workers died during the project?
3. How deep is the tunnel below the sea-bed? (... metres)
4. How many companies supplied equipment?
5. How long is the total amount of railway track in the tunnel? (... kilometres)
6. How long is the tunnel? (... kilometres)
7. How heavy were the drilling machines? (... tons)
8. How many workers built it?

b) Now read this article from the *Engineering Times* and check your answers.

"The greatest engineering project ever"

The Channel Tunnel is not just one tunnel; it consists of three tunnels, each thirty miles (about 50 km) long. It is the second longest tunnel in the world. The longest is the Seikan tunnel in Japan, but the Channel Tunnel has a longer under-sea section. Fifteen thousand workers built it (ten died in accidents) and 1,200 companies supplied equipment. It cost ten billion pounds to build.

One team began drilling in France and the other in England. The biggest problem for the builders was ensuring that the tunnels met at exactly the same place under the sea in the middle of the Channel. The drilling machines were the heaviest ever made, each weighing up to 575 tons. In the opinion of Roger Dobson, Director General of the Institute of Civil Engineers, "The Channel Tunnel is the greatest engineering project ever".

The tunnel itself is an average of 45 m below the sea-bed and has 220 km of railway track. It has the most sophisticated railway control system in the world, and will be the busiest railway track in Europe, with one train every three minutes.

19. Linda Dawson is a buyer for Marks & Spencer. She chooses the suppliers for some items which Marks & Spencer sells. Read the text about Linda's working day. Describe your own

working day in the same way.

A day in my life

I get up at about six and plan my day. I leave the house at 7.00 a.m. and catch the 7.15 to London. I get to work at about 8.30 and spend an hour dealing with my mail. From 9.30 to 12.00, I telephone our suppliers. I usually have lunch in the canteen between 12.30 and 2.00. We have a general meeting from 2.00 to 3.00, and then, from 3.00 until about 5.00, I look at samples and discuss possible new suppliers. I leave at about 5.30 and set home at about 7.00. It's a long day, but I love the job. Before I became a buyer, I was a fashion designer. I enjoyed designing, but I wanted a change. At home, I like to paint and listen to music. It helps me to relax. In the future, I would like to run my own clothes business. Or perhaps I can be a supplier for Marks & Spencer!

20. Read and discuss the text about Vancouver City Guide to Vancouver.

The City of Vancouver, in the province of British Columbia, is only just over 100 years old (1886). The population of British Columbia is 2.5 million, and more than half lives in Greater Vancouver. It is the third largest city in Canada. It has a beautiful location with water on three sides. Vancouver has a mild climate. You can get to the ocean, the beach or the mountains very quickly. It is only 25 miles from the border with the U.S.A. Vancouver is a major North-American port (the second largest in America). It's the largest port on the West Coast. It's also a major center of tourism. The most famous building is Canada Place (1986). Canada Place is the terminal for cruise ships to Alaska.

a) *Write a similar text about San Diego. Use this information: San Diego / state / California more than 220 years old (1769)*

population 2.5 million

2nd city/California

dry, sunny climate

ocean, mountains, desert

San Diego Zoo - largest in the world

18 miles / Mexico

tourism 3rd largest industry (1st = manufacturing, 2nd = U.S. military)

building - Mission San Diego de Alcala (1769)

b) *Talk about your town.*

The Verb

General information about verbs, tenses and sequence of tenses.

The verb is a part of speech which expresses an action or a state.

1. The verbs fall under two main divisions: *finite* forms that express the following grammatical categories: *person, number, tense, aspect, voice, mood* and can be used as the predicate of the sentence and *non-finite* forms (*verbals*): *the infinitive, the gerund and the participle* (not one of them can be used as a predicate of the sentence). Compare:

Kate looked at me. She smiled looking at me.

She knows English. To know English you must work hard.

2. In English the verb has two aspect forms: *the common aspect* (represents an action as simply taking place in the present, past or future or makes a bare statement of action) and *the continuous aspect* (considers the action in its progress). Compare:

It rained yesterday. It was raining yesterday.

We distinguish *dynamic verbs* that refer to actions (read, run) and *stative verbs* that refer to states (love, hate). We cannot use stative verbs in continuous forms.

3. In English verbs are divided into: *notional verbs*: go, come, sit; *auxiliary verbs*: be, have, do, shall, should, will,

would; *link verbs*: be, become, grow, get, turn (становиться), look (выглядеть) and *modal verbs*: can (could), may (might), must, should, ought, shall, will, would, need, dare, to be + Infinitive, to have + Infinitive.

4. Verbs may be *transitive* (have a direct object): to read a book, to translate a text, to see a film; and *intransitive*: to go to the doctor, to live in Minsk, to arrive at the station, etc.

But very often one and the same verb may be used as transitive and intransitive:

We grow flowers in our garden.

Beautiful flowers grow in our garden.

5. All English verbs are divided into two main classes: *regular verbs* (always end with *-ed*: *love - loved, ask - asked, cry - cried*) and *irregular verbs* (form the Past Simple and the Past Participle by changing one part only: *sell - sold- sold*, by changing two parts: *know - knew - know*; have the same form in all parts: *cut - cut - cut*).

6. The verb has three main forms: 1) The Infinitive 2) the Past Indefinite/Simple 3) the Past Participle.

to go - went - gone to visit - visited - visited

7. According to their morphological structure verbs are divided into *simple* (*live, speak*); *derived* (having affixes: *undo, rewrite*); *compound* (consisting of two stems: *whitewash, browbeat*) and *phrasal verbs*. Phrasal verbs consist of a verb and one or more prepositions or adverbs, such as *on, in, off, about, across, away, back, by, up, down, through, out, round, around, over, along, etc.*

Some phrasal verbs are easily to understand. The phrasal verb is usually more informal than the one-word verb.

find out = discover go back = return go on = continue come in = enter turn down = refuse leave out = omit

go away = leave make up = invent put off = postpone

Adverbs and prepositions often change the meaning of the verb, look for - искать

look through - просматривать

look forward to + smth/V-ing - с нетерпением ждать

make out - понимать bring up - воспитывать

put out - тушить see off - провожать

come off - удаваться

If phrasal verbs take a direct object, it can be put between the verb and the adverb or after the adverb.

Switch the light on. Or Switch on the light.

Can you turn the radio down? Can you turn down the radio?

The pronoun in the objective case is usually placed between the verb and the preposition.

Take off your hat, please. Take it off! Ring up Susan please. Ring her up, please.

With some phrasal verbs the object must go after the adverb/ preposition.

I'll look after the children. I'll look after them.

The object must go after the phrasal verb if it has two adverbs or prepositions.

I get on with Kate. I get on with her.

Some English verbs have the same form as nouns and adjectives: to water - water, to work - work, to present - present, to advise - advice; to dry - dry, to clean - clean, etc.

8. The verb has the category of *mood* which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality. We distinguish the *indicative mood, the imperative mood, and the subjunctive mood*.

9. The verb has the category of *voice* which indicates the relation of the predicate to the subject and the object. English verbs can be used *in the active voice and the passive voice*. *The Active Voice* shows that the person or thing denoted by the subject is the doer of the action expressed by the predicate. *The Passive Voice* shows that the person or thing denoted by the subject is acted upon. (See *The Passive Voice*, p. 368.) Compare:

The students translated the text.

The text was translated by the students.

10. Verbs are used to express distinctions in time (present, past, future) through *tenses*.

There are four groups of tenses in the Active Voice: The Indefinite (Simple) Tenses, The Continuous Tenses, The Perfect Tenses, The Perfect Continuous Tenses.

Each group of tenses is represented by the three primary tenses: *present, past and future*:

Tenses	Groups	Forms
Present	Indefinite/Simple	write/writes - (he/she/it)
	Continuous Perfect	am, is, are writing
	Perfect Continuous	have/has written have/has been writing

Past	Indefinite/Simple Continuous Perfect Perfect Continuous	wrote was/were writing had written had been writing
Future	Indefinite/Simple Continuous Perfect Perfect Continuous	will write will be writing will have written will have been writing

The English language has a special form of the future, *the Future-in-the Past*, to express a *future action* viewed from a *past moment* (See the Sequence of Tenses, p. 168).

The Future-in-the Past is formed by means of *should/would* with the *infinitive* of the main verb.

The Future-in-the Past

The Future Indefinite in the Past -The Future	<i>should/would write</i>
Continuous in the Past -The Future	<i>should/would be writing</i>
Perfect in the Past -	<i>should/would have written</i>
The Future Perfect	<i>should/would have been writing</i>
Continuous in the Past -	

would learn English soon. would be learning English at 5 o'clock (when I came), He said that he would have learnt English by the end of the course. would have been learning English for two years by the end of the course.

11. The Sequence of Tenses.

In English the tense of the verb in a subordinate clause (mainly in object clauses) depends on that of the verb in the principle clause. The dependence of the tense of the verb of the subordinate clause on the tense of the verb in the principle clause is called *the sequence of tenses*.

The rules of the sequence of tenses are the following:

a) a present or future tense in the main clause may be followed by any tense in the subordinate clause that is required by the sense.

He tells me he is (was/will be) a student of London University. I know that she finishes (will finish/finished) her work at 5 p.m.

b) a past tense in the principle clause must be followed by a past tense (Past Simple or Past Continuous, Past Perfect, Future-in-the Past) in the subordinate clause.

He told me he was going to enter London University. I knew that she finished her work at 5 p.m.

c) if the action of the principle clause and that of the subordinate take place at the same time in the past, the Past Simple or Continuous is used.

I realized that he didn't believe me.

I thought that the child was doing his homework but he was sleeping.

d) when the action of the subordinate clause precedes that of the principle clause, the Past Perfect is used in the subordinate clause.

I was sure that she had lived in England before.

He understood that he had made some mistakes in his test.

We use the Past Indefinite or Past Continuous when we speak about the exact time in the past with the words: *ago, yesterday, in 1990, etc.*, and the Past Perfect with the words: *the day before, two years before, etc.*

He said that he went to the cinema yesterday.

I knew he saw her when they were at the party.

We thought she was working in the library yesterday evening.

She said she had gone to the theatre the day before.

e) when the action of the subordinate clause refers to a future moment with regard to the past moment indicated in the principal clause, the verb in the subordinate clause is in the Future-in-the-past.

She hoped that she would know the truth about it.

He phoned me to tell that he would be playing tennis the

whole evening.

The students knew that they would have passed their exams by the end of June.

f) If there are several subordinate clauses in a sentence, the rule of sequence of tenses is observed in all of them.

She promised that she would help me if she had any free time when she came home from work. He hoped that he would go abroad as soon as he had received his visa.

The rule about the sequence of tenses applies also to reported speech when the introductory verb is in a past tense (See Reported Speech).

NOTES: There is no sequence of tenses:

1) if subordinate clause states something as universally or logically true.

The children were explained that water consists of oxygen and hydrogen.

A speaker can ignore the rule and use a present tense after past to be more precise.

He told me he is a good tennis-player, (i.e. he still is)

2) if the dependent clause contains a comparison, (after *than, as...as, etc.*)

Last year you worked less than you work now.

3) if the dependent clause is an attributive clause or an adverbial clause of cause, result and concession the verb may be in any tense that suits the sense.

Yesterday I translated the text which you are translating now. He didn't come yesterday because he has been ill for two weeks already.

I worked so much yesterday that I am feeling quite weak today.

She decided to spend her holiday in France though she doesn't speak French at all.

4) note that the verbs *must, should, ought* as well as *infinitive, gerund and present forms of subjunctive mood* are not affected by the sequence of tenses rule (however *must* is generally replaced by *had* in the past if it expresses necessity arising out of circumstances).

The teacher told the children that they mustn't cross the street against the red light.

She said that we ought to inform the boss at once.

I told her that she should consult the doctor.

She said that she had to answer the telegram at once.

He wanted to go to London for a few days. He remembered visiting this city years ago.

It is/was important that the manager sign the contract.

To Have

	Person	Present	Past	Future			
Singular	1. I	have	had	shall (will) - will will			
	2. You	have	had				
	3. He /she /it	has	had				
Plural	1. We	have	had	have shall/will will will			
	2. You	have	had				
	3. They	have	had				
Negative		Interrogative					
I	don't have/ haven't got	Do	I	have a car"?	Have	I	got a car?
We			we			you	
You			you			they	
They							
He	hasn't got/ doesn't have	Does	he		Has	he	
She			she			she	
It							

NOTE: the formation of the negative contracted forms (in

speaking and informal writing):

has not	he's not	hasn't
have not	they've not	haven't
had not	he'd not	hadn't

The short forms 've, 's and 'd are not usually used when **have** is a main verb. You say / *have* (Not: /*ve*) a shower every morning.

NOTE The structure *Have you a car?* is considered to be bookish.

Use:

1. A notional verb.

a) *Have* and *have got* are both used to express present possession.

Do you have /Have you got any brothers or sisters? Yes, I do. I have. / Yes, I have. I've got two brothers. Only forms of *have* (not *have got*) are used in other tenses.

I had my first car when I was sixteen.

b) To talk about activities we can only use *have*.

I usually have a rest after dinner. NOT: I've got a rest after dinner.

c) *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the *do / does* forms is more common in American English.

2. An auxiliary verb for the formation of Perfect Tenses. *He has just left for London.*

3. A modal verb (obligation or necessity arising out of circumstances).

Have to can be replaced with *have got to* for present obligation. *Do you have to/Have you got to go now?*

4. Causative with *have*.

We use *have something done* to say that we arrange for somebody else to do something for us. The verb *have* shows the tense of the sentence.

- *Are you going to fix the car yourself?*

- *No, I'm going to have it fixed.*

Practice

1. Explain the use of the verb **to have** in the following sentences.

1. I often have to travel on business. 2. I must have my watch fixed. 3. We have just closed a very good deal. 4. They hardly have enough money to live on. 5. I've got an appointment with Mr Lewis at ten o'clock. 6. Did you have good teachers when you were at school? 7. She had brunch and took a nap. 8. I've had my shoes repaired and now they look brand new. 9. He usually has to get to work at eight. 10. We went for a drive in the country at the weekend and had a good time.

2. Read the texts and answer the questions that follow.

1. Hi there, fans! My name's Diana Rich. I'm a famous actress - a superstar! I'm from New York. I have an apartment in New York and a house in Hollywood with a swimming pool and a tennis court. I have a new Mercedes and a lot of money in the bank. I have a husband and three wonderful children in Hollywood. I have everything. Life's great.

Questions: Does Diana Rich have her own house in Hollywood? Does she have an apartment in Hollywood too? What kind of car does she have? Does she have two or three children? She has everything, doesn't she?

2. Gloria Gusto is a famous actress. She's from London. She's got a flat in London and a house in Hollywood. She's got a new Rolls-Royce and a lot of money in the bank. She's got a husband and two children. Life's great. She's got everything.

Questions: Has Gloria Gusto got a flat or a house in London? She has got a lot of money in the bank, hasn't she? How many children has she got? Has she got everything?

3. First make the sentences negative, then ask questions about them.

a) She's got a lot of friends.

b) I usually have breakfast at 8.00.

c) I have just bought a new pair of gloves.

d) They are having a row about money.

e) We had a good time on holiday.

f) I have to work ten hours a day.

g) I had to get up at 6.00 this morning.

сожалению, я никогда не был в Париже. 9. Мне кажется, у Мэри неприятности, она выглядит озабоченной.

To Be

	Person	Present	Past	Future
Singular	I	am	was	shall / will
	You	are	were	will
	He/she/it	is	was	will
Plural	We	are	were	shall / will
	You			be
	They			will

The formation

of the interrogative:

The basic pattern is:

BE + SUBJECT ... ?

Are you a first year student?

Was he in London in summer?

Will they be happy if she comes?

The formation

of the negative: not/n't

The basic pattern is: SUBJECT + BE + NOT *am / is / are was / were* not

Contracted forms (in speaking and informal writing)

Full form	Be shortened	Not shortened
am not	I'm not	-
is not	he's not	isn't
are not	they're not	aren't
was not	-	wasn't
were not	-	weren't

Use:

1. A notional verb

He is at work now.

2. A link verb

She is very friendly.

3. An auxiliary verb

a) for the formation

of the Continuous Tenses

She is sleeping now.

b) for the formation

of the passive voice

The doctor was sent for.

4. A modal verb expressing

1) an obligation arising out of an arrangement or plan. *He is to come at 6 p.m.*

2) destiny.

He was never to see his friend again.

3) requests, commands and prohibitions. *You're not to make a lot of noise.*

Practice

1. Explain the use of the verb to be, then make the sentences negative and ask different types of questions about them.

1) I am to meet mother at six.

2) She is reading up for the seminar now.

3) We are at the University now.

4) He was to become an artist.

5) The conference hall is being built now.

6) He was eager to visit the places of interest in Prague.

7) The documents were drawn up and signed yesterday.

8) They are on a package tour of France now.

9) When I saw her she was talking on the phone.

2. (Just for fun) Put in the correct forms of the verb to be. Use contracted forms where you can.

You try teaching five-year-olds

Yesterday, it ... Mrs Ray's first day at school with her class of five-year-olds!

Mrs RAY: Now, you ... Liz, ... you?

LIZ1: Yes, I...Liz.

LIZ2: I'm Liz, too, ... I?

Mrs RAY: Yes. You ... Liz, too. You ... another Liz.

LIZ 2: I... not another Liz. I ... Liz.

Mrs RAY: Of course. Well, Liz, ... a good girl and fetch some chalk from the cupboard. BOY: ... careful! Don't drop it!

Mrs RAY: What ... your name? BOY: I... Don. Mrs RAY: Don ... a nice name. What do you want to ... when you grow up, Don?

DON: A racing driver. Brrrm, brrrm, brrrm...! Mrs RAY: ... yourself again! (Brrrm! Brrrm!) Stop it, Don, or

I'll tickle you. ... you ticklish? DON: No. I... Scottish!

3. *(Work with a partner.) Ask each other the following questions, then speak about yourselves.*

1) What's your full name?

2) Are you under age? Are you in your mid or late teens? When exactly were you born?

3) Where are you from?

4) What are your parents' names? What is your mother's maiden name?

5) Are your parents the same age? How old were your parents when they got married? How long have they been together?

6) What sort of people are your parents? Are they employed at present? What do they do for a living?

7) Are you good friends in the family? Are you considerate to your relatives?

8) Are you a University student? What year are you in? What is your major?

9) What were you interested in when you were a kid? Were you often taken to the theatre / circus / zoo? Were you fond of travelling with your mom and dad? Were you often read to? Were you taught how to read and write at an early age? Were you a quick learner?

10) What's your hobby now? Are you keen on computer games / reading / pop music? What are you good at?

11) Are you a theatre / movie person?

12) What are your goals for right now / What are your ambitious for later in life? Are you working up to your potential at university and in your other activities?

4. *Remember the following expressions with the verb **to be** and use them in the sentences.*

To be about, to be present (absent), to be back, to be out, to be away, to be good at, to be ready for, to be up, to be well (ill), to be busy, to be married (engaged, widowed), to be fond of, to be interested in, to be sorry (for smb., about smth.), to be acquainted, to be late, to be in (on) time, to be right, to be wrong, to be mistaken, to be at home, to be hungry, to be thirsty, to be on pension, to be tired, to be afraid of, to be over, to be ... years old, to be sure, to be worth doing smth.

5. *(commands, requests, and prohibitions with be + infinitive)*

Miss Jones, a teacher, can't be present for the first two periods and has given her instructions (commands, etc) for the class to her colleague, Mr Green. Mr Green is now telling the class what Miss Jones wants them to do in her absence. *Model:* 1) Miss Jones wants me to give you her instructions.

I'm to give you her instructions. 2) She wants Susan to collect the dinner money. *Susan is to collect* the dinner money.

a) She wants me to check the attendance register.

b) She wants all the class to read chapter 1.

c) She wants you to do exercises 1 to 4 inclusive.

d) She wants Tom Dobson to be responsible for discipline and classroom tidiness.

e) She doesn't want you to waste time chattering.

f) She wants Ben to go to the headmaster during the break.

g) She doesn't want you to eat in class.

- h) She wants Pat to collect the homework books.
 i) She wants Richard and Jimmy to fetch the VCR.
 6. *Translate the following sentences into English.*
 1. Я сожалею, но я вчера был очень занят.
 2. Лекция начнётся в 15.00, вы должны быть там.
 3. Из какой вы страны?
 - Из Великобритании.
 4. Вы женаты?
 - Нет, я холост.
 5. Чем вы интересуетесь?
 - Моё хобби - коллекционирование марок.
 6. Что ты сейчас делаешь?
 - Ничего особенного, смотрю телевизор.
 7. Вчера мне подарили очень интересную книгу.
 8. Он обычно вежлив, но сейчас ведёт себя довольно грубо.
 9. На нашей улице строится высотный дом.

There + be

Positive	Question	Negative
There is / there s	Is there . . . ? Ate	There is not / isn't
There are	there ... ?	Theie are not / aren't

Use: You use *there* as the impersonal subject to show that

1. something or somebody is / are, was / were or will be in a place.

There is a paper on the desk.

2. something or somebody exists in a general sense.

There will be a students' party tomorrow. In Russian the sentences like this normally start with an adverbial modifier of place or time.

На столе - газета.

Завтра состоится студенческий вечер. **NOTE:** a) *There is / are, etc.* stands before the subject, which usually contains a determiner, like *a /an, some /any, much / many, a lot of / lots of etc.* or *no +one, body, thing, where.*

There will be nowhere for us to go.

- b) When the noun group after the verb is plural, you use a plural verb. When the noun group is singular or uncountable, you use a singular verb.

There were two people in the room. There is a cushion on the sofa.

- c) In sentences with the introductory *there* the predicate is usually the verb *to be*, occasionally some other verbs are found, such as *modal verbs, to seem, to appear*, followed by *be* or *have been* and also *to live, to come, to occur* etc.

There could be a problem.

There seems to be a lot of people on campus.

Once upon a time, in a small country town there lived a little man.

- d) We use *there* in tag - questions.

There is some milk in the carton, **isn't there?**

Practice

1. *Read the following sentences, translate them into Russian.*

- Is there anybody at home?
- There is a lot of noise in the street.
- There is no need to hurry - we've got plenty of time.
- There'll be somebody meeting you at the airport.
- There is an apple and two pears on the plate.
- There have been more Americans killed in road accidents than in all the wars since 1900.
- There is some cheese in the fridge, if you are still hungry.
- Are there any people outside?
 - Yes, there are some. (No, there are not any.)
- Was there any ice on the lake last winter?
 - Yes, there was some. (No, there was not any.)

10. There remains nothing more to be done.
11. Once upon a time there lived a king.
12. There seemed to be a lot of tourists here last summer.

2. *Complete the answers using the negative form of there is / are according to the model, act the scenes out:*

Model: - How can I let him know about the tickets?

- Ring him up. There is a telephone in the corridor.
- I'm afraid you are wrong, there is no (there isn't any) telephone there.

I. - As far as I remember there is a path leading from the forest to the railway station.

- I'm afraid you are wrong

II. - Why don't you borrow the books you need for the report from the library? - I was there, but there

III. - Are you going to watch TV tonight? There is a very interesting hockey match in the evening program. - I'm sorry but there

3. *Rephrase the sentences using there:*

a) *Model:* A good clothes shop is not far from here.

There is a good clothes shop not far from here. 1. Two men are at the door. 2. A photograph of that girl was in last week's magazine. 3. A new security system will be in operation from next week. 4. A lot of supporters will be at the match. 5. A public holiday is on July 4th. 6. A meeting between the two world leaders will be in Helsinki.

b) *Model:* I can see a man at the corner.

There is a man at the corner.

1. I can't see anybody here. 2. I found only two mistakes in his dictation. 3. He noticed two more cars behind the house. 4. He doesn't have any pictures on the walls in his room. 5. I can see a cat lying on the floor. 6. I haven't got any money in my purse.

4. *Use it is or there is / are in the following sentences.*

1. ... very wet today, ... impossible to go out. 2. ... a thick fog last week. ... usually a lot of accidents in such bad weather. 3. ... foolish to drive fast when ... foggy or rainy. 4. ... interesting to go sightseeing in any unknown city. 5. ... a lot of places of interest in ancient towns of this country. 6. ... time to go home, ... a lot of work to do there. 7. ... all sorts of stories about Robin Hood. 8. ... a pity you can't go with us. 9. ... only one cigarette in the box. 10. ... important to know the details.

5. *Read the dialogue between Janet and a real estate agent.*

(1 - Janet, 2 - a real estate agent)

-Hello!

-Hello!

- Is there an empty apartment in this building?

- Yes, there is. There is a nice apartment on the fifth floor.

- Are there two bedrooms?

- No, there aren't. There's a living room, a small kitchen and a very small bathroom.

- And the bedroom?

- Oh, there's a very large bedroom.

- Is there a balcony?

- No, there's no balcony.

- Where's the kitchen?

- Here it is.

-Oh, it's very small.

- Yes, but there is a stove, a refrigerator, and space for a dishwasher. There are some cabinets, and there is a shelf under the sink.

- Are there any windows in the bathroom?

- No, there aren't. But there are two large ones in the bedroom.

- Good. It's a very nice apartment.

a) *Answer the questions:*

1. Is there an empty apartment in the building? What floor is it on?

2. What kind of rooms are there in the apartment?

3. There is a balcony in it, isn't there?

4. Is the kitchen big or small? What is there in it?
5. Are there any windows in the bathroom? Where are two large windows?

b) *Personal application:*

Would you like to rent the apartment like this? Give your pros and cons.

c) *Act out the dialogue between Janet and the real estate agent in their voices.*

6. *You are on a business trip in England. Find out about a partner's place of work.*

Ask questions about the building and its facilities. Use the words below and begin:

Is the building ...? Is there a(n) ...? Are there any ...?

1. modern
2. staff restaurant
3. facilities for disabled staff
4. air conditioning system
5. separate rooms for smokers
6. large car park
7. bus stop nearby
8. sport or recreational facilities
9. coffee machine

7. *Read the advertisement of The Monte Carlo Convention Centre.*

Meeting Rooms

Congress Hall: seating for 1,100

Exhibition space: 1,800m;

100 stands

4 Meeting rooms:

seating for 70-180

Hotels

Within walking distance of the centre are

6 hotels of the highest international standard with all major facilities.

Services

Simultaneous translation in 9 languages Press room

Telephone, Fax, and Telex facilities

Secretarial offices Organizer's office Lobby bar for coffee breaks and receptions Close to 2 car parks

How to get to the centre

By train: All international trains stop at Monaco Station **By air:** The International Airport of Nice

- Cote-d'Azur is 22 km from

Monaco.

There is a regular helicopter

service which takes 7 minutes.

a) *Complete these questions using **Is there ...?** **Are there ... ?***

- 1.....a transaction service?
- 2.....a press room?
- 3.....telephone, fax, and telex facilities?
- 4.....secretarial services?
- 5.....anywhere to go during coffee breaks?
6. How many meeting rooms.....?
- 7.....plenty of parking space?

b) *Now match the above questions to these replies.*

- a. Yes, there are secretarial offices in the complex.
- b. There are five. The largest holds 1,100 people.
- c. Yes, there is a lobby bar.
- d. Yes, there are two car parks nearby.
- e. Yes. There are good communication facilities.
- f. Yes, there is, in 9 languages.

c) *Speak about the advantages of holding conferences at the Monte Carlo Convention Centre.*

8. *Fill in the blanks with **there is**, **there are** or **it is**. Answer the questions that follow.*

Holidays in Spain with "Interplanet Travel"

Spend your honeymoon or your next summer holidays on the moon. "Interplanet Travel" will

make all the arrangements -transport, hotels, entertainment.
 three moonbases, each covered with a transparent dome and with a self-supporting atmosphere and gravity system. On Moonbase 1casinos, discos, cinemas and theatres. This is the moon base specializing in entertainment..... always warm and.....usually a temperature of about 25° C.
 On Moonbase 2..... museums, art galleries, space galleries and libraries.....also a very big university specialising in space studies. Here.....usually cool, at about 2 Г C..... sometimes cloudy and sometimes sunny. On Moonbase 3..... super-modern sports facilities.....for all ball games, swimming, surfing, skating, horse-riding and polo.....also some exciting new space games like "Catch the Shuttle" and "Pilots and Raiders". Here.....always quite hot at 29° C and..... always sunny.....about an hour by spacecopter from base to base. At each of the bases.....luxurious hotels and bungalows.
 Phone 01-8539772 for further information TODAY.

1. Would you like to spend your summer holidays on the moon as described in the story?
2. What moonbase would you prefer? Explain your choice.

9. Translate into English.

1. Этот текст трудно перевести, так как в нём много незнакомых слов.
2. Сколько книг зарубежных писателей в твоей библиотеке?
3. В коллекции моего брата есть несколько старинных русских монет.
4. На выставке этого известного художника будет много посетителей.
5. Я советую вам почитать эту книгу, в ней много юмора.
6. На дне рождения моего друга было много гостей.
7. В этом журнале есть что-либо интересное?
8. С каждым годом в городах всё больше машин и всё меньше свежего воздуха.

The Tenses (Active Voice) The Indefinite (Simple) Tenses

The Indefinite forms merely show that the action takes place in the present, past or future. The form of the verb gives no indication as to its duration or completion.

The Present Indefinite

The Present Indefinite is formed from the infinitive without the particle *to*:

In the 3rd person singular the ending -s or -es (after *o, s, ss, ch, tch, x*) is added.

Interrogative and negative forms are formed with *do/does* and *do not (don't) /does not (doesn't)* and a bare infinitive:

NOTES:

- 1) For giving emphasis with positive statements in the *present do/does* is added.

I do know him. Я в самом деле знаю его

- 2) Negative Yes/No questions express surprise.

Don't you know about it? Разве вы не знаете об этом ?

- 3) *Why don't ...?* is used for a suggestion. *Why don't you help us? - Good idea!*

Spelling Rules: When *j* follows a consonant we change *y* into *i* and add *es*: *he/she tries, copies, carries*; but verbs ending in *y* following a vowel obey the general rule *he/she plays, obeys, says*.

The Present Indefinite is used:

1. to talk about things in general, to give a general characteristic to a person or thing denoted by the subject.

I come from Belarus.

I live in Minsk.

My father works at a plant.

2. for habitual or repeated actions (with adverbs or adverbial phrases:

always, usually, sometimes, often, seldom, generally, occasionally, frequently, every week/year, twice a day / a month, hardly ever, rarely, from time to time, as a rule).

I don't smoke and my friend doesn't smoke either. It often rains in autumn.

3. to express a general truth; a statement of fact.

Water boils at 100 degrees centigrade. Cats don't eat sweets.

4. for events in the future which are part of a prearranged program (for cinemas, theatres, public transport, a journey, a timetable).

The meeting starts at 6 o'clock.

When does your train leave? - In an hour.

5. with the verbs referring to *thinking, liking or disliking, possession, perception, wish, being* instead of Present Continuous: *know, understand, like, love, hate, remember, seem, believe, belong, mean, want, wish, see, hear, etc.*

I don't understand what you mean.

Do you hear any noise? - No, I hear nothing.

6. in clauses of *time and condition (type I)*, referring to the future (after: *when, till, until, as soon as, before, after, as long as, if, unless, provided*).

When he comes, ask him to wait.

If it stops raining, we'll go for a walk.

1. with the verb *say* when we are asking or speaking about books (other verbs of communication are also possible).

What does the book say? It says, "Learn to speak by speaking."

Shakespeare advises us not to borrow or lend.

8. in demonstrations, descriptions, step-by-step explanations.

Here are some important dates in the history of space travel:

1957. The Russians send a rocket into space and Sputnik 1.

1961. Yuri Gagarin becomes the first man in Space.

1969. The Americans put a man on the Moon.

9. It is often used in newspaper headlines.

Peace Talks Fail. Murderer Escapes.

Practice

1. Analyze the tenses in the following conversations:

Ann: I like this supermarket. I think it's one of the best in our town. The goods they sell here are not very expensive.

Vera: Yes, my husband likes it, too. As we live quite near, it doesn't take us long to get to it. We always shop here on Saturdays. Do you also do shopping at this supermarket? You live nearby, don't you?

Ann: Oh, it's not quite so. I live rather far from here and it takes me about an hour to get to this supermarket. That's why I prefer to come here only once a month.

Answer the following questions:

Yes/No questions	Does Ann like this supermarket?
	Does she often go shopping there?

Subject questions	Who shops there on Saturdays? Who lives far from the supermarket? Whose husband likes this supermarket?
-------------------	---

Wh- questions	How long does it take Ann to get there? Why does she come there only once a month?
---------------	--

Alternative questions	Does Vera shop on Saturdays or Sundays? Does she come there alone or with her husband?
-----------------------	--

Tag questions	It takes Ann long to get there, doesn't it? They don't sell very expensive goods there, do they?
---------------	--

Indirect questions	I wonder why Ann likes this supermarket? I'd like to know how she gets there?
--------------------	---

2. Give additional information (positive or negative) to the following sentences, using words in brackets. Model: This is the Glasgow train (go).

This train goes to Glasgow every day, it doesn't go to London.

1. My friend is finding life in Paris a little bit difficult, (not, speak)

2. He is on business in Italy now. (travel)

3. John is a good tennis-player, (play)

4. Saturday morning is a busy time for my mother, (have a lot of work to do)

5. No supper for me. (not eat)
6. Whether we go out in the evening usually depends on the weather, (rain)
7. She doesn't care for detective films, (prefer)
8. There is always much noise in my neighbour's flat, (apologize for)
9. My grandmother believes in God. (go to church)
10. She hates telephone answering machines, (like to talk to people)
11. Vicky is anxious about her English exam, (not, know)
12. This actor is famous for his film roles, (play)
13. My brother reads a lot about computers, (programmer)
14. My mother is proud of her work, (teach)
15. Alex is good at inventing stories and does it artistically. (Everybody, laugh)
16. Why are you in such a hurry? (train, leave)
17. Mrs Green is never on time, (come)
18. Ann is very sociable, (know)
19. My boss never worries about money, (earn and spend)
20. Don't try to ring the bell, (not, work)
21. The child is afraid of the dark, (never go out)
22. The United State is a federal union, (consist of 50 states)

General (Yes/No) questions and short answers.

3. Ask and answer the questions using the words: **sometimes, usually, often, always, as a rule, every day, etc.** Work in pairs. Give short and full answers. Model: Do you like classical music? - Yes, I do. I like it very much.

Does he speak French? - No, he doesn't. He doesn't speak French at all.

- | | | |
|------|---------|--------------------------------------|
| | we | like to listen to birds in a forest? |
| Do | you | look at the stars in the sky? |
| | they | go for a walk in the park? |
| | (often) | prefer to travel by plane? |
| | he | book tickets in advance? |
| Does | she | reserve accommodation at a hotel? |
| | it | go on business to England? |
| | | like quiz programs? |
| | | rain cats and dogs here? |
| | | take long to get to the university? |
| | | sleep with the window open? |
| | | take a cold shower in the morning? |

4. What would you say in these situations? Give possible answers.

1. You want to know if Ann plays tennis. Ask her.
2. You need to know if the train arrives on time. Ask your friend.
3. You want to know if the train stops at this station. Ask the conductor.
4. You want to know if your friend enjoys spending his holidays in Scotland. Ask him.
5. You are wondering if Mike and Bill go camping every summer. Ask them.
6. You expect that this sportsman wins prizes at all competitions. Ask your neighbour.
7. You want to know if your friend remembers to bring the photos. Ask him.
8. You expect that your sister's son works hard at school. Ask her.
9. You wonder if your sister waits for her son after the lessons every day. Ask him.
10. You want to know if it often snows in England. Ask your teacher.

5. Ask special "Wh"- questions for additional information.

Model:	Question word	Auxiliary	Subject	Verb
	Where	do	people	meet?
	How	does	the radio	work?
	What books		you	like to read?

	What kind of information	they	get from books?
Questions to the subject and its attribute	Who knows the answer to this question? Whose children study at private schools? What helps you to survive difficulties in your life?		

1. The U.K. exports industrial goods almost to all parts of the world.
 2. In Wales many people speak Welsh, not English, in daily life.
 3. We read novels to enjoy leisure hours, but recreation reading is not only pleasant but also useful in many ways.
 4. When adults begin to learn a foreign language, problems often arise.
 5. Walking five miles a day makes him strong and healthy.
 6. A good teacher needs some of the gifts of a good actor.
 7. Research work involves an ability to observe individual facts and draw conclusions.
 8. Renaissance means "a new birth", "a revival". Thus we call the time of the great revival of art and learning which covers the 15th and 16th centuries.
 9. This period marks the transition from medieval to the modern art.
 10. Many Americans consider two religious holidays Easter and Christmas as the most important celebrations of the year.
 11. On New Year' Day people often promise themselves to overcome their bad habits and welcome the idea of making a new start in life.
 12. The Americans celebrate the Thanksgiving Holiday on the third Thursday of November in memory of the first English settlers in the seventeenth century. This holiday recalls America's early history.
6. *You are visiting your grandmother after your returning front England. She can't hear very well, and she sometimes gets confused. Complete her questions.*
- 1 • In Britain children sometimes go to a Pardon? Where nursery school when they are two or ... three years old.
 2. In Britain education is compulsory Really? From what age ... from 5 till 16 years of age.
 3. Secondary education begins at the age Oh! What educa- of about eleven. tion ...
 4. The academic year begins in Pardon? When . September.
 5. Most children in Britain go to state I'm sorry? What schools. schools ...
 6. Some parents pay to send their chil Oh, and why ... dren to a private school
 7. The government and local Do they? What . education .. authorities maintain state schools.
 8. Many children choose to remain at Oh! But why ... school for another two or three years after 16 to take higher exams.

9. University courses normally last three years. Pardon? How long . . .

10. After three years of studies the students receive their first degree. It's Bachelor's Degree. I'm sorry? What

11. British universities are famous for their tutorial system of education. What's that? What ...?

12. Most students receive grants that help them pay university and living expenses. Is it true? What . How many ...? How much ...?

7. Ask and answer disjunctive (tag) questions. Work in pairs

Develop your answers using the words in brackets.

Model:

Negative tags generally suppose the answer will be Yes.	a) Your train leaves at four, doesn't it? - Yes, it does. It leaves at 4 o'clock, it doesn't leave at 5.
Positive tags generally suppose the answer will be No.	b) You don't know the answer, do you? - No, I don't. I don't know the answer, but Bill knows it.

1. The teacher always gives instructions in English (Russian).
2. Your father doesn't smoke cigarettes after dinner (cigar)
3. They don't stay in London for their summer holidays (go to Italy).
4. I often work overtime this month because I want to save up for buying a new car (a house).
5. She doesn't go skiing in France in winter (stay at home).
6. Sam, my neighbor, usually goes fishing at the weekend (buy fresh fish).
7. As a rule she drinks black coffee in the morning (tea).
8. Mrs Bell usually has meals at home (eat out).
9. As a rule Mr Smith gets out at Piccadilly and walks to his office (Trafalgar Square).
10. It takes him ten minutes to get to his work (half an hour).
11. She comes from Scotland (England).
12. You often phone your parents (not write).
13. Once a month she goes to the library to borrow books for writing her thesis (have a lot of books).

8. Put alternative questions to the statements given above (Ex. 7) and give answers:

Model: Does your sister live in London or Edinburgh? - She lives in London.

9. Put indirect questions to the sentences, using the model. Pay particular attention to the word order.

Model: How often do trains to Edinburgh run? Do you know? Do you know how often trains to Edinburgh run?

1. When does the 9.30 from King's Cross arrive? Do you know ...?
2. Is the 9.30 a very busy train? Can you find out ...?
3. Is it necessary to reserve a seat? Could you inquire for me ...?
4. What's the price of a first class ticket? Will you ask ...?
5. Does the 9.30 stop in Newcastle? I wonder
6. How long is a return ticket valid for? I'd like to know
7. Which platform does the 9.30 leave from? Can you find out for me ...?
8. Do the trains usually arrive on time? Would you inquire ...?
9. How much does a weekend-return to Edinburgh cost? I wonder
10. When do the new train timetables come out? I'd like to know
11. Is there a 9.30 train on Sundays? I want to know
12. When does the next train for Edinburgh leave? I wonder
13. Half a million people pass through the station daily. Could you tell me

14. They usually spend Christmas in New York. Do you happen to know
 15. In Britain the bride usually arrives at the church with ITT father. I wonder
 If / When clauses (when I *come* ..., *if he comes* ..., as soon as *she comes* ... , before she comes ..., until she comes ..., etc.)

10. Use the proper form of the verb:

1. She'll come and see you before she (leave) for London.
2. We won't move from here until you (come) back.
3. Don't worry. You'll know her when you (see) her.
4. I don't think he will phone before he (arrive).
5. You won't forget to lock up the house before you (go) out, will you?
6. You'll go out when the rain (stop).
7. As soon as he (save) £ 10,000, he will retire from business.
8. After the game (be) over, let's go home together.
9. I shall not speak to him until you (introduce) us to each other.
10. Your electricity will be cut off until you (pay) the bill.
11. Profiteers will continue to make lots of money while th • war (last).
12. We shall try to persuade him not to do it before it (be) to late.
13. If the plane (arrive) after the fog (clear), it will be able i land here.
14. I shan't know whether I've passed or not till I (see) th results printed in the paper.

11a. Suggest y'our idea of completing the sentences. Model: You won't make mistakes *if you read the instruction*. \. I will send for the doctor as soon as

2. I'll refuse to work overtime if
3. You'll understand everything if
4. She will ruin her eyes if
5. You will miss your train if
6. He will succeed when
7. Your flowers will grow better if
8. He will get a better job if
9. You will catch cold unless
10. He will go to the seaside as soon as
11. What will you do when ... ?
12. I'll stay here till
13. The plane won't take off till
14. We'll go sightseeing as soon as

lib. Make up your sentences, using the following word-combinations:

Model: If he / she *shouts* at me, *I'll* do nothing at all. When you *get* into trouble, I *will* help you.

1. let me down
2. catch cold
3. play cards
4. give up the job
5. apply for the job
6. sell a car
7. buy a dog
8. hire a car
9. send a telegram
10. complain to the manager
11. emigrate abroad
12. lay the carpet
13. accept the invitation
14. need the advice

12. Two days before their holiday, Helen and Bill are talking about Majorca. Helen is reading through the brochures and the program which they have received from the travel bureau. Here's the itinerary for their first day! Bill is asking Helen questions about the program.

Study the program, then ask Bill's questions and give

Helen's answers.

Saturday, 22nd June

9.00 Departure from Gatwick Airport Flight Nr. DS 607 (Check-in time at least one hour

before departure) 11.30 Arrival in Palma 12.00 Transfer Bus to Hotel 12.30 Arrival at Hotel Excelsior 13.00 Buffet Lunch
 18.00 Meeting with Guide and Welcome Cocktail in Hotel Lobby
 19.00 Dinner 20.30 Coach departure for Excursion "Palma by Night"; visit to Nightclub "La Paloma" with display of Flamenco Dancing 01.00 Return to Hotel
 13. *Express solidarity, using So I Neither (Nor)*

am do have I.

Model: They like to travel by car (I). So do I.

She doesn't often go on business (he). Neither does he.

1. Heathrow Airport in London is very large. (Luton Airport)
2. Mr Green usually makes reservation for flights in advance. (Mr Brown)
3. We usually check in for the flights, (all passengers)
4. He usually arrives at the airport an hour in advance, (she)
5. While travelling by plane, I never take much luggage, (my friend)
6. I don't hear the announcement of our flight, (we)
7. The plane for Moscow doesn't leave on time, (the plane for Sochi)
8. When travelling abroad, I usually go through passport control, (everybody)
9. Your passport is in order, (hers)
10. When leaving the country, you go through the customs, (all passengers)
11. I haven't got anything to declare, (my friend)
12. One block of cigarettes is duty-free, (personal things)
13. Mr White often goes on business to the U.S. (Mr Smith)
14. He doesn't like to travel by train, (his wife)

14. *Use the correct form of the verbs:*

1. In spite of poor health my uncle still (manage) to enjoy life. He always (spend) his holiday by the sea.
2. Even though they (not, speak) the language, they are getting on very well working in China.
3. Even though she (not, study) very hard, she usually (do) well in exams.
4. Although she (not, have got) a job, she is not determined to get depressed. She (hope) for the best.
5. In spite of her young age, my sister (play) tennis very well.
6. If you (not, stop) interrupting the speaker, I'll ask you to leave.
7. You (think) you will be doing anything interesting in five years time? -1 (believe) so.
8. She (hope) she will be earning a lot of money in a year's time. She (irritate) people by talking about it all the time. - She always (keep) her word.
9. I (not, like) him. He's one of those people who only (talk) and (talk) but (do) nothing.
10. A lot of people nowadays (consider) fox-hunting to be very cruel and (think) that bears (be) gentle animals but they can be quite aggressive.
11. I (not, think) that the hunting of wild animals can be justified in any way.
12. How you (get on) with your parents, brothers and sisters? Who or what (encourage) heart-to-heart talk in your family?
13. A family Sunday dinner (symbolize) our importance to one another in good times and bad. It (serve) as touchstone that (help) family-members gather to share week's news and plan for future. You (agree) with me?
14. I think story-telling (be) valuable for problem solving. It often (provide) an easy path to any complex issue. What you (think) about it?
15. Cuckoos (not build) their nests. They (use) the nests of other birds. You (know) about it?
16. Don't be afraid of our dogs. They (bark), but always (not, bite). - Who they usually (bite)?
17. I propose to change everything in our life. - A good idea. But Man (propose), God (dispose).
18. I wonder what a teacher (do) most of his life? - He (teach) us to solve problems right, how to count, to read and write.
19. I'd like to know what lawyer's work (deal) with? - He (see) that people (obey) the laws of the country and (punish) those who (violate) them.
20. Who (cure) the ill and old and (look after) patients in hospitals? - Doctors and nurses (do)

this work. - What profession you (advise) me to choose?

21. In Japan a boy (begin) to study seriously as soon as he (start) going to school, because if he (not, pass) all his exams, he (not to be able to) go to a good school. If he (not, go) to a good school, he can't go to a good university - and so he (not, get) the job that he (need). Work (play) a very important role in Japan. A Japanese (say), "I (belong) to my company", not "I (work) for my company".

22. In China before the man (propose) to the woman, his family (ask) the professional matchmaker to send a present from them to the bride's family. Checking of horoscopes (be) one of the stages of the traditional Chinese wedding. If the matchmaker (prove) that the horoscope (say) that the signs (be) good for the young people, the two families (ask) the gods for their help. Before starting the celebration, the groom's family (pay) the bride's family for losing a daughter.

15. *Translate into English:*

1. Ты иногда ездешь на работу на машине, не так ли?

- Да. но машина принадлежит отцу, а он не хочет давать её мне каждый день, так как обычно пользуется ею сам, когда едет к врачу или на работу.

2. Я знаю, что этот молодой человек очень хорошо говорит по-английски. Ты знаешь его? - Да, он друг моей сестры. Он звонит ей каждый день, а иногда приезжает к нам домой. Он говорит на четырёх иностранных языках и советует сестре уехать в Канаду, когда она закончит университет. - Откуда он?

- Он из Канады.

3. Отец, вот письмо для тебя. - Никто никогда не пишет мне писем. Всё, что я получаю, - это счета, которые оплачиваю регулярно. Интересно, чьё это письмо?

4. Что говорится в письме? - Мой племянник, сын младшего брата, приглашает нас на свадьбу.

5. В большинстве стран ребёнок идёт в школу в шесть лет и учится в начальной школе около пяти лет. Затем он переходит в среднюю школу. В 17 или 18 лет он сдаёт экзамены и, если сдаёт их хорошо и хочет получить высшее образование, продолжает учёбу в университете.

6. Мой старший брат никогда не пишет нам, поэтому я никогда не знаю, что он делает. Иногда он звонит и говорит, что жизнь его идёт своим чередом и нам нечего о нём беспокоиться.

7. Мне нравятся субботние вечера в нашей семье. Вся семья собирается, как правило, вместе. Мама готовит что-либо вкусное, я помогаю ей. Отец с братом играют в шахматы, а затем мы ужинаем и обсуждаем все проблемы вместе.

8. Мой брат говорит, что люди, которые должны ему деньги, всегда забывают об этом, но те, которым он должен, всегда это помнят. Он сам никогда не забывает возвращать свои долги.

9. Я в новом костюме. Как он тебе нравится? - Костюм прекрасно на тебе "сидит" и цвет подходит. Сколько он стоит? - Я не знаю. Это подарок.

10. Если хотите получить непредвзятое мнение, вам лучше спросить мою сестру. Она всегда говорит то, что думает, хотя это часто раздражает людей. Человек хочет правдивого ответа, но, как правило, ждет, что вы скажете то, что он хочет.

11. Вы не возражаете, если я задам вам вопрос? - Это зависит от вопроса. - Он касается вашего брата. - Я отказываюсь отвечать на такие вопросы.

12. Когда отправляется ваш поезд? - Он уходит через 20 минут. - Давайте возьмём такси, если не хотите опоздать.

13. Странно, но мой кот не ест рыбу, поэтому я всегда покупаю мясо для него. - Где твой кот спит? - Как правило, он спит на коврик в кресле. А у тебя есть какое-либо домашнее животное? - Нет. Я не думаю, что квартира - это подходящее место для животных.

16. *Agree or disagree with the following statements. Develop your answers by using conversational phrases.*

Agreement

That's quite right. Sure. That's true. I think so. I agree. I'm of the same opinion.

Certainly. It goes without saying. I hope so. No doubt about it.

Disagreement

Surely not. I'm not sure about it. On the contrary. Noway! You are mistaken. That's wrong. I differ from you. I disagree with you. I'm afraid not. Are you joking? I don't think so.

- l. Nature tells us many interesting and useful things when we observe it carefully.
1. A man who suffers from rheumatism feels pain before the weather changes for the worse.
 3. The halo around the moon precedes rain, snow or nasty windy weather.
 4. The smell of flowers in the gardens and in the parks becomes very strong before it rains.
 5. Birds don't like to fly before the storm and they fly lower than usual before it rains.
 6. Domestic animals - cattle and horses - bunch together when a storm is approaching.
 7. Flowers fold up as the rain draws near.
 8. We feel more like working when the weather is nasty / fine.
 9. Students who go in for sports have little time to study. As a rule they lag behind their group and get poor marks.
 10. Books are our best friends, they accumulate and spread knowledge.
 11. It's important to teach students to use reference books.
 12. Smoking is harmful, it destroys our health.
 13. Living in the country is more convenient than living in town.
 14. You never cross the street with the red light on.
 17. *Act out the conversations. Describe the situations where these conversations may take place.*

1. Russ: Honey, why are you so sad? (Janet says nothing.)

Russ: Honey, why are you so unhappy? I don't understand.

Janet: You don't love me, Russ!

Russ: But, honey, I love you very much.

Janet: That's untrue. You love my cousin, Sunny. You think she's lovely and I'm ugly.

Russ: Janet, just once last month I took Sunny out for lunch. You mustn't worry. I like your company much better than Sunny's.

Janet: Oh, shut up, Russ.

Russ: But, honey, I think you're wonderful.

2. Mr Harries: Do you speak other languages besides English?

The Wait- Oh, yes, sir. I speak German and French less: and the dialects.

Mr H.: Which do you like best? The W.: They are all very much the same, sir. I can't say I like one better than another.

(E. Hemingway. Homage to Switzerland.)

3. Anna How long does it take to make one of those Cornelia: pictures, Vincent?

Vincent: That depends, Mother. Some canvases take a few days, some a few years.

AC.: A few years! Oh, my! Can you draw people so that it looks like them?

V.: Well, I don't know. I have some sketches upstairs. I'll show them to you.

AC.: I'm fixing your favorite cheesecake, Vincent. Do you remember?

V.: Do I remember! Oh, Mother!

AC.: Is it good to be home with your mother?

V.: Yes, sweetheart.

(I. Stone. Lust for Life)

4. Anselmo: ... The gypsies believe the bear to be a brother of a man.

Robert So do Indians in America. And when they

Jordan: kill a bear they apologize to him and ask his pardon...

A.: The gypsies believe the bear to be a brother to man because he has the same body beneath his hide, because he drinks bear, because he enjoys music and because he likes to dance.

R.: So also believe the Indians.

(E. Hemingway. For Whom the Bell Tolls.)

18. Read and translate the text. Explain the title of the text in your own words.

Eating out

My sister Helen is a terrible cook. She often tells us that she tries hard but it's no use. She has got a lot of cookery books, she chooses a recipe, she wants to cook, she prepares all the necessary ingredients and follows the instructions. But the result is terrible and she just has a sandwich or some other quick snack.

So Helen often eats out. She doesn't like great restaurants. It's not the expense, it's just that she doesn't feel at ease in them. First the waiter gives a menu which she doesn't understand because it's complicated and has lots of foreign words. At the end of the meal when she pays the bill she never knows how much to leave as a tip. She prefers fast food places, like hamburger shops where you pay at once and sit down and eat straightaway. And she likes take-away places, where you buy a meal in special container and take it home.

Task:

1. Ask and answer all possible questions on the text. Work in pairs.
2. Retell the text as it is.
3. Speak about your favorite dish and describe the process of cooking it.
4. What can you say about Helen's sister?

19. Use the proper form of the verbs.

She is used to it

Every morning Mrs Green (come) downstairs into the kitchen. First she (do) the washing-up from the previous day. She (turn) on the cold tap, and (fill) the kettle. When the water (boil), she (make) tea into the teapot and also (make) some toast. She (pour) the tea into a mug. She (not use) a cup and saucer. She (put) some breakfast cereal into a bowl, and (take) a Jug of milk from the fridge. She (put) some sugar in her tea with a teaspoon and (stir) it. Then she puts everything on a tray and

(carry) it upstairs. After breakfast in bed she (go) back to sleep. She is used to getting up late.

Discuss:

1. How you spend your mornings on weekdays and on Sundays.
2. Ask your friend about his evenings on weekdays and on holidays.

20. Open the brackets using the proper tense form. Retell the text.

The Happiest Person

The happiest person in Britain today (be) a professional married man between the age of 35 and 54. He (live) in the south of England but not in London. He (own) a comfortable, detached house and (have) two children. John Smith is one of them.

What he (do)?

John Smith (have) a steady job in an office in London. He (be) an interior designer. He (decorate) people's houses and (give) them ideas for furniture and lighting. After a hard day at work he (relax) in front of the television or (watch) a video. He (not, go) out every evening but two evenings a week he (meet) friends for a drink in the local pub. He (own) a pet, it is a dog and he (take) it for a walk every day after work. He (spend) on average £ 120 per week.

Where he (go)?

At the weekend, John regularly (eat) in restaurants, (go) to see shows and (play) a sport usually golf. Most weekends he (put) on a pair of old blue jeans and (potter) in the garden. He usually (go) on holiday abroad more than once a year.

What his wife (do)?

His wife Helen, (be) happy too, but not quite as happy. She (run) the home and (have) a job, but she (not, earn) as much as her husband.

Task:

1. Say what you think of the ever-lasting discussion about happiness.
2. What is your idea of a happy person?

21. Fill in the blanks in the conversation below, using the correct form.

At the Weekend

Tom: I (hate) spending the whole weekend at home. Let's go out.

Lucy: Where you (want) to go? Tom: Why (not we go) to the film club? Most weekends it (show) good films. Lucy: I (not feel) like seeing a film tonight. But look - the newspaper (say) that Abe Compit, the jazz pianist, is giving a concert tonight. I (know) you (like) jazz.

Why (not we go) to that?

Tom: To be honest, his playing (not appeal) to me much. Lucy: Well, why you (not go) to the film on your own? It

(not matter) to me if I (stay) at home and watch TV

for once. Tom: Let's better (go) and see your sister, if you (like).

We haven't seen her for ages. Lucy: That's a good idea. She's lonely where she (live) now. She (stay) at home all the time. The buses (not go) to that part of town, and she (not get out) at all.

Discuss: a) Your weekends in summer, b) Your weekends in winter.

22. *Read the text and describe Christmas celebrations in Britain.*

Christmas

British people love traditions. Those linked to Christmas are many and varied: greeting cards, decorated trees, carol singing, and Christmas fare are still important elements of the festive season. More significant for children is Santa Claus, or Father Christmas, who, on Christmas Eve, brings presents to fill "stockings" hung at the end of the bed.

Christmas is a time when families gather together and churches hold joyful services to celebrate the day when Jesus was born. In memory of this, as well as of many other traditions, we give each other presents. The first Christmas trees date from the time of the German Apostle St. Boniface, who replaced the sacred oak of the pagans with a fir tree, decorated and lighted with candles. When Queen Victoria married Prince Albert, he introduced this custom into England. It is traditional to decorate the houses at Christmas with evergreens: holly, ivy and mistletoe. There is a saying that if the holly has lots of berries it will be a cold, hard winter.

Most families decorate their houses with brightly-colored paper and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be found on Christmas morning.

Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth.

Every year Norway sends Britain a huge Christmas tree, as thanks for wartime help. It stands in Trafalgar Square from mid-December, when the Ambassador of Norway switches on the lights. Carols are sung around it every evening until Christmas. On New Year's Eve people go to Trafalgar Square to hear the midnight chimes of Big Ben.

Discuss: 1. Christmas celebration in your family.

2. Your favourite holiday in a year and the way you celebrate it.

23. *Read the text. Point out the passages you agree with. Prove your reasons.*

Books on the Screen

Until the 20th century literature existed only on the pages of books or the stage. Today it also exists on billions of screens all

over the world. Thanks to TV and films, in fact, literature today has more viewers than readers. The question is ... do the hundreds of screen adaptations made every year have a good or bad effect on literature itself. Let's look at the pros and cons⁷. A novel or a play reaches a huge new audience when it is adopted for the screen. Surely the main point of storytelling is communication, so if more people enjoy a story by seeing it in a visual form, what's wrong with that?

B. A successful screen adaptation helps to promote the original book and increase its sales. Often, in fact, recently filmed or televised books (even nineteenth century classics) become bestsellers all over again.

Pictures make stories more vivid and lifelike. Screen adaptations give books a whole new realistic dimension and make stories where the language is complex and old-fashioned much easier for modern readers to understand. After all, we live in a visual culture where relatively few people actually buy books. To put it bluntly, literature needs TV and films far more than TV and films need literature.

C. People lead busy lives these days. They don't want to spend a week reading a novel when they can watch the film version in two hours. It's a question of convenience. The main point about screen adaptations is that they increase choice. Nobody forces you to watch screen adaptations if you don't want.

D. Reading a book and watching a screen are two completely different experiences. Reading

is active. Your mind works and creates images. Watching is passive. You just sit and this is all work you do. When you are reading, a book becomes a part of your life for a week or two - however long it takes to read. With a film or TV series you don't have the freedom to stop and think for five minutes before you carry on.

E. Screen adaptations are never as subtle and complex as the books or plays they are based on. Characters are cut out, screen removed... that's because time is always a key issue,

⁷ Pros and cons - advantages and disadvantages.

especially for film-makers, as they always try to fit the story into two hours. Books can tell you what characters are thinking, film and TV series can't. They use dialogues. F. Adaptation suits books with a very dynamic plot and a strong visual element, but it doesn't suit more complex literary fiction. There are vital differences, in other words, between a novel and a script.

Adaptations turn a certain number of novels into bestsellers, but what about the hundreds of other books, excellent books, which people ignore because nobody has filmed them. *Discuss*: Your favourite books and their screen versions.

24. Give Russian equivalents to the following proverbs. Use them in the short situations of your own.

1. A good beginning makes good ending.
2. The heart that once truly loves never forgets.
3. After rain comes fair weather.
4. All is well that ends well.
5. The appetite comes with eating.
6. Barking dogs seldom bite.
7. Beauty lies in lover's eyes.
8. Catch the bear before you sell his skin.
9. Clothes do not make a man.
10. Dogs do not eat dogs.
11. The end justifies the means.
12. Man proposes, God disposes.

The Past Indefinite

The form of the Past Indefinite is the same for all persons.

1. Regular verbs add *-ed* or *-d* to the base form. In the affirmative: play - played [d]

help - helped [t] invite - invited [id]

2. Irregular verbs have a special (the 2nd) form: come - came go - went

cut - cut do - did

Interrogative and negative forms are formed with *did* and *did not (didn't)* and bare infinitive.

	Affirmative	Interrogative	Negative
I		I	I
He/she		he	He
It	worked	Did she	She did not
We		work?	work
You	went	it go?	It did not go
They		we	We
		you	You
		they	They

NOTE: For giving emphasis with positive statements in the past *did* is added to the first form.

I did know about it yesterday.

Я в самом деле знал об этом вчера.

The Past Indefinite is used:

1. to express a finished action in the past with time references: *yesterday, ago, last year, in 1990, last months,* etc.

He lived in London some years ago.

She worked in that bank for three years (but she doesn't work there now).

2. to express actions which follow each other in a story.

He came in, took off his coat and opened the window to air the room.

3. to express past habits or regular events.

She got up at 7 every morning to go to work. She always carried an umbrella in her handbag.

Spelling Rules:

a) verbs ending in e add only d: like - *liked*

b) when y follows a consonant change y to i + ed: cry - *cried*

Used to and would + Infinitive

You use *used to* + infinitive to talk about past habits, routines and states which do not happen any more.

They used to live in England, but they moved in 1995. Now they live in the USA.

My uncle used to smoke 40 cigarettes a day. Now he doesn't smoke at all.

She used to like cooking when she was younger. The interrogative and negative forms: *-Did he use to smoke when he was a student? - No, he didn't use to smoke at that time but now he is a heavy smoker.*

You use *would* + infinitive to talk about habits and routines in the past, but not about states.

The match would always take place on Saturday evenings. NOTE: *be/get used to + noun/ V-ing form*

This structure is totally different from *used to/would* + infinitive.

It expresses an action that was difficult or unusual before but it is no longer so.

I'm used to getting up early. Я привык вставать рано.

Practice

I Read the text and analyze the tenses.

Yesterday I saw an accident. It took place not far from my house. The van crashed into the car. It all happened very quickly. The car came straight out of the side road and the van went into the back of it. The van driver didn't have a chance. It was the car driver's fault as he didn't look to his right and the car didn't stop in time. I called the police and they arrived very quickly.

Answer the following questions:

Yes/No ques- Did you see an accident yesterday? tions Did it take place far from your house?

Wh - questions Why didn't the car stop?

Where did the accident take place? Where did the car come out of?

Subject What crashed into the car?

questions Who called the police?

Whose van crashed into the car?

Alternative Did the van go into the back or front of the car? questions Did you call the police or leave the place without doing it?

Tag questions It all happened very quickly, didn't it?

The car driver didn't look to his right, did he?

Indirect I wonder why the van driver didn't have a chance to stop?

I'd like to know if the police arrived quickly?

2. Ask and answer the questions according to the model. Use the words: yesterday, last week, some days ago, etc. Model: - Did Jane solve this problem yesterday?

- Yes. It was she who solved this problem yesterday.

- Did she pay all the bills?

- No, she didn't. It was I who paid all the bills some days ago.

a) object against this proposal?

you

Did he discuss your teacher's suggestion?

she organize the trip to Moscow?

they repair the tape recorder?

congratulate the teacher?

find the keys?

sell the car?

keep a seat for me?

have an accident?
sleep well?
leave at eight?
tell a lie?

b) When Where you he say "No" to his invitation?
did Why How often she spend much money? light
they the fire? make a pie? hear
the noise?

want the information?
need your advice?
mention your suspicions?
offer a lift to your friends?
decorate the Christmas
tree?

**3a. Your friend has come from holiday. You ask him about a
Write your questions.**

Model: (when/come back) - When did you come back?

1. (where/have a rest?)
2. (go/alone?)
3. (food good?)
4. (where/stay?)
5. (how long/stay there?)
6. (how/travel?)
7. (break off the engagement?)
8. (the weather/fine?)
9. (what/do/in the evening?)
10. (how often/go to a dance?)
11. (meet anybody interesting?)
12. (enjoy/your holiday?)
13. (swim/in the sea?)
14. (how/get home?)

3b. Put subject questions to the sentences given below. Model:

What...? What What happened to him yesterday?
people ...? What people inhabited England
Who...? Whose before Christ? Who discovered the
advice . . . ? law of gravitation? Whose advice
helped you to recover?

1. We accepted your suggestion of taking part in the discussion.
2. They booked these seats for you.
3. The manager signed this lease in the morning.
4. We arrived at the station on time.
5. I heard this news a few days ago.
6. The journalists interviewed the candidates to Parliament.
7. The engineers tested a new model of a washing machine.
8. He applied for the job but failed to get it.
9. Bill broke his bicycle and his brother repaired it for him.
10. The passengers complained about the delay.
11. She taught English at school and liked her work very much.
12. Mrs Brown grew flowers in her garden and often presented them to her friends.
13. They understood everything but said nothing.
14. Mr Black sent his children to France to study art.
15. Our neighbor bought this house and moved in yesterday.
16. Many famous people got their education at Oxford and Cambridge.
17. My watch stopped some days ago and nobody managed to repair it.
18. My sister's son took part in the TV show yesterday.
19. Mrs Green's dog ran away some years ago. She looked for it everywhere but didn't find it

and decided to buy another one.

4. *Fill in the blanks with the correct tag questions.*

An Interrogation

(Speakers: Police Detective and O'Brien)

- You are John Patrick O'Brien, ... ?
- Yes, I am.
- You're 36, ...?
- Yes, that's right. It was my birthday yesterday.
- You sell used cars, ...?
- Yes, I do. And other things.
- You live on Staten Island, ...?
- Yes, I do. I live in New Dorp.
- You went to the races at Belmont yesterday, ...?
- That's right.
- You weren't alone, ...?
- No, I wasn't. I was with my - uh - friend, Bobbie Chase.
- But you're married, ... O'Brien?
- Yes, but I haven't seen my wife for three years.
- I see. You left your apartment at eleven o'clock, ...?
- Yes, about eleven.
- You were in your Corvette, ... ?
- Yes, I was.
- You had lunch at a Chinese restaurant, ... ?
- No, we didn't. We had lunch at a fast food place.
- You don't remember the name of the place, ...?
- No, I'm afraid I don't.
- You got to Belmont racetrack in time for the first race, ...?
- Yes, correct.
- You, won \$ 100,000, ...?
- I can't remember exactly how much.
- There was \$ 10,000 in your apartment, ... ?
- Really? You counted it. I didn't.
- You don't know where Bobbie Chase is now, ...?
- No, I'm not her husband.
- But you left her in midtown Manhattan because she wanted to buy some clothes, ...?
- Yes, that's right.
- It's interesting, ... O'Brien? You've bought yourself a very, very expensive car.
- What do you mean?

5. *Read the texts and say what you used to do, where you used to go in your childhood.*

She used to spend her holidays with her parents

Anne and her brother used to live in Columbia. Her father had a good job in the Civil Service and used to smoke forty cigarettes a day. But when he organized day trips for his family, he used to behave like a boy. Today, thirty years later, they still talk about the wonderful trips to the sea their father used to organize when they were children.

Now she is showing her daughter some pictures she took there.

"Look. This is the house we used to live. And here's the restaurant I used to go to. I used to eat there every Saturday. And this is the school I used to teach at. And this is the beach I used to lie on. It was a beautiful place.

In childhood we used to play one game in the car called "I know that lady". One of us would choose someone walking along the street, and as we approached, the driver sounded the car horn, and everybody waved. The woman wouldn't understand why we were waving at her and would look puzzled. But we would play this game with joy".

Task: Say what you didn't use to do, where you didn't use to go when you were at school.

6. *Insert the missing verbs and open the brackets.*

- ... you see the play on Channel B last night?
- No, I... What (be) it?
- Romeo and Juliet. I (cry).

- You (cry)? Why?
- Well, it (be) very sad. At the end Romeo (kill) himself and then Juliet (kill) herself.
- It (sound) dumb to me. Why they (kill) themselves?
- For love.
- Oh! They really (be) dumb, ... they?

7. *Complete the conversation. Put in the past simple.*

Clarie: You (have) a nice weekend in Paris?

Mark: Yes, thanks. It (be) good. We (look) around and

then we (see) a show. We (not try) to do too much. Clarie: What sights you (see)? Mark:

We (have) a look round the Louvre. I (not/know)

there was so much in there. Clarie: And what show you (go) to? Mark: Oh, a musical. I

forget the name. I (not like) it. Clarie: Oh, dear. And Sarah (enjoy) it? Mark: No, not really.

But we (enjoy) the weekend. Sarah (do) some shopping, too, but I (not want) to go shopping.

Task: 1. Give a brief account of the conversation.

2. Ask your friend for some information about his/her last weekend.

8. Put the verbs into the correct form.

1. Not many people know that once Oxford (be) the capital of England. Charles I (make) it the capital in 1642 and it (remain) the capital of the country till 1645.

2. I (come) in very late last night and unfortunately the dog (wake) up and (start) to bark. This (wake) my mother who (come) to the top of the stairs and (say), "Who is there?" I (say), "It's me", but she (not hear) me because the dog was barking so loudly, so she (go) back to her room and (telephone) the police.

3. The teacher (come) into the classroom unusually early and one of the boys who was smoking a cigarette, (have) no time to put it out. So he (throw) it into the desk and (hope) for the best. A little later the teacher (notice) a smoke rising from this desk.

4. He (leave) the house at 8.00 yesterday. - Where he (go)? - I (not see) where he (go), but at 10.00 I (see) him at work.

5. When and where you (find) this knife? - I (find) it in the garden yesterday. - Why you (not leave) it there? - I (think) it (be) yours.

6. I (buy) this jacket in Bond Street an hour ago. - How much you (pay) for it? - I (pay) £ 50. - You (try) it on? - No, I (do) not.

7. You were here last summer, ... you? - Yes, I (spend) my holidays here last year. - You (have) a good time? No, it never (stop) raining.

8. You (lock) the door before you left the house? - Certainly, I (...) it.

9. When he (arrive)? - He (arrive) at 6.00, (have) dinner and (decide) to look through the mail.

10. Last Sunday the concert (begin) at 2.30 and (last) for 1 two hours. Everyone (enjoy) it very much.

11. You (like) your last job? - I (like) it at first but then I (quarrel) with my employer and he (dismiss) me. - How long you (be) there? - I (be) there for two weeks. 12. Marry (feed) the cat in the morning? - Yes, she (feed)

him before lunch. - What she (give) him? - She (give) him some fish, but he (not eat) anything.

13. Who you (vote) for at the last election? - I (vote) for Mr Simons. - He (not be) elected, (be) he? - No, he (lose) his deposit.

14. You (meet) my brother at the lecture yesterday? - Yes, I (...). We (have) coffee together afterwards.

15. He (lose) his job last month. - Why he (lose) his job? - He (be) very rude to Mr Smith.

16. He (lose) his job last month. - Why he (lose) his job? - He (be) very rude to Mr Smith.

17. When I heard the knock I (go) to the door and (open) it, but I (not recognize) a man standing in the corridor.

18. His mother used to tell him that he (spend) too much money but he never (listen) to her.

19. The Incas who (live) in South America (cultivate) potato and maize on the terraces on the

sides of mountains. Potato (be) so important to the Incas that they (invent) a way of preserving them by freezing and drying. From 1438 the Incas (control) over four thousand kilometers of coastline from the Andes to the Pacific. But in 1532 a Spaniard, Francisco Pizarro, (ride) into what is now Peru with 62 horses and 106 foot soldiers and (conquer) the great empire by capturing the Supreme Inca who (be) the head of state as well as a god, the God of the Sun.

20. On June 14, 1777 the Americans (adopt) their own flag. The red and white stripes in the flag represent the original thirteen American states that (declare) their independence from Great Britain.

21. The Beatles, the first really important pop group, (come) from Liverpool, a town in the North of England. They (have) their first record in 1962 and in 1963 they (achieve) everything in Britain - so they (turn) to America and (have) even greater success.

9. Translate into English.

В первом столетии до новой эры и раньше кельтские племена населяли территорию Великобритании. В то время Римская империя была самой могущественной и процветающей страной в мире. В 55 году до нашей эры, после восьмилетней войны с Галлией (Франция), римская армия пересекла Ла-Манш и вторглась на территорию Британии. Кельты отчаянно сражались с захватчиками, и римляне под предводительством одного из величайших полководцев, Юлия Цезаря, вернулись на континент. Второе вторжение Юлия Цезаря в Британию годом позже было более успешным. Однако настоящее завоевание Британии римлянами началось почти столетием позже. Юлий Цезарь первым описал обычаи и образ жизни людей, населявших юго-восточную часть Великобритании. В 73 году нашей эры римская армия вторглась на территорию Британии и захватила юго-восточную часть острова.

Кельты мужественно боролись против оккупантов, которым так и не удалось стать хозяевами всего острова. Римляне оставались в Британии в течение четырёх столетий. Римские губернаторы правили провинцией, а римская армия защищала её территорию. Вместе с высокой цивилизацией римляне принесли эксплуатацию и рабство на Британские острова. И хотя римлянам не удалось превратить свободолюбивых кельтов в рабов, они должны были платить высокие налоги и работать на захватчиков. Как только римляне поселились в Британии, они начали строить города, великолепные виллы, мосты и широкие прямые дороги по всей стране. Лондон (Лонди-ниум в то время) стал крупным торговым центром. Много латинских слов проникло в язык коренных жителей. Римляне научили кельтов многому, чего те не знали. Однако римляне и коренные жители так и не стали одной нацией. Только предводители кельтских племён Юга и Востока стали богатыми, приняли образ жизни завоевателей и разговаривали на латинском языке. Все остальные коренные жители разговаривали на кельтском языке и не понимали языка завоевателей. В начале пятого столетия (407 год н.э.) римские легионы оставили Британию, чтобы защищать центральные провинции Римской империи от врагов, и никогда не вернулись назад. В середине пятого столетия германские племена англов, саксов и ютов с континента захватили Британию. Они разговаривали на языке, который позже учёные назвали древнеанглийским языком.

10. Practice the following dialogues. Ask and answer the questions about your life now and when you were a child.

a)

E: Reggie, you used to be the best baseball player in the National League. Are you going to come back and play again?

R: No, I'm not. No more.

E: Why not?

R: Well, baseball used to be the most important thing in my life, but it isn't any more. I used to practice every day. I never used to smoke, drink, or stay up late.

E: Why, has your life changed, Reggie? R: Well, I was poor then, but I'm not now. I don't need to play baseball any more.

b)

G: Dad?

H: What?

G: There is a terrific movie downtown.

H: Really? What is it?

G: War in Space.
H: Are you going to see it?
G: I'd like to. All my friends are going; but I don't have any money.
H: O.K., O.K. How much do you want?
G: Ten dollars.
H: Ten dollars! When I was your age I used to get two dollars to go to the movies!
G: I know, I know. And you used to walk a mile to school and you used to cut wood.
H: And I used to talk to my father with respect.

11. Role-play the conversations.

A Stupid Student

Jim: Excuse me. Did you use to live in York?
Jack: Yes, I did.
Jim: Did you use to be a tutor at the University?
Jack: Yes. For a few years.
Jim: Do you remember Hugh Young? He was a music student.
Jack: Hugh Young? Did he use to have a huge yellow jeep?
Jim: Yes. And he used to play beautiful tunes on the tuba.
Jack: Yes, I knew Hugh. He used to be a very stupid student. Do you have any news of Hugh?
Jim: Yes. He's millionaire now in New York.
Jack: A millionaire? Playing the tuba?
Jim: Oh, no. He produces jam in tubes, and tins of sausages and onion stew, and sells them in Europe. I read about Hugh in the newspaper yesterday.
Jack: Oh! Well, he wasn't so stupid.

A Phone Call

Vicki: Dunston 238282.
Randy: Hello, Vicki. This is Randy.
Vicki: Oh, hello, darling.
Randy: What did you do yesterday, Vicki? You forgot our date, didn't you?
Vicki: Well, it rained all day and I have a bad cold so I decided to stay at home.
Randy: Did you? I telephoned twenty times and nobody answered.
Vicki: Oh, the telephone was damaged. They repaired it today.
Randy: What did David do yesterday? Did he and Dotty go dancing?
Vicki: No they stayed at home and played cards with the children.
Randy: And what did you do? Did you play cards too?
Vicki: No, Sydney and I listened to the radio and studied.
Randy: What did you do yesterday?
Vicki: I've just told you, Randy. I tried to phone you twenty times!!!

Task: 1) Give a brief account of the conversations.

2) Try to reproduce your last telephone conversation with your friend. Work in pairs.

12. Read the texts and ask different types of questions.

Florence Nightingale

The Nightingales belonged to the highest social class. They travelled a great deal, and Florence, their daughter, who was so called because she was born in the city of Florence in 1820, was highly educated in music, art, literature, Latin and Greek. She spoke French, German and Italian with ease, was attractive and was expected to marry one of her admirers who came to the Nightingales' home. But ever since Florence was a child she had nursed the villagers and sick dogs, cats and horses round her home and had had a passion to be a nurse. Her parents were horrified and did all they could to prevent it. In her days nursing was done only by women of the lowest moral class. But Florence was not to be turned aside and her mother, with tears in her eyes, agreed to her daughter's life choice. Florence was a British hospital reformer and she founded the nursing profession. When the Crimea War started in 1854, she volunteered to lead a team of nurses working in military hospitals. She tried to improve the terrible conditions in the hospitals, and the soldiers called her the Lady with the Lamp. Every night, carrying a little oil-lamp to light her way, she walked by the

beds four miles easing the pain of the sick, comforting the dying. She often worked for twenty-four hours on end, dressing wounds, helping surgeons in their operations. She spared no one, least of all herself. The Lady with the Lamp was also a hard, practical woman. Out of hopeless confusion in hospitals where soldiers were dying in thousands, she brought order. In 1855 she was made Inspector of all hospitals in the Crimea. It meant long, uncomfortable journeys in snow and rain, and cold.

After the war she established the Nightingale School for Nurses in London. In 1910 Florence died quietly in her sleep at the age of ninety.

Elvis Presley - The King of Rock and Roll (1935-1977)

Elvis Presley was a rock and roll singer whose enormous success changed popular culture throughout the world. He was one of the founders of youth culture. When Elvis died on August 16, 1977, radio and television programs all over the world gave the news of his death. President Carter declared a day of national mourning. Carter said: "Elvis Presley changed the face of American popular culture ... He was unique and irreplaceable". Eighty thousand people attended his funeral.

Elvis Presley was born on January 8, 1935 in Tupelo, Mississippi. His parents were poor and Elvis never had music lessons, but music surrounded him from an early age. His parents were very religious and Elvis regularly sang at church services. He left school in 1953 and got a job of a truck driver. In the summer of 1953 Elvis paid \$4 and recorded two songs for his mother's birthday at Sam Philips's Records studio. Sam Philips (a rhythm and blues producer) heard Elvis and asked him to record songs for him in July 1954. In 1955 he met Colonel Tom Parker, who became his manager. In the next fourteen months he made another fourteen records and they were all big hits. In 1956 he made his first movie in Hollywood. In March 1958, Elvis had to join the army. He spent the next two years in Germany where he met Priscilla Beaulien, who became his wife eight years later on May 1, 1967. In 1960 he left the army and went to Hollywood where he made several movies during the next few years. Presley's personal life suffered desperately, and he fought battles with weight gain and drug dependence. In 1972 his wife left him and they divorced in 1973. Elvis died of a heart attack. He left all his money to his only daughter, Liza Maria Presley. She became one of the richest people of the world when she was only nine years old. *Discuss: The life of famous people.*

13. Read the texts and retell them.

The Last One?

After reading an article entitled *Cigarette Smoking and Your Health* I lit a cigarette to calm my nerves. I smoked with concentration and pleasure as I was sure that this would be my last cigarette. For a whole week I did not smoke at all and during this time, my wife suffered terribly. I had all the usual symptoms of someone giving up smoking: a bad temper and an enormous appetite. My friends kept on offering me cigarettes and cigars. They made no effort to hide their amusement whenever I produced a packet of sweets from my pocket. After seven days of this I went to a party. Everybody around me was smoking and I felt extremely uncomfortable. When my old friend Brian urged me to accept a cigarette, it was more than I could bear. I took one guiltily, lit it and smoked with satisfaction. My wife was delighted that things had returned to normal once more. Anyway, as Brian pointed out, it is the easiest thing in the world to give up smoking. He himself has done it a lot of times!

Success Story

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Frank is now the head of a very large business company, but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for years and in 1938 he bought a small work-shop of his own. During the war Frank used to make spare parts for airplanes. At that time he had two helpers. By the end of the war, the small work-shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their son's bicycle!

SOS

When a light passenger plane flew off course some time ago, it crashed in the mountains and its pilot was killed. The only passengers, a young woman and her two baby daughters, were unhurt.

It was the middle of winter. Snow lay thick on the ground. The woman knew that the nearest village was miles away. When it grew dark she turned a suit case into a bed and put the children inside it, covering them with all the clothes she could find. During the night it got terribly cold.

The woman kept as near as she could to the children and even tried to get into the case herself, but it was too small. Early next morning, she heard planes passing overhead and wondered how she could send a signal. Then

she had an idea. She stamped out the letters SOS in the snow, fortunately, a pilot saw the signal and sent a message by radio to the nearest town. It was not long before a helicopter arrived on the scene to rescue the survivors of the plane crash.

Task: Describe the most difficult situation you have ever happened to get into.

14. Read and translate the text. Ask and answer the questions on its contents. Make up the plan for rendering the text.

The Story of Fiction

Literature plays a key role in global culture. It educates and entertains us, brings past centuries to life, and helps us to understand our deepest dreams and fears. How did the art of fiction develop? Well, it a very, very long story...

Nobody knows when fiction began. May be the first storyteller was a prehistoric mother trying to explain the world to her children. Or perhaps it was a hunter making up adventures around the campfire. Who knows?

What we do know, though, is that story-telling was a purely oral activity until around 800 B.C. myths and tales were passed down by word of mouth and each new generation of storytellers memorized them.

That only changed when the Ancient Greeks started to keep written records of certain stories. The earliest surviving examples of this are the epic poems of Homer (a blind professional storyteller who lived in the eighth century B.C.).

Gradually the idea of written stories spread across Europe. Yet, although this rich literary tradition existed for many hundreds years, very few people enjoyed it at the time. Why? Because ... 1) only the educated upper classes were able to read, 2) very few copies existed, as books were written by hand.

What changed all that and brought written fiction to ordinary men and women was a machine. It was Johannes Gutenberg, a German, who built and operated the first ever printing press with movable metal letters in the mid-fifteenth century. Gutenberg's revolution took place in the city of Mains. Thanks to his discov-

ery written fiction reached a massive new audience - but not straight away. It was a gradual process which slowly took place over several generations. More and more printing presses began to operate across Europe and thanks to the Renaissance and the gradual spread of education, more and more people learned to read. Poetry and drama were the most important forms of literature for centuries. In the 1-st century a new form appeared and has dominated literature ever since ... the novel.

The new literary form was well-established by 1800 and its popularity grew ever faster during the ninetieth century thanks to the Industrial Revolution which made Europe richer and created increased standards of education, numbers of public libraries, leisure time for the new "middle classes". All these factors produced a massive literary boom during the 19th century which made best-selling authors like Charles Dickens, Leo Tolstoy, Mark Twain and Thomas Hardy world-famous names.

But suddenly with the appearance of radio, cinema, and finally television written fiction had to compete for its audience.

Discuss: The main stages of fiction development.

The Future Indefinite

Future Indefinite is formed with the auxiliaries **will** and **shall** (for the first person singular and plural) and bare infinitive.

Affirmative	Interrogative	Negative
I will work We	Will I work? Shall	I shall not/ work We will not

shall	we	
He She It will work You They	he she Will it work? you they	He She will not It (won't) work You They

NOTES:

First person **will and shall**. (Am. - will)

Shall is no longer common in conversation, but it is still found in formal English. We can say:

I shall be 18 next week. We I will be 18 next week.

or *shall know the results tomorrow. We will know the results tomorrow.*

Formally *will* expresses intention. *Shall* is used when there is no intention (where the subject wishes are not involved). *I will wait for you (intend to wait). We shall miss our train, if the taxi doesn't come soon.*

The Future Indefinite is used:

1. to make a statement of a future fact or a prediction about the future.

Tomorrow's program will be very interesting.

2. to express hopes⁸, thoughts, expectations about the future.

⁸ After **hope** the present with a future reference is possible. *I hope he phones tomorrow.*

I think it'll rain tomorrow.

3. for a sudden decision to do something. *There isn't any bread left. - Oh, I'll buy some. The phone is ringing. - I will answer it.*

4. to express the idea of willingness to do something. *I'll do it for you. (promise)*

Will you close the window, please? (request) I'll look after the children, (offer) Stop that or I'll call the police, (threat)

5. in the sentences containing clauses of condition (Type I) and time.

I'll phone you when I get home.

If I get that job, I'll earn a lot of money.

6. for future habitual action.

Spring will come again and birds will build their nests. 1. to make formal announcement of future plans and to present weather forecast.

The President will deliver his message in a week. Rain will continue throughout the week.

8. to express refusal: I won't/shan't do it. I **won't** ... is a strong refusal.

I won't listen to any more of this nonsense.

9. **Shall I/we** is used in the question form to make offers or suggestions or to ask for suggestions, advice, instructions. **Shall** is used in question tags.

What shall I do? Shall I read the text? Shall we take a taxi? Let's wait, shall we? **Future with be going to** is used:

1. to talk about a future situation which already has signs or causes in the present.

Look at those clouds! It's going to rain.

2. to talk about intentions concerning things already decided. *She is going to knit a jumper; she's already bought some wool.*

3. to express firm determination, intention in the near future, prediction. *I'm going to meet Tim at the station at six.*

NOTES:

1) The Present Continuous is used for the future to express an arrangement.

They are leaving for England tomorrow. I'm seeing them off at the airport at 6 o'clock.

2) Very often there is more than one possible form that could be used for the future.

will: be going to:	<i>I'll be free in August, (neutral future) I'm going to spend summer</i>
Present Continuous:	<i>in the U.S. (an intention) I'm</i>
Present Simple:	<i>starting work in September. (an arrangement) She finishes college</i>
Future Continuous:	<i>this summer. (a timetable) I'll be leaving in June. (in the course of events)</i>

Practice

1. Read the text and analyze verb forms used for the future.

Oh, Summer!

This is my last year at college, so I'll be leaving in June. And I've already got a job! In September I'm starting work at a bank in London. So I'll be free for most of the summer. I'm going to spend six weeks travelling around the US. My friend Vicki is coming with me. (She finishes college at the same time with me.) We're really looking forward to the trip. We are going to Canada too. Vicki's friend in Toronto is going to take us round the city. I hope we'll have a good time there. I think we'll come back to England at the end of August.

2. Write predictions (what you think). Be ready to give reason*, for the predictions. Use will or won't.

In 100 years' time ...

1. Will there be as many people as there are now in 100 years' time?
2. Will cars be powered by petrol? Electric batteries? Atomic power?
3. Will people still smoke cigarettes?
4. Will people speak the same language all over the world?
5. Will there be drugs against every kind of disease?
6. What is your own prediction about the world in 100 years' time?
1. Will you speak English better than you do now in five years' time?
8. Will you have the same job as you have now?
9. Will you be married? Will you be rich?

Task: Write five predictions about yourself.

3. Ask questions with shall for offers, suggestions, request and advice to match the answers given below. Suggest your own answers to the questions:

- What shall I 1. cook a meal for you? 2. go to the
Where we USA for our holiday this year? 3. do if
the money doesn't reach me in time? 4.
do the shopping? 5. dance? 6. wear on
the wedding? 7. take our friend when
she comes to visit?

Answers: a) Why don't you buy a new dress? b) No, thanks, I'm not hungry, c) I'd rather stay in England d) Yes, please. I'll stay at home and look after the children.

- e) Later, perhaps. I feel a little tired at the moment.
- f) Let's show her the museums.
- g) Go to your bank manager and ask him for a loan.

4. Open the brackets. Retell the text as it is.

Discuss: Charity and your attitude to this problem.

An Important Visitor

The Middleburg Airport is full of people. They are waiting for an important visitor - the president's wife, the First Lady. They are expecting her to arrive soon. She is going to attend the opening of a new rehabilitation center for war veterans built at the expense of the charity funds. The Mayor of Middleburg is waiting for the First Lady too. His administrative assistance is telling

him the plans for the day.

1. She'll be here soon. We (wait) until the plane is on the ground.
2. When the plane lands, the band (start) playing.
3. Your son (give) her some flowers when she gets off the plane.
4. You (make) a speech before she leaves the airport.
5. As soon as she arrives at the rehabilitation center the people (begin) cheering.
6. After she attends the opening, we (go) to the Purefoy Hotel.
7. When she gets to the hotel, we (have) lunch.
8. After we have lunch, she (make) a speech.
9. Before she leaves Middleburg, you (give) her a present, a souvenir of her visit.

5. *Choose the right variant.*

1. I've got a headache. - Stay here. I (get/will get) you an aspirin.
2. What time (does your train leave/will your train leave) tomorrow?
3. I can't do my homework tonight. I (will see/'m going) to see a movie.
4. I'm sure you'll pass your exams, but what (are you going to do/will you do⁴, if you fail them?
5. I (will come/am coming)! with you if you like.
6. When you grow older, you (will change/change) your mind about it.
7. I hear the rent on your flat is very expensive. - Yes, it is. I (will move/'m going to move), I've decided.
8. I'd like a photo of Mary and me. - I (will take/'m going to take) one with your camera, then.
9. So you're going to America for a year. What (are you going to do/will you do) there?
10. Don't lend Peter your car. He is a lousy driver. He (will crash/is going to crash) it.
11. Wait a minute while I send this mail. It (won't/doesn't) take long.
12. I'm in terrible trouble. What (shall/will) I do?
13. Oh, look at the time! I (will be/am going to be) terribly late.
14. I hear the government has announced they (will rise/are going to rise) taxes again.
15. (Will you hold/Are you going to hold) my bag for a moment while I unlock the door?

6. *Use the proper form of the verbs.*

1. I hope that kindness as well as justice (be) the guide of all people in future.
2. Men have never managed to abolish wars up to now, but may be they (find) a way in the near future.
3. The police (arrest) each of the suspected men soon.
4. I ever (forget) those happy days of my youth? - No, I'm sure!(...).
5. "You (gain) nothing without effort", my father used to say. I always (remember) about it.
6. Don't get off the bus till it (stop). - Don't worry, I (not, do) it.
7. The weather is too dry, but the corn (grow) quickly if the rain comes.
8. You mustn't cross the street until the light (change).
9. You (lend) me ten pounds? I (pay) back tomorrow. -Yes, I (...).
10. If you (look) after the luggage, I (buy) the tickets. - Sure, I (do) it.
11. I (not go) to the tea-party unless you (come) with me.
12. It's time for you to go to bed, my boy. ... you (kiss) me "good night"?
13. The day is too hot. ... you (have) some mineral water?
14. They say if children have complete freedom when they are young, they (have) inhibitions when they (grow up).
15. You (get) home by bus or by taxi tomorrow? - I (take) a taxi.
16. I (see) you home? - No, thanks. I (go) home with my school friend.
17. I wonder if he (succeed) in his exams which he (take) in a month. - I hope he (...).
18. You (have) a cup of coffee? - No, thank you. (you give) me a cup of tea, please?
19. When you (graduate) from university? - If I (not fail), I (graduate) it in a year.
20. I (help) you with this bag? - No, thank you. It isn't heavy. I (carry) it myself.

7. *Translate into English.*

1. Я не обещаю, что буду писать тебе письма, когда вернусь из отпуска, но знаю, что позвоню, как только доберусь домой.
2. Я буду звонить тебе каждый день до тех пор, пока ты не приедешь сюда навсегда.
3. "Мы постараемся найти ваши вещи, но это будет нелегко, - сказал полицейский, - так как вчера на пляже было много людей".
4. Мы уйдём, как только прекратится дождь. Чем быстрее отправимся, тем быстрее

доберёмся домой.

5. Самолёт приземлится вовремя? - Нет, он прибудет в наш аэропорт с задержкой. Но задержка будет не более получаса.

6. Я приготовлю бутерброды и куплю пива, так как знаю, что вы будете голоднымг и уставшими, когда вернётесь.

7. Мой друг говорит, что не женится до тех пор, пока не накопит достаточно денег, чтобы купить квартиру.

8. Моя мама часто говорила: "Я не разрешу тебе смотреть телевизор, покаты не выучишь уроки".

9. Студенты знают, что как только они закончат это упражнение, преподаватель скажет сделать ещё одно.

10. Я возьму эту газету с собой. Я прочитаю её по дороге на работу.

11. Вы можете мне перевести эту статью? - Да. Но я сделаю это, когда закончу свою работу.

12. Машины в будущем столетии будут быстры и удобны. Я не думаю, что они будут создавать проблемы в городах.

13. Когда я доберусь домой, будет слишком поздно звонить родителям. Я позвоню им завтра утром.

14. Он всегда говорит, что отремонтирует машину, но никогда этого не делает. Я больше ему никогда не поверю.

15. Она всегда берёт у меня займы деньги, но никогда не помнит, что нужно их вернуть. Завтра я напомню ей об этом и надеюсь, что она отдаст мне все долги.

16. Я не расскажу тебе о своём секрете, пока ты не пообещаешь никому не говорить об этом. - Я обещаю, что никому ничего не скажу.

17. Когда я услышал стук, я встал и пошёл к двери, открыл её, но никого не увидел в коридоре. Следующий раз я не открою дверь, пока не узнаю, кто там.

18. Я не хотел встречаться с ним, поэтому, когда он вошёл в комнату, я ушёл. Я надеюсь, что в ближайшем будущем я не увижу его больше.

19. Ты съешь этот салат или я скажу официанту, чтобы он убрал его.

8. *Form a suitable will/shall or going to forms from the words in brackets. Point out the blanks in which both will/shall and going to forms are possible.* John: Look, there isn't a cloud in the sky It (be) a glorious

day. We (go) to a beach? Carol: I (go) to the beach, but I (not swim). The water's still too cold.

John: I don't think I (swim) either. But I (take) my swimming things with me. If the sun gets very hot I expect I (be) glad to jump into the water.

Carol: I (lie) in the sun a lot this year. I need sunshine after all the rain during the winter. I know it (do) me good. John: It's a holiday today. That means there (be) a big

crowd of people at the seaside.

Carol: But I'm sure (there not be) too many at Whitesand Beach. We probably (have) the place almost to ourselves.

John: What we (have) for lunch? I (make) some sandwiches? Carol: It's OK. I (make) them, if you go and get the car ready.

9. *Role-play the conversation.*

Monday Morning

David: What's the matter, honey?

Sue: I don't know.

David: Come on, something the matter. What is it?

Sue: It's just life. It's so boring.

David: It's not that bad. You have the children.

Sue: But Kim will be at school and Basil's only a baby. It's all right for you. You'll leave in five minutes, but I'll be here all day. You won't be home till seven!

David: One of us has to work, honey.

Sue: Yes, dear, but your day will be interesting. My day will be the same as every other day.

David: My work isn't always interesting.

Sue: I know, but you travel around, you meet different people. Who will I meet today? What will I do? Oh, I'll do the dishes, feed the baby, wash the clothes, clean the house, walk the dog, give

the baby a bath.

David: But ... but ... honey.

Sue: Then I'll go to the supermarket, pick Kim up at school, make dinner, pick you up at the station, eat dinner and do the dishes again

David: But ... but... honey

Sue: Then I'll feed the baby and put the kids to bed. What a life! Today, tomorrow, this week, next week, this month, next month - forever!

David: It's just Monday morning, honey. You'll feel OK tomorrow.

Sue: Will I?

Task: Discuss the problems of this family if there are any from your point of view.

10. Read the text and discuss it.

On Strike

Busmen have decided to go on strike next week. The strike is due to begin on Tuesday. No one knows how long it will last. The busmen have stated that the strike will continue until general agreement is reached about pay and working conditions.

Most people believe that the strike will last for at least a week. Many owners of private cars are going to offer "free rides" to people on their way to work. This will relieve pressure on the trains to some extent. Meanwhile, a number of university students have volunteered to drive buses while the strike lasts. All the young men are expert drivers, but before they drive any of the buses, they will have to pass a special test. The students are going to take the test in two day's time. Even so, people are going to find it difficult to get

to work. But so far, the public has expressed its gratitude to the students in letters to the Press.

Only one or two people have objected that the students will drive too fast!

11. Complete the sentences with will or won't.

Buying a Computer

"This is an excellent machine which ... give you many years of service. We ... install it for you.

We ... even give you a special course to teach you how to use it. But you ... find it difficult to learn. You ... soon see how easy it is to store information and to type letters with this computer.

Now, about the payment. We ... ask you for immediate payment. It ... be OK if you make a small payment now, and you can pay the rest in three months' time. We ... send you a letter to remind you. What's more, we ... give you a 5% reduction on the market price. And of course, the

computer ... come to you with a two-year guarantee. But actually, you ... need the guarantee, because there ... be any problem with the machine. If there are, I ... deal with them personally.

So, do you want to buy it? Good! I can tell you, sir, you ... be sorry! Actually, I ... give you this machine there in the showroom - it's a demonstration model, and it's rather dusty. I ... get you another one from the store downstairs. Please wait a moment, sir. I ... be back in a minute."

Answer the questions:

1. *Will the customer buy the machine? Why do you think so?*

2. *How long will it take the salesman to become a private owner of his shop? Try to prove your reasons.*

12. Read the text and retell it as it is.

"I'll marry you but only on a few conditions ..."

Brian and Susan are getting married in six months. So together they have written a legal contract, signed and witnessed by lawyers. This document is intended to regulate the chaotic heart and smooth the path of true love before the journey of marriage has begun.

"The ceremony will last twenty minutes. The reception will be held in a restaurant on Miami beach. We will invite a total of twenty guests each who will be served two drinks, one of which may be alcoholic.

List of rules: once we are married, we will each require an allowance of \$ 70 per week to cover haircuts, eating out, gifts or friends and spending money. We won't raise our voices at each other. If we get angry, we will count to 10 and take a deep breath. We will not use tobacco products.

We will go to bed and turn out the light by 11.30 p.m. Family leadership and decision-making will be Brian's responsibility. Susan will make decisions in emergencies and when Brian is not available. Brian says, "Nothing will make this marriage go wrong. Everything has already been planned. We will provide unconditional love and fulfil each other's basic needs. We will not start a family for the first two years of our marriage. In five years we will have moved from our

present address and we will be living in a beach house overlooking the ocean. If any of these rules are broken, a fine will have to be paid out of personal savings".

Susan thinks that this contract is a response to uncertainty and a plan for emotional and financial security for the future. *Task: Answer the questions. Give your reason:*

1. What are your impressions of Brian and Susan?
2. Do you think their marriage will last?
3. Which of the following words best describe your opinion of them? Why?

sensible

spontaneous

cold and calculating

ridiculous

easy-going

unbelievable

romantic

warm and loving

weird hopeless greedy stupid

13. Give Russian equivalents to the following proverbs. Use them in the short situations of your own.

1. What will be, will be.
2. When the cat is away, the mice will play.
3. Don't trouble trouble till trouble troubles you.
4. A drowning man will catch at a straw.
5. If you run after two hares, you'll catch none.

The Continuous Tenses

(be + doing)

The Continuous forms denote actions in progress at the present moment or at a given moment in the past or future.

The Present Continuous

The Present Continuous Tense is formed with the present tense of the auxiliary verb *be* + *the Present Participle (V-ing)*

Affirmative	Interrogative	Negative
I am working	Am I working	I am not working
He is working	Is he working	He is not working
She is working	Is she working	She is not working
It is working	Is it working	It is not working
We are working	Are we working	We are not working
You are working	Are you working	You are not working
They are working	Are they working	They are not working

The Present Continuous is used:

1. for actions happening *now*.
It is raining. Take your umbrella.
I'm waiting for my friend. She is having coffee.
2. for an action happening in the present time period but not necessary at the moment of speaking, (often with the words: *these days, this week, today, this evening, this month*, etc.)
Is Tom working this week? — No, he is on holiday.
3. for changes happening around us.
The population of the world is rising very fast. Your English is getting better.
4. for emotional colouring of actions (annoying habits, praise, blame, impatience, etc.) with the words: *always, all the time, constantly*.
You are always finding fault with me. She is constantly losing things.
5. for a definite arrangement in the near future, for a future intention or planned actions.
I'm meeting Sarah tonight. We are spending Christmas in Chicago.
We are leaving London next week.

One should remember that we don't usually use the following verbs in the Continuous Tenses: likes and love, like, hate, care, prefer

dislikes:	
wants and needs:	<i>want, wish, desire, need, lack</i>
senses:	<i>see, hear, feel, notice, smell, taste, sound</i>
knowledge:	<i>know, understand, remember, forget, realize</i>
opinion:	<i>believe, recognize, seem, appear, think(that), seem</i>
possession:	<i>possess, contain, consist of, include, etc.</i>
existence:	<i>be, exist</i>

But there are exceptional uses of these verbs (more frequent in spoken English), when we want to give special emphasis to their particular application to this very moment.

I think it's too expensive. (=opinion) *What are you thinking about? (at the moment)*
He is friendly, (appearance) *He is being friendly. (=behaving) or pretending now.*

NOTE: We can use verbs that describe the way we feel physically in a Simple Tense or Continuous.

I feel sick. *I 'm feeling sick.*
My legs hurt. *My legs are hurting.*

When we want to express intention, the form *be going to* is often used.
He is going to answer his friends' letters tonight.

Spelling Rules:

- if the infinitive ends in *-e*, drop it: *make - making*;
- when a one-syllable verb has one vowel and ends in a consonant, double the consonant: *sit - sitting*;
- _ if the verb ends in *-ie*, change it to *y*: *die - dying, lie - lying*;
- _ if the infinitive ends in *-y*, add ***-ing*** without any changes: *try - trying*.

Practice

1. Analyze the tenses in the following conversation. Answer the questions given below.

I'm waiting

Julia: Mark? I'm at the station. I'm waiting for the train to London.
 Mark: Hello, Julia. Glad to hear you. I'm waiting for you here.
 Julia: What are you doing? Are you getting the dinner ready? Oh, I don't hear you. The train is coming. I'm arriving home in an hour. Bye.

Questions.

- Is Julia waiting for the train at the station?
- Where is she going to?
- Who is waiting for Julia?
- Is Mark waiting for Julia at home or at the station?
- Mark is getting the dinner ready, isn't he?
- I wonder if Mark is meeting Julia at the station?

2. Put the verbs in brackets into the proper tense form.

1. Where is Helen? - She (teach) her son to swim.
2. Why you (not wear) your new dress today? - We (go) to the party tonight.
3. The fire (go) out. Will you bring some more coal, please?
4. I (live) at a guesthouse at the moment as I (look for) a flat. Could you send this letter to my work address?
5. Someone (knock) at the door. Shall I answer it? - I (come) in a minute.
6. Why you (type) so fast? You (make) a lot of mistakes.
7. What (make) that terrible noise? - It's Jim. He (move) the furniture. He (paint) the floor in his room.
8. The children are very quiet. Go and see what they (do). - They (play) outside.
9. I can't hear what you (say), the traffic (make) too much noise.

10. You never (listen) to what I say. You always (think) about something else.
11. Look at that crowd! I wonder what they (wait) for. -They (wait) for the shop to open.
12. I (save) now because I (go) abroad on holiday in a month.
13. It's a pity you don't take any exercises. You (get) fat.
14. I usually get to work by bus but tomorrow I (go) in Tom's car.
15. Why you (put) on your coat? -I (go) for a walk now.
16. You always (lose) your glasses and (ask) me to find them.
17. In spite of the awful weather now, we (have) a very good holiday here.

3. Ask and answer the questions:

1. I'm wearing glasses today as the sun is shining very brightly. (Why)
2. Helen, can I talk to you? "Sorry. I'm leaving in five minutes". (Who, when)
3. The teachers are discussing one of the approaches in language teaching. (Who, what)
4. My mother was ill last week. But she is feeling better these days. (How)
5. I am not going to the party on Sunday. My cousin is coming from Ireland and I'm meeting him. (Who, where, why)
6. Food prices are going up nowadays, (tag question)
7. Professor Green is leaving for Oxford next week. (Where)
8. Don't disturb Alex. He is working at his report. (General)
9. They are taking an English course at the university. (Where)
10. After the university course Rob is going to work in France. (When, where, who)
11. Professor Green is an experienced lecturer. While he is speaking, everybody is listening to him very attentively. (Who, why)
12. He is choosing his words carefully, as he is not sure if his audience understand him. (Why)
13. In industrial countries the need for energy is increasing very fast, (alternative)
14. The scientists are carrying out a series of new experiments in this branch of industry. (Who, what)
15. I'm typing my report as I'm leaving for the conference next Monday. (General, who, why, what)

4. Compare and choose the proper form.

1. She speaks/is speaking five languages.
2. Look at that man. He wears/is wearing such a funny hat.
3. Don't take that book back to the library. I am reading/ read it.
4. They have/are having two daughters and two sons.
5. Do you understand/are you understanding Spanish?
6. We think/are thinking opera is boring.
7. Be quiet! I am watching/watch my favorite program.
8. We don't enjoy/aren't enjoying this party at all. The music is too loud. But we are enjoying/enjoy going to big parties.
9. Alec and Mary are Scottish. They come/are coming from Glasgow. They'll be here very soon. They come/are coming by car.
10. Lisa can't answer the phone. She has/is having a bath.
11. Every hour the Planet Earth travels/is travelling 66,620 miles around the Sun.
12. Where is Jane? She listens/is listening to a French son» but she doesn't understand what it is meaning/means.
13. See you in the morning. I leave/I'm leaving now.
14. I can't stand horror films. I think/am thinking they are really silly.
15. Excuse me, dcx s this bus stop/is this bus stopping outside the Post Office?
16. What do you do/are you doing? - I work in the travel agency.

5. Translate into English (the Present Indefinite - the Present Continuous).

1. Ты видишь ключ от почтового ящика? - Нет, я ищу его сам, но нигде не вижу. - Скажи мне, если найдёшь.
2. Мой брат всегда читает газеты и играет в шахматы по вечерам. Сегодня вечером он этого не делает, так как ремонтирует наш телевизор. Я хочу посмотреть новый фильм и жду, когда он закончит свою работу.
3. Что делает мама? Моет посуду на кухне? - Нет, она печёт яблочный пирог к твоему дню рождения. Не забывай, что твои друзья приходят к нам сегодня вечером. - Я помню

об этом очень хорошо.

4. Что делают все эти люди на площади? И почему они одеты в такие необычные одежды? - Здесь снимают фильм, а местные жители принимают участие в нём.

5. Ты идёшь куда-либо сегодня вечером? - Нет, я остаюсь дома. Соседи приходят на чай. - И часто ты приглашаешь соседей? - К сожалению, очень редко.

6. Я переезжаю на новую квартиру на следующей неделе. Сейчас я крашу полы во всех комнатах. - Твои родители едут вместе с тобой? - Нет, они остаются в нашей старой квартире. - Кого же ты берёшь с собой? - Никого. Я один начинаю новую жизнь в прекрасной квартире.

7. Экономическая ситуация в этой стране ухудшается. Всё больше и больше людей теряют работу, а стоимость жизни возрастает.

8. Том, о чём ты думаешь? Ты не слушаешь, о чём я вам рассказываю. - Вы всегда ко мне придираетесь. Я слушаю вас очень внимательно, но не понимаю, о чём вы говорите.

9. Ты слышишь шум? Кто-то стучится в окно. - Не волнуйся. Идёт сильный дождь, и ветер ломает старые деревья в нашем саду.

10. Ты работаешь на этой неделе? - Нет, у меня отпуск. Сегодня вечером я встречаю подругу, и мы уезжаем к морю на несколько дней.

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

a)

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

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

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

good learning facilities and (organize) a range of study tours.

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

b) Maggie and Jill, two friends, are talking at a party:

M: Jill, how nice to see you. I (not think) we've seen each other since that party at Jim's last year. How (you/get on)?

J: Oh, fine. Everything (go) very well.

M: (you still/go out) with Dave?

J: No, I'm not, but I (go out) with someone called Jeremy: I met him at my pottery class.

M: Is he here now?

J: Yes look, he's over there. He (talk) to Barbara.

M: Oh yes, I (see) him. (he/wear) a yellow jumper?

J: Yes, that's him.

M: Oh, he (look) really nice.

J: He is. I'll introduce you to him when he (come) over here. So what about you? How (life/treat) you?

M: Not too badly. I (still/work) at that awful cafe. I (keep) looking for other jobs but the problem is that I (feel) so tired when I (get in) that I (not have) much energy to look through all the job ads and everything. Oh, well, I (suppose) something else will come up soon.

J: I (hope) so. Oh look, Jeremy (come over) here, (you/want) to meet him?

M: Oh, yes.

7. *Open the brackets. Retell the text: a) as a pupil: b) as a teacher.*

At the Chemistry Lesson

Ben's chemistry teacher is giving a practical demonstration

to the class.

Teacher: Now watch carefully what I do, then I'll ask you some questions. First, I (take) a beaker of water and (heat) it gently over a bunsen burner. The temperature (rise) steadily until it (reach) 100°C. I (leave) the water to boil for several minutes and while I (waiting) I (prepare) an acid solution in this test-tube. Now look what (happen) to the water in the beaker. You will see that it (change) into water vapor. Next, I (take) the prepared acid solution and (add) it carefully to the contents of the beaker. Now, if I take a 50p coin out of my pocket and drop it into the acid solution will it dissolve? Ben! Ben: Oh, no, Sir! Because in that case you wouldn't drop it in!

Task: Try to describe your English lesson.

8. *Role-play the following conversations. Make up your own dialogues on analogy.*

Can you Help me?

Thomas is a student. He's staying with the Taylors, an English family.

Thomas: Hello, Mrs Taylor. Can you help me? I'm doing my homework and I can't understand this word.

Mrs Taylor: Which one? Oh ... that's difficult. I can't help you now...I'm watching something....

Thomas: Oh? What are you watching?

Mrs Taylor: I'm watching a cowboy film.

Thomas: Can Mr Taylor help me?

Mrs Taylor: No, he can't now, Thomas. He's reading.

Thomas: What's he reading?

Mrs Taylor: He's reading a magazine.

Thomas: What about Kate?

Mrs Taylor: Oh, she can't help you now ... she's phoning someone.

Thomas: Oh? Who's she phoning? Mrs Taylor: She's phoning her boyfriend ... you're asking a

lot of questions tonight, Thomas! Thomas: Am I? ... Well, I'm practising my English!

A Telephone Call

H: Who are you talking to?

I: Nobody.

H: Well, why are you holding the phone?

I: My watch stopped. I'm calling the time.

H: What number is the time?

I: 0-08.

High Jump

We are waiting for the last jumper.

Ted Kelly from England is going to jump.

The bar is at 2.30 meters.

Now he's beginning his last try.

Oh! He's crashed into the bar.

Ted is landing. The bar is falling. Is he hurt?

No, he is all right. He's getting up and walking away, but he is a very disappointed man.

In a Store

Mary: Hello, maybe you could advise me. I'm trying to find a present for my nephew.

Salesclerk: Yes, of course. What exactly are you looking for? Mary: I'm not sure, really. Maybe a good toy for him.

I'm trying to find something interesting. Salesclerk: OK. How old is he? Mary: He will be 9 soon.

Salesclerk: Skates boards are still very popular. Mary: Hmm. I don't want him to hurt himself. Do you

have anything educational? You see, he is a very

intelligent boy. Salesclerk: I have a perfect thing. A do-it-yourself computer kit.

Noisy Neighbours

Mr Pring: (angrily). Bang! Bang! Bang! What are the Kings

doing at seven o'clock on Sunday morning? Mrs Pring: Well, Mr King is singing. Mr Pring:

Yes, but what's the banging noise? Mrs Pring: (looking out of the window) He's standing on a ladder and banging some nails into the wall with a hammer. How he's hanging some strong string on the nails.

Mr Pring: And what's Mrs King doing? Mrs Pring: She's bringing something pink for Mr King to drink. Now she's putting it under the ladder, and ...Ohh!

Mr Pring: What's happening? Mrs Pring: The ladder's falling. Mr Pring: What's Mr King doing? Mrs Pring: He's hanging from the string. He's holding the string in his fingers and he's shouting too Mrs King.

Mr Pring: And is she helping him? Mrs Pring: No. She's running to our house. Now she's ringing our bell. Mr Pring: I'm not going to answer it. I'm sleeping.

9. Read and retell the text.

A Wedding

This is a traditional church wedding. The bride and groom are leaving a church. She is wearing a long white dress and is carrying a bunch of blue flowers in her left hand. The groom is wearing a traditional morning suit and is holding a top hat in his right hand. The bride and groom are both smiling because they are very happy.

In a few minutes they are going to get into a Rolls Royce and drive to a big hotel for the reception. They are going to have cocktails and dinner. Then they are going to cut the cake and to drink champagne. Later on they are going to open all their presents. Some people are going to make speeches and both of their mothers are going to cry.

At three o'clock the bride and groom are going to leave the reception and drive to Heathrow Airport. They are going to spend their honeymoon in a villa by the sea. They are going to be happy for ever and ever and have a lot of children. Tonight the bride's parents are going to say, "We are not losing daughter. We are getting a son."

10. Read the letter and make a list of arrangements.

1020, Pen Street Staten Island New York, 16 November

Dear Helen and Tom,

Well, it's all arranged! We are spending Christmas with you and then we're going to Toronto to see Gary and Holly on 27 December. We're staying with them for three days, then we're returning home on 31 December in time for New Year at home.

We are coming to Chicago by train because we hate flying, as you know.

We hope you can meet us in Chicago.

With love Sam Grey

Task: Write someone a letter about your arrangements for your next holiday.

11. Use the Present Indefinite or the Present Continuous.

Aida is a journalist for a music magazine. She is interviewing Rob Meldon, a singer who sometimes gives free concerts to get money for hungry people. Use the correct verb forms in the dialogue below.

Aida: Rob, you (do) a lot of work to help hungry people at the moment. What (make) you so interested in helping them?

Rob: Well, I (read) the newspapers like every one else. Every week you (see) pictures of places where the people (die) of hunger. It (make) me so angry when I see that. It (not, make) you angry?

Aida: Oh, yes. But a lot of people (feel) that the problem is so big that they can't do anything to help. What you (say) to this?

Rob: Just that even the smallest gift (help) someone. And also, this: just imagine that you (live) in a place where no rain has fallen for years. Perhaps you (not, want) to accept help from others, but you know you must because your children (suffer). If your neighbour has food, you'll accept help from him, won't you?

Aida: Yes. But I (not, see) exactly what you mean...

Rob: What I (say) is this: we're all neighbours on this planet, and we can all help. We (not,

need) to be a special kind of person to do something for others. I mean, I (look) special? I'm just an ordinary person, and I (help) in my own way. Anyone can do it.

12. Use the Present Indefinite or the Present Continuous.

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

Take Helen Watson, for example. Helen (run) the account department. At the moment she (go out) with Keith Ballantine, one of the sales representatives, and they (seem) very happy together. But everyone except Helen (know) that Keith always (make) eyes at Susan Parker. But I (happen) to know that Susan (dislike) Keith. "I can't stand people who (apologize) all the time!" she told me. "And besides, I know he (deceive) poor Helen. He (see) Betty Wills from the overseas department".

And plenty of other interesting things (go on). For instance every week money (disappear) from the petty cash box. When you realize that someone in your office is a thief, it (upset) you at first. But I also (try) to catch whoever it is before the police are called in. I'm not going to tell you who I (suspect). Well, not yet anyway.

13. Put the verbs in the correct tense form.

Linda Bush is an environmentalist. Paul Berman, a journalist, is interviewing her.

Environmental Protection

Paul: Could you tell me, Linda, why are people so concerned about the environment nowadays?

Linda: There (be) a number of reasons. But one of the most important (be) that most of them do (understand) that very soon we (have) no world to live in if we (not learn) to use the environment carefully and (protect) it from damage caused by man's activities. That's why people (try) to do their best to save the environment and wildlife which is in danger all over the world. Many species of animals are threatened and can easily become extinct if we (not make) an effort to protect them. In some cases people (hunt) animals for their fur or for other valuable parts of their bodies. They (catch) some birds, such as parrots, alive and (sell) as pets. For many animals and birds the problem is that their habitat - the place where they (live) (disappear). Farmers (use) powerful chemicals to help them (grow) better crops but these chemicals (pollute) the environment and (harm) wildlife. The most successful animals on Earth - human beings - soon will be the only one left, unless we (solve) this problem.

Paul: Why is it so important to save the rainforests?

Linda: One of the reasons is that many plants which are useful in medicine (grow) in the rainforests. We (not know) all the plants yet and researchers (try) to discover their secrets before they (disappear). Another reason is that the world (get) warmer. The rainforests (have) an important effect on the earth's climate. But the problem is that these forests (disappear) at a terrifying rate. If people (not do) enough to save them, soon they will be gone. Many scientists (believe) that temperature already (rise). If the polar ice caps (melt), the level of sea will rise and cause terrible floods. We must do everything we can to prevent global warming and that (include) preserving the rainforests.

Paul: What environmental groups are there in your country and what kind of things they (do)?

Linda: There (be) several groups in Britain which (try) to protect the environment. The most famous group is Greenpeace, which (campaign) in many countries around the world. They (campaign) against hunting whales, pollution in the North Sea, nuclear power, testing nuclear weapons and many other issues. Another important environmental group is Friends of the Earth. They (lead) campaign against global warming, the destruction of the rainforests, and the hole in the ozone layer. There are many other groups which are concerned with protecting the environment. The oldest is the National Trust which was set up in 1895 to protect parks, buildings and monuments in Britain.

Paul: Thank you, Linda, and good luck in your campaign.

Linda: Thank you.

Think and answer:

1. What certain things do people need to stay alive and healthy?
2. What are people doing for making the Earth a safer and better place for living?
3. What stimulates man's interest in the problem of environment?
4. Do the problems of environment have anything to do with politics and social initiative of people? Prove your idea.

The Past Continuous

The Past Continuous is formed with the past tense of the auxiliary verb *be* + *the Present Participle (V-ing)*

Affirmative		Interrogative		Negative		
I	was working	Was	he	I	was not working (wasn't)	
He			working?			He
She			she			She
It			it			It
We			we			We
You were working	were you working	they		You were working (weren't)		
They						

The Past Continuous is used:

1. to express an activity happening at a particular time in the past. (It may be used with a point of time: *at 7 yesterday* or with a verb in the simple past tense in the subordinate clause: *when we came ...*)

What were you doing at 9 last night? - I was reading a book. When she got home, the children were sleeping and the dog was sitting in front of the door.

2. to describe an action, event or situation that was in progress at a specified time in the past
In May of last year I was studying hard for my final exam¹.

3. for descriptions

Helen looked beautiful last night. She was wearing a lovely velvet dress.

4. used without a time expression, it can indicate gradual development
It was getting dark and the wind was rising.

5. used with *while* the Past Continuous describes two actions that were in progress at the same time.

While he was driving along this morning, he was thinking about his new job.

The Past Continuous may be used with the following adverbials: *all night, all morning, all day yesterday, the whole evening-*

I was watching TV all evening yesterday. The Past Continuous can express incompleteness when contrasted with the Past Simple.

I read a book yesterday (and finished it).

I was reading a book yesterday (but didn't finish it).

Practice

7. Read the text and analyze the tenses. Answer the questions given below.

An Embarrassing Incident

One day last summer I was walking through the local park. It was a hot day and I was eating an ice cream. As I was walking past the boating lake, I saw my friends, Carol and Jim. They were taking their dog for a walk. When we met, we stopped for a chat. While we were talking, the dog suddenly jumped up and tried to get my ice cream. I pulled my hand away and unfortunately the ice-cream came out of the cone. Now there was a bald man behind me. The poor man wasn't doing any harm. He was just sitting on a bench and reading a newspaper. Well, when I pulled my hand away, the ice cream flew through the air and it landed on the man's head. I didn't know whether to laugh or to cry. When I looked at my friends, they weren't just laughing, they were in hysterics. But I was terribly embarrassed.

- Where was the man walking one day ?
- What was he eating?
- Who was taking a dog for a walk?
- Was a bald man sitting on a bench or walking along the road?
- The poor man wasn't doing any harm, was he?
- I wonder why Carol and Jim were laughing?

2. Open the brackets.

- This morning was really beautiful. The sun (shine), the birds (sing) and everyone in the

street (smile) and (say) hello to each other.

2. Mrs Patrik looked beautiful last night. She (wear) a lovely evening dress.

3. When we arrived, she (make) some coffee.

4. While I (have) a bath the telephone rang.

5. While we (walk) in the park it began to rain.

6. The wind (blow) and the rain (beat) down. John (stand) at the bus stop shivering. He (try) to imagine being at home sitting by a warm fire. Finally he saw the lights of the bus which (approach) from the distance.

7. At 3 o'clock yesterday a geometry lesson (go) on. The teacher (draw) diagrams on the blackboard but I (look) through the window and heard nothing. I (think) about the coming New Year's party.

8. She promised not to report me to the police but ten minutes later I saw that she (talk) with a policeman and from the expression on his face I understood that she (tell) him about me.

9. The dentist's waiting room was full of people. Some (read) magazines, others just (turn) over the pages. A woman (knit), a child (play) with a toy car. Everybody (wait) for the nurse to say "Next, please".

10. I lit the fire at 6.00 and it (burn) brightly when Jane came in.

11. - The house next to yours was full of policemen and police dogs yesterday. - What they (do)? - I heard that they (look) for drugs.

12. "What you (do) between 9.00 and 10.00 yesterday?" asked the detective. "I (clean) my house", said Mrs Jones. "I always clean my house at this time".

5. Choose the proper tense form: the Past Indefinite or the Past Continuous.

1. While he rode/was riding in the forest he lost/was losing his way.

2. When I arrived/was arriving the party was in full swing. Paul danced/was dancing with Mary, and Pat and Peter drank/were drinking champagne.

3. When I finished/was finishing the ironing, I cooked/was cooking dinner.

4. How fast did they travel/were they travelling when their car had/was having a puncture.

5. A police car passed/was passing us on the motorway when we did/were doing 80 miles per hour.

6. I took/was taking a photograph of him while he ate/was eating an ice-cream.

7. I'm sorry I woke/was waking you. What were you dreaming/did you dream about?

8. What did you do/were you doing when I phoned/was phoning you last night? There was no reply.

9. Two burglars broke into the house while we watched/were watching television.

10. I found my lost key when I looked for/was looking for my passport.

11. I was having/had a beautiful dream when the alarm clock rang.

12. When I woke up, it snowed/was snowing. I remembered that Sam was coming/came for lunch and got up quickly.

13. It was a fine day when we left/were leaving the house that day. A light snow fell/was falling and a light wind was blowing/blew from the south-west. We were pleased that it wasn't raining/didn't rain.

14. We were driving/drove down the hill when a strange object appeared/was appearing in the sky.

15. We looked/were looking at it attentively but nobody knew/was knowing what it was.

4. a) Open the brackets using the Past Indefinite or the Past Continuous.

An American who (visit) Russia (want) to go on a wild bear hunt and (pay) a lot of money for the sport. The travel agent (take) the American to Moscow's Peredelkino Forest. Suddenly, he (see) a bear, and (decide) to get closer because he (hope) to shoot it. A postman, who (ride) past on his bicycle, (fall) off m surprise when he (spot) the bear. The bear (come) over to the bicycle, (pick) it up and (ride) off. In fact it (not be) a wild bear at all. It (perform) at the local circus. The bear (escape), the postman (lose) his bicycle and the American (ask) for his money back.

b) Open the brackets using the Past Indefinite, the Past Continuous or the Present Continuous.

New York. May 4. There (be) a bank robbery in the downtown financial district. Just before closing time a man (enter) the Wall Street branch of Chase Manhattan Bank. He (carry) a shotgun and (wear) a nylon stocking over his head. There (be) only a few customers in the bank at the time. He (make) them lie on the floor and (force) a teller to put money into a sack. As he (leave), a security guard (try) to ring the alarm. The robber (shoot) him and the guard is now in

hospital. Surgeons (try) to save his life. Last night the police (arrest) a man on. The police (interrogate) the man who was arrested last night.

5. *Translate into English: the Past Continuous - the Past Simple - the Present Continuous.*

1. Мужчина сидел на берегу и рыбачил, когда увидел, что его сын бежит к нему.
2. Дом, расположенный рядом с нашим, вчера был полон полицейских с собаками. - Что они делали там?

- Я слышал, что они искали наркотики. Полагаю, собаки нашли что-то.

3. Так как шёл дождь, дети играли в гостиной. Отец был тоже там. Он пытался читать газету, но дети постоянно задавали вопросы. Иногда ему было трудно ответить на них.

4. Пока я раздумывал, покупать это пальто или нет, кто-то пришёл и купил его. - Ты примерил его?

- Да. Я примерял его несколько раз, и оно мне очень нравилось. - Так почему же ты его не купил?

- Я надеялся найти что-нибудь дешевле.

5. Когда мы встречались последний раз, ты сказал, что не собираешься приезжать в Англию снова. Что заставило тебя изменить своё решение? - Моя работа.

6. Что ты делал в это время вчера? - Я просматривал свой альбом со старыми фотографиями.

7. Утро было прекрасное, солнце ярко светило; но постепенно темнело, ветер усиливался, и сейчас идёт дождь.

8. Я открыл дверь и увидел, что за дверью стоит женщина. Она, несомненно, слышала, о чём мы говорили. Когда я спросила, что она здесь делает, то она ответила, что ищет своего кота.

9. В то время как бабушка вязала носки, а мать пела песню, ребёнок пытался уснуть.

10. Когда мы приехали на вокзал, Анна ждала нас. На ней было голубое платье, и выглядела она очень нарядно.

11. В то время как бабушка поливала цветы, начался дождь. Она раскрыла зонтик и продолжала работать. Я с удивлением смотрела на неё, ничего не говоря.

12. Когда отец копал грядки в саду, он нашёл золотое кольцо. Интересно, кому оно принадлежало и как оно туда попало?

13. Когда я видел её последний раз, она спешила на вокзал. Я спросил её, куда она едет. "В Лондон", - ответила она. Но я не поверил ей, так как в то время уже не было поездов в Лондон.

6. *Open the brackets. Render the text. Think and say what moral of this story is.*

The Bald Knight

Once upon a time, a long time ago, there (be) a knight who, as he (grow) older, (lose) all his hair. He (become) as bald as an egg. He (not, want) anyone to see his bald head so he (buy) a beautiful black, curly wig.

One day some lords and ladies from castle (invite) him to go hunting with them, so of course he (put) his beautiful wig! "How handsome I look!", he (think) to himself as he (dress) in front of his mirror. Then he (set) off happily for the forest.

However a terrible thing (happen). He (to ride) along singing merrily to himself when he (pass) under an oak tree, and his wig (catch) on a branch and (fall) off in full view of everyone. How they all (laugh) at him! At first the poor knight (feel) very foolish but then he (see) the funny side of the situation, and he (start) laughing, too.

They all still (laugh) when they (arrive) back at the castle. The knight never (wear) his wig again.

7. *Open the brackets, using the Past or Present Indefinite, the Past Continuous.*

An Investigation

Last night at 9.20 p.m. Mr Scott Show, (walk) from his office to his car when he was attacked from behind. The attacker (hit) the man on the head.

A policeman (question) the victim at the hospital last night: P: What you (remember) about the attack Mr Shaw? Sh: Well, I (walk) late last night.

P: What time you (leave) your office?

Sh: At about a quarter after nine.

p: Are you sure?

Sh: Yes, I (look) at my watch.

P: What you (do) then?
 Sh: Well, I (lock) the office door, and I (walk) to the parking lot when somebody (hit) me on the head.
 P: You (see) the attacker?
 Sh: No, he (wear) a mask over his face.
 P: He? Oh, so it (be) a man!
 Sh: Well, I'm not really sure. No ... no, I don't know.
 P: Tell me, Mr Shaw, how you (break) your leg?
 Sh: Well, when they (pull) me into the ambulance, they (drop) me.

8. Use the proper tense form. Role-play the conversation.

A Day off

Al Bellini (work) for an import export company in Los Angeles. One morning last summer Al (call) his office at nine o'clock. His boss, Ralph Vasquez, (answer) the phone.

Ralph: Hello! Ralph Vasquez.
 Al: Hello, Ralph. This is Al Bellini.
 Ralph: Oh, hi, Al. What's up?
 Al: I (not, think) I can come to work today, Ralph.
 Ralph: Oh? What's the problem?
 Al: I've got a very bad sore throat.
 Ralph: Yes, you sound sick.
 Al: Yes, I (stay) in bed today, but I (be) able to come tomorrow.

Ralph: That's all right, Al. Stay in bed until you (feel) well enough to come to work.

Al: Thank you, Ralph. Good-bye.

Ralph: Bye, Al.

Ralph (like) Al a lot. At 12.30 he (get) into his car, (drive) to a store and (buy) some fruit for him. He (go) to Al's apartment and (ring) the doorbell. Al's wife, Stella, (open) the door

Stella: Oh, Ralph! Hello! Come in. How are you?
 Ralph: Fine, thanks. I've come to see Al. How is he?
 Stella: He (not, look) very well. I (want) him to see a doctor
 Ralph: I (go) and see him. Hi, Al!
 How (be) your throat?

Al: It (seem) a little better. I (be) O.K. tomorrow.

Ralph: Good, good. Take care. Good-bye, Al.

Al: Bye, Ralph.

At three o'clock Ralph (lock) his office door and (turn) on his portable TV. He (want) to watch an important baseball game. The game (be) very exciting, both teams (play) well, but neither team could score. The crowd (cheer) and (boo).

Then at 3.20 Ralph's favourite team (hit) a home run. Ralph (jump) out of his chair. He (be) very excited. He (smile) happily when suddenly the cameraman (focus) on the crowd. Ralph's smile (disappear) and he (look) very upset. Al Bellini's face (be) there on the screen. He (not, look) sick, he (not, sound) sick. He (smile) happily and (cheer) wildly.

Task: Think and discuss the main idea of the text.

Describe the situation from the point of view of: a) Al Bellini; b) Ralph Vasquez; c) Stella

9. Open the brackets. Render the text.

One night Sara Garcia, an elderly widow (walk) down a dark street in Philadelphia. She (carry) her purse in one hand and a shopping bag in the other. There (be) nobody else in the street except two young men. They (stand) in a dark doorway. One of them (be) very tall with light hair. The other (be) short and fat with a beard and mustache.

The two men (wait) for a few moments and then (run) quickly and quietly towards Mrs Garcia.

The tall man (hold) her from behind while the other one (try) to snatch her purse.

Suddenly, Mrs Garcia (throw) the tall one over her shoulder. He (crash) into the other man, and they both (land) on the ground. Without speaking, Mrs Garcia (hit) both of them on the head with her purse and (walk) calmly away.

The two surprised young men still (sit) on the ground when. Mrs Garcia (cross) the street and

(go) toward a door with a bright sign above it. Mrs Garcia (pause), (turn) around, (smile) at them and (walk) into the Philadelphia Judo Club.

10. Read the text and try to act as an expert on cross-cultural behavior. Explain what the mistakes or misunderstanding were. Mind your tenses.

a) A British colleague invited me to join his friends after work. We went to the pub where he bought me a drink and he suggested a meal in a restaurant. At the end of the meal, I was very surprised to see everyone take out his wallet to pay the waiter. My friends expected me to pay as well, but I feel it was very mean of him not to pay for me as he invited me. I wonder what I was doing wrong in that situation?

Kenji, Japan

b) I've only recently arrived in the USA and don't have many friends so I was pleased to meet a really nice American in the college cafeteria the other week. We had a long conversation, she told me a story of her life, she showed me photos of her family, and she left me her address. The following week I saw her, but although she smiled and said, 'Hi' in a friendly way, she went and sat with other friends. I feel very hurt. Does she expect me to call on her? I feel I need an invitation.

Hana, Lebanon

c) I was sitting in a bus in Bristol when an elderly lady got on the bus. It was crowded and there weren't any seats. A middle-aged man said very loudly, "Would you offer the lady your seat, please?"

Why didn't he give her his seat?

Carlos, Spain

d) I was visiting Germany for the first time and I received an invitation to visit my most important customer in her house. I decided to take her a beautiful bunch of twelve red roses and her husband a bottle of wine. I gave her the flowers, but she just looked embarrassed.

Douglas, Scotland

The Future Continuous

The Future Continuous is formed with **the Future Indefinite of the auxiliary verb to be and Participle I (V-ing)** of the notional verb. In the first person *will* is more usual than *shall*, except in the interrogative.

The Future Continuous is used:

1. to describe an action or event which will be going on at a definite moment in the future.

I'll be having breakfast at seven o'clock tomorrow. When you come, he will be sleeping.

The definite moment is indicated either by a point of time **at 5 o'clock** or by another future action expressed by a verb in the present Indefinite (**when you come, when he arrives**).

2. to describe an activity or state that covers the whole of a future time period.

I'll be watching TV all evening.

3. to describe a future event which is a part of regular routine. *I'll be working at home tomorrow. Call me at any time you want.*

Compare:

I am meeting him tomorrow, (with a definite time, and for the near future)

I'll be meeting him tomorrow/next year/some time, (or without a time expression at all for the near or distant future)

4. to express future without intention.

I'll be seeing him at the university. He never misses lectures.

5. *Will you be V-ing?* Is used to ask about somebody's plans, especially if you want something or want them to do something.

- *Will you be using your bicycle this evening?* - No, I won't.

- *I wonder if I could borrow it for the afternoon?*

Compare: *He won't cut the grass, (means he refuses to cut it) He won't be cutting the grass, (is a mere statement of fact, giving no information about his feelings) He isn't cutting the grass, (implies a planned action)*

NOTES:

Will future: expresses intention, belief, hope, and willingness.

Future Continuous: indicates future activity or event but does not express intention or

willingness.

Practice

1. Read the text and analyze the tenses.

Your Horoscope Says ...

Strange and wonderful things are going to happen to you next week, and you are suddenly going to become President of a small distant oil-rich country. This time next week you'll be sitting in the Palace discussing important problems. But years ago, you treated somebody very badly. You thought they'd forgotten. No. They'll be looking for revenge this week. But in vain. At last your talent, beauty, intelligence and human warmth are going to be properly recognized. This time tomorrow you'll be starting a new career. A tall handsome man wearing a uniform will come into your life. Somebody you have always been strongly attracted to will be sending you an invitation. Be careful in your relationships. In the great supermarket of life, you have to pay for anything you break - including hearts. Enjoy the excitement while it lasts; in a few weeks everything will be back to normal.

2. Put the verbs into the correct form.

1. I'm going on holiday. This time next week I (lie) on a beach or (swim) in the sea.
2. Don't phone me between 7 and 8. We (have) dinner then.
3. At 9 o'clock tomorrow he (be) in his office. He (work).
4. If you see Tim, can you ask him to phone me? - Sure. I (see) him at work, so I'll tell him then.
5. You (pass) the post office when you're out? - Probably. Why? - I need some stamps. Could you buy me some?
6. What you (do) this time next week? - I (work). It'll be Saturday. I always work on Saturdays. - You (work) all day? - I (work) till 5 o'clock.
7. Do you think he still (do) the same job after he (defend) his thesis?
8. If you need to contact Mr Green, he (stay) at the Lion Hotel until next Friday.
9. The children (stay) with their grandparents in the country for the next summer holidays.
10. I (see) him at the club tomorrow - he is usually there when I come.
11. Your stars say that this time tomorrow you (do) something you have never done in your life.
12. On Saturday there is no class. So next Saturday the children (not sit) in the classroom listening to the teacher. They (do) some other things. Ben (play) tennis and Ann (watch) all films on TV. When their parents come from work, the children (sleep).
13. I (revise) for my exams this weekend so I'll stay in on Sunday night.
14. Where you (stay) while you are in England? - At my friends !
15. Do you think you (do) anything interesting in five years' time?
16. She hopes she (earn) a lot of money as soon as she (receive) her degree.
17. Please note that we (hold) today's meeting in Room 20 and not in Room 19. Try not to be late.
18. You (see) either John or Jean tomorrow, by any chance. Ask them to call me tomorrow evening.

3. Put the verbs into the Present Continuous or the Future Continuous. It is often the case that either tense is correct. Choose the tense that you think is the most appropriate.

1. A: - You (see) Tony at work tomorrow? B: -Yes, I will.
A: - Do you think you could give him a message for me?
2. A: - Where you (go) this summer?
B: - We (go) to the Pyrenees for a couple of weeks in July to do some walking.
3. A: - Have you read the notes for the meeting?
B: - No, not yet, but I (sit) on the train for three hours tomorrow, so I can do it then.
4. A: - What you (do) tonight? You (come) round to Aida's with us?
B: - No, I don't think so. I (see) quite a lot of her at our play rehearsals next week.
5. A: - I must collect my new glasses from the optics.
B: - Do you want me to collect them? I (go) past there later on anyway.
6. A: - Can you post this letter for me on your way to work?
B: - I'm sorry but I (not walk) past the post box this morning because Emma (give) me a lift to work I'll post it for you later on though.

4. Put the verbs in brackets into the Future Indefinite or the Future Continuous. Complete any short answers with will or won't.

1. A: - Would you like to come over for lunch on Saturday?

B: - Well unfortunately, I (work) all day Saturday. A: - Oh, it's a pity. Well, you (have to come) over

another day. I (talk) to Andy about it and I (phone)

you on Sunday, (you be) in then? B: - Yes, definitely. I (recover) from my week's

work. 2. A: - You (go) to the meeting tonight? If so, I (give)

you a lift there. B: - Oh yes, please, that would be helpful. I (play)

tennis until 7 o'clock but I (be) back shortly after

that. A: - O.K. I (pick you up) at about 7.30. (you be)

ready by then? B: - Yes. Don't worry. I (wait) for you when you get

here. 3. A: - Do you ever think about what you (do) in ten

year's time? B: - Oh yes, I sometimes imagine that I (do) a very

important job and (earn) lots of money and that I

(live) in a beautiful big house. But to be honest, I

think I still (work) here and I probably (do) the

same job. A: - No, you You (get) a better job soon, I'm sure

you ...

B: -And so ... you. A: - And then we (go) on wonderful foreign holidays

and we (learn) to speak foreign languages. B: -Perhaps. A: - So I (wait) for you when you

get to the station. I

(not come) into the platform but I (see) you by the

ticket office.

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

5. Role-play the conversation. Do the exercise given below.

Plans for Summer Dan: Just think. This time next week we will be doing our

exams. Julie: I know. Won't it be great when they are over? Are

you going away in the summer? Dan: No. No such luck. What about you? Julie: Well

actually, I'm going on an archaeological dig to

Egypt. I'm quite excited about it. Dan: Egypt! Won't that be terribly hot? Julie: I don't think

so. I mean, we won't be working in the

heat of the day.

Dan: You're not going to catch malaria, are you? Julie: I hope not. I've got special tablets to

take. Dan: Well, think of me while you're digging. I'll be filling

shelves in our local supermarket, worse luck!

True or False ?

1. Dan and Julie have just finished their exams.

2. Julie is looking forward to the summer.

3. She is going on a touring holiday to Egypt.

4. She knows she won't catch malaria.

5. Dan is going to do a holiday job during the summer.

6. He is looking forward to his job.

6. Use the Present Indefinite or Continuous, the Past Indefinite or Continuous, the Future Indefinite or Continuous.

1. I remember the day you got engaged. We (have) tea in the garden when you (come) out of the house and (tell) us about it.

2. I tried to explain the situation to my parents, but they jus^r (not understand) what I (talk) about.

3. The prisoner always claimed that he (be) innocent, but for many years no one (believe) him.

4. What a lovely necklace! - I know, but unfortunately it (not belong) to me. I (borrow) it for the party yesterday.

5. Why you (wear) that thin dress? You (freeze) to death in this cold wind if you (not put on) something warm.

6. Why you (not dance) at the party? - I (injure) my ankle when I (jog) this morning.

7. While I (admire) the view someone (steal) the bag which (contain) all my traveler's checks. I

(call) the police but they (not find) anybody yesterday evening.

8. Tea or coffee? I (make) both, so just say which you (prefer). - Tea please. I (not drink) coffee in the evening.

9. The boy didn't want to come shopping with his mother because he (watch) football on television.

10. Would you like to come to a film this weekend? - I'd like to, but I'm afraid I (not have) time. - Why? What you (do)? - Well, my friend (arrive) back from England on Saturday and we (have) a party on Sunday. I (prepare) things all day on Saturday. - I hope everything (go) well for you. - I'm sure it (be) a great day.

11. I'll know whether you (tell) the truth or not and if you (tell) a lie, I never (believe) you again.

12. I (not fill) up this form! The questions are impertinent.

- If you (not do), madam, you (not get) your visa.

13. He says he (build) himself a new house and it (be) ready in two years.

14. I (not understand) this letter. You (translate) it for me, Miss Grey? - Yes, I (...), but you (bring) my spectacles?

- Excuse me, but where (be) your spectacles? I (not see) them anywhere.

15. Excuse me, you (know) the time? - Sorry, but (not have) a watch. It (seem) to me it's about one o'clock.

16. It (be) difficult to learn a foreign language if you (not have) an opportunity of speaking it.

17. When I (be) on my way to the station, it (begin) to rain. I (run) back to my house for my umbrella but this (make) me late for my train. I (catch) the next train but I (arrive) at my office ten minutes late. My boss (look) up as I (come) in and (say) "You constantly (come) late to work".

18. When my brother (be) seventeen he (start) his university course. - When he (get) his degree? - Oh, he only (get) it next year. He (be) still at the university. He (pass) his exams now. He always (do) well in his exams.

19. Television (have) many advantages. It (keep) us informed about the latest news and also (provide) entertainment at home.

20. Don't worry! When we arrive home, the children (sleep) and a tasty supper (wait) for us. My mother (cook) it for us.

7. Translate into English.

1. Когда придёт зима, птицы улетят в тёплые страны, а мы снова будем ждать, когда они вернуться назад с приходом весны.

2. Как только вы выучите английский, я предложу вам хорошую работу в своей фирме.

3. Я надеюсь, что наш ребёнок будет вести себя лучше, когда пойдёт в школу.

4. Мы не примем никакого решения, пока не изучим это дело в деталях.

5. Хотя мы будем работать в одной фирме, мы не будем часто видеть друг друга, так как мы будем в разных отделах.

6. Я позвоню тебе в 9 часов. - Позвони мне позже. В это время я буду укладывать ребёнка спать.

7. Это зонтик твоей сестры. Возьми его. Завтра она будет искать его.

8. Ты будешь изучать программирование в колледже? - Думаю, да.

9. Я верю, что в будущем люди будут жить в домах, обогреваемых солнечной энергией.

10. Уже почти осень, скоро листья будут менять свой цвет с зелёного на жёлтый и красный. Многие люди будут отдыхать в парках в тёплые дни, любясь осенней природой.

11. В это время завтра я буду сидеть в парижском кафе, читая газету. - Я уверен, что ты не будешь читать.

- Что же я буду делать? - Ты будешь восхищаться красотой Парижа.

12. Я навещу тебя завтра. Я как раз буду проходить мимо твоего дома. Это по дороге домой с работы. - Хорошо, я буду ждать тебя.

13. Ты будешь проходить где-либо около аптеки? - Да, а почему ты спрашиваешь? - Ты купишь мне лекарство? - Да, конечно.

14. Извини, я не встречу тебя завтра. Я буду работать весь день, но ты не волнуйся, попрошу кого-либо сделать это вместо меня.

8. Read and retell the texts.

Never too Old to Learn

I have just received a letter from my old school informing me that my former headmaster Mr Reginal Page, will be retiring next week. Pupils of the school, old and new, will be sending him a

present to mark the occasion. All those who have contributed towards the gift will sign their names in a large album which will be sent to the headmaster's home. We shall all remember Mr Page for his patience and understanding and for the kindly encouragement he gave us when we went so unwillingly to school. A great many former pupils will be attending a farewell dinner in his honor next Thursday. It is a curious coincidence that the day before his retirement, Mr Page will have been teaching for a total of forty years. After he has retired, he will devote himself to gardening. For him, this will be an entirely new hobby. But this does not matter, for, as he has often remarked, one is never too old to learn.

Cars of the Future

What kind of car will we be driving in the future? Rather different from the type we know today, with the next 50 years bringing greater change than the past 50.

The people who will be designing the models of tomorrow believe that environmental problems may well accelerate the

pace of the car's development. The designers' vision is of a machine with three wheels instead of four, electrically powered, environmentally clean, and able to drive itself along "intelligent" roads equipped with built-in power supplies. Future cars will pick up their fuel during long journeys from a power source built into the road, or store it in small quantities for travelling in the city.

Instead of today's seating arrangements - two in front, two or three behind, all facing forward - the car of the future will have a versatile interior with adults and children in a family circle.

This view of the future car is based on a much more sophisticated road system, with stripes built into motorways to supply power to vehicles passing along them. Cars will not need drivers, because computers will provide safe driving control and route finding. All the driver will have to do is say where to go and the computer will do the rest. It will become impossible for cars to crash into one another. The technology already exists for the car to become a true automobile.

Task: Describe a car you are going to buy in the future. Explain your choice.

9. Make some predictions, using the information given. Model: In the future more and more people will be using computers in their everyday life.

1. In 1995 one person in three used a mobile telephone.
2. Two million people in Britain now use telephone banking services.
3. Forty-eight per cent of householders own the house they are living in.
4. People today live on average two years longer than they did twenty years ago.
5. People are spending 80% more money than they did thirty years ago.
6. Statistics show that society is becoming more violent.

The Perfect Tenses

The Perfect Tenses denote the actions completed before the present moment (and connected with it) or before a definite moment in the past or future.

The Present Perfect

The Present Perfect is formed by means of the auxiliary verb **to have** in the Present Indefinite and **Participle II** of the notional verb.

In the interrogative form the auxiliary verb is placed before the subject: **has he done / have you done?**

In the negative form not is placed after the auxiliary verb: **has not / have not, hasn't / haven't done.**

The Present Perfect is used to show a connection in the speaker's mind between the past and the present. This occurs in three main ways:

1) **the unfinished past:**

- by referring to something that started in the past and is continuing now. The Present Perfect is used instead of the Present Perfect Continuous to denote more permanent states with *for* and *since*. The Present Perfect is also used with the verbs not admitting of the continuous form.

*I've worked here **since** 1985.*

*I've known him **for** 20 years.*

NOTE: The Present Perfect is used instead of the Present Perfect Continuous in negative sentences with the preposition/or.

*She **hasn't** written to me **for** years.*

- or describing something that happened, when the period of time that we are referring to has not finished:

I've read two books this week.

I've seen him twice today.

2) the indefinite past: referring to the past with no definite time. It is connected to the present in some way, and is often used in the following situation:

a) describing something that happened in the past, when the result can be seen in the present:

He's painted his house. She's bought a new car.

b) describing something that happened recently, often when giving "news":

Two men have escaped from a prison in London. The Prime Minister has arrived in Australia.

c) this tense is frequently used with the certain words: *just, yet, already, never, lately, since, for, ever, recently, so far, before*, etc.

NOTE: *Yet* is used in questions and negative sentences. *He's just gone out. He hasn't come yet. She's already left.*

d) describing personal experience: *I've been to Paris.*

He's never been abroad.

e) describing personal experience with superlatives or ordinals:

She's the most intelligent person I've met. This is the third time we've complained.

NOTE: The Past Indefinite is used *with just now. He came just now.*

3) The Present Perfect is used for situations that exist for a long time (especially if we say always) and this situation still exists now.

My father has always worked hard.

John has always lived in London.

The Present Perfect in this case is translated into Russian by the present or sometimes by the past imperfective. *I have known him for many years. Я знаю его много лет. I have always been fond of music. Я всегда любил музыку.*

4) The Present Perfect is also used in adverbial clauses of time introduced by conjunctions *after, when, before, as soon as, till, until*, etc. to show that the action of the subordinate clause will be accomplished before the action of the principal clause. The Present Perfect is used to express a future action.

I'll help you with your homework as soon as I have done my own.

Practice

1. *Read and analyze the verb forms. Answer the questions given below.*

I've often thought that Stephan's success as a teacher is due to his eccentricity as much as his knowledge of the subject. From the first time he ever walked into a classroom, students have always loved him. They've probably never met anybody who displays such an extraordinary mixture of enthusiasm and great personal warmth. It is also probably the first time they've met somebody who always wears a leather jacket and a scarf even at the height of summer.

1. Has the author of the story often thought about Stephen's success as a teacher?
2. Have the students always loved Stephen or hated him?
3. Have they ever met anybody who displays such an extraordinary enthusiasm and personal warmth?
4. Stephen's success as a teacher has been much due to his knowledge of the subject, hasn't it?
5. Why have the students always loved Stephen?
6. I wonder if it is the first time the students have met somebody who wears a leather jacket at the height of summer.

2. *The sentences below belong to one or more of the categories above. Write them in your notebook, putting the verbs in the Present Perfect.*

1. She (be) ill for several months.
2. I (live) here for seven years.
3. She (be) in that shop for ages.
4. Three people (leave) the company this week.
5. We (have) two holidays this year.
6. He (be) here since eight o'clock.
7. The Prime Minister (ask) for a meeting with the President.
8. There (be) a revolution in San Serif.
- 9.1 (see) that film.
10. There (be) a rumour lately that he is to be promoted.
11. You'll get used to our methods when you (work) here a bit longer.
12. We (agree) already to meet again in a fortnight.
13. (you do) your homework yet?
14. She (go out) just.
15. I (smoke) never.
16. The weather (be) terrible so far this spring.
17. This government (do) all it can to bring down unemployment.
18. I (write) three letters already.
19. It's the first time I (be) here.
20. This is the fourth time he (damage) my car.
21. This is the first time the

children (be) on a plane. 22. This is the nicest restaurant I (see). 23. This is the second time they (decide) to cancel the meeting. 24. He is the most interesting man I never (meet). 25. Jean says that Elvis always (be) her obsession since she was ten years old. 26. They are devoted to one another (support, help). 27. When we (see) the cathedral we'll go to the museum. 28. When we (take) our exams we'll have a holiday. 29. As soon as the second act (finish), let's go home. 30. These gates will remain shut until the train (pass). 31. What a surprise! There (be) a fall in the cost of living lately.

3. *You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put them into correct form.*

Model: Phil/find a new job.

Phil has found a new job.

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Charles/go/Brazil. Charles.....
2. Jack and Jill/decide/to get married.....
3. Suzanne/have/a baby.....
4. Monica/give up/smoking.....
5. George/pass/his driving-test.....
6. Sam/have/a bad crash.....
7. Pam/join/the health club.....
8. Pat/become/a vegetarian.....
9. Tom/write/a new novel.....
10. I/make/much progress in my research.....
11. My parents/go/abroad.....
12. My elder brother/change/his job.....

4. *Ask questions with the words given in brackets. Answer them.*

Work in pairs.

Model: Have you heard from George recently?

- No, I haven't. I haven't heard from him for ages.

- Yes, I have. I've just heard from him.

1. (you/read/a newspaper recently?).....
2. (you/see/Tom in the past few days?).....
3. (you/play/tennis recently?).....
4. (you/eat/anything today?).....
5. (you/see/any good films recently?).....
6. (you/have/a holiday this year yet?).....
7. (you ever/be/to South America?).....
8. (you/read/any English books?).....
9. (you/live/in this town all your life?).....
10. (you ever/speak/to a famous person?).....
11. (you ever/pass/any tests?).....
12. (he/miss/his classes this month?).....
13. (she/ever/forget/her promise?).....
14. (you/see/the new airport yet?).....
15. (they/ever/visit/this museum before?).....
16. (you/already/speak to the dean?).....
17. (he/ever/cancel his booking?).....
18. (she/settle/the problem yet?).....

5. *Answer these questions using the words in brackets. Model: When did you last smoke? (for two years). I haven't smoked for two years.*

1. When did it last rain? (for ages) It.....
2. When did they last visit you? (since June) They.....
3. When did you last play tennis? (for a long time).....
4. When did you last eat caviar? (never).....
5. When did you last drive? (for six months).....
6. When did you last go to Spain? (never).....
7. When did she last write to you? (since last summer).....

8. When did the company last make profit? (since 2000).....
9. When did you last see Ann? (since we left college).....
10. When did you last read an English newspaper?
(since last week).....
11. When did you last do the shopping? (for a long time).....
12. When did you and Nick last discuss this matter? (for ages)
13. When did you last go to the dentist? (for six months).....
14. When you last go on holiday? (for a year).....
15. When did he last speak to you about his plans? (since he left college).....
16. When did they last win a home game? (for two months).....
17. When did you last write to Ben? (for a month).....
18. When did you last take part in a competition? (since July)

6. Give additional information to the following sentences, using words in brackets.

Model: Jill is in London, (since Monday)

I suppose she has been in London since Monday. 1. She knows George (for a long time). 2. They are married (since 1983). 3. Brian is ill (for a week). 4. We live in this house (for ten years). 5. I know Tom very well (for a long time). 6. Alice works in a bank (for five years). 7. She has a headache (since she got up). 8. He is on the look out for a new job (since autumn). 9. He is here now (for an hour). 10. He knows France very well (spend three years). 11. He is in hospital (have a car accident). 12. She is not hungry (have dinner, just). 13. His car looks lovely (wash). 14. The lift doesn't work (be broken for two hours). 15. He is in the army (for half a year). 16. It is very cold (lately). 17. She is very unhappy (have a lot of bad luck lately). 18. He is an honest man (always, be). 19. He still works for them (always). 20. Her family are pretty well off (they, always).

7. Write questions with **how long** and answer them. *Model:* I know Bob.

- How long have you known him?

- I've known him since our schooldays.

1. My sister is married. 2. Boris is on holiday. 3. I live in Glasgow. 4. I know about her problem. 5. Dennis is in love with Margaret. 6. Colin has a car. 7. Bill is a teacher. 8. I have a motor-bike. 9. My brother lives in Germany. 10. His elder brother is a sailor. He is at sea now. 11. We are good friends. 12. I wear glasses. 13. He works for this company. 14. He is in the army now. 15. The boss is away on a business trip.

8. Answer the questions in the way shown. Use **yet**. *Model 1:* Have you finished the book yet?

- No, I haven't finished it yet. I am still reading it. *Model 2:* Have you seen the new film at the local cinema? - I haven't seen it yet but I'm going to see it.

1. Have you translated the article yet? 2. Have they finished discussing the problem? 3. Have you decided who will make a report on the international situation? 4. Has she had her lunch yet? 5. Have they finished working at their course papers? 6. Has he woken up? (to sleep) 7. Has she made breakfast? 8. Have you eaten at the new Italian restaurant? 9. Have you bought a car? 10. Has Gerry asked Diana to marry him? 11. Have you spoken to the dean already? 12. Has he read the newspaper? 13. Have you washed the plates? 14. Have you seen him already? 15. Have you asked them for dinner? 16. Have you already explained it to him? 17. Have they passed their tests already? 18. Has she taken the pills? 19. Have they accepted the conditions? 20. Have you decided when to go?

9. Write questions and answer as shown in the model. Read the situation and then finish the sentence as in the model. *Model 1:* Jack is driving a car but he's very nervous and not sure what to do.

You ask: Is this the first time you've driven a car?

Jack: Yes, I've never driven a car before. *Model 2:* You ask: Is it a beautiful painting? (see)

Jack: Yes, it's the most beautiful painting I've ever

seen. *Model 3:* Tom is phoning Jill. He has already phoned her twice this evening.

It is the third time he has phoned her this evening.

1. Len is playing tennis. But he doesn't know the rules and he is not very good at it.

You ask: Is this the first time.....

Len: Yes,.....

2. Sue is riding a horse. She doesn't look very confident or comfortable.

You ask:.....

Sue:.....

3. Maria is in England. She's just arrived and it's very new for her.

You ask:.....

Maria:.....

4. The talks are rapidly approaching an end. The **two** sides have already reached the agreement. The results **are** very optimistic.

You ask:.....

The participant:.....

5. Jane is applying for a job. She is very nervous and can't even fill in the application form properly.

You ask:.....

Jane:.....

6. Is it a good film? (see) Yes, it's the best.....

7. Is it a long book? (read) Yes, it's the.....

8. Is he an interesting person? (meet) Yes, he is the most....

9. Is it a complicated task? (fulfil) Yes, it's.....

10. Is his car very expensive? (see) Yes, it's.....

11. You're late again. You've already been late once this week. It's the second.....this week.

12. The car has broken down. It has already broken down twice this month.

It's the.....

13. Ann has just finished drinking a cup of tea. She has already had four cups this morning.

It's the fifth.....

14. Your house looks very smart. You've decorated it again. It's the second.....this year.

15. I'm meeting an old friend next week.

It's the first time.....for ten years.

16. There is a knock at the door, (someone, interrupt). This is the second time.....this evening.

17. They must have come into a fortune. The Harrods' delivery van has been at their door three times this week. That's the fourth.....

18. The meeting has already begun, and Nick is not here again. He has already missed one meeting this term.

It's the second.....

19. Look! He is wearing a tie today. I've never seen him wearing a tie.

This is the only occasion that I.....

10. *Practice the following according to the model. Model:* You may leave the child with her. She is fond of children. She always has been.

1. I don't like their parties. They are dull. 2. It's difficult to talk to him for anything. He is a hard man.

3. Let's buy flowers

for her. She is fond of flowers. 4. He is an unpleasant person. He is too nosy. 5. I can't say anything bad about her. She is a nice girl. 6. It's a beautiful place but it is rainy. 7. He still lives here. 8. She still works for us. 9. I think she knows the truth about us. 10. They are very obliging. They answer my letters regularly.

11. *Read the situations and then complete them using the Present Perfect.*

Model: It's cold in the room (the window, to be open, for a long time).

The widow has been open for a long time. 1. It's getting colder every day (winter, to come). 2.

It's warm (the weather, to be fine, all week). 3. Peter is absent (he, to be ill, for a week). 4. She

can't show you the way there (never to be there). 5. He may go to the cinema (he, to do one's

work). 6. I can't say anything about this play (not to see it, yet). 7. We may go for a walk (the

rain, to stop). 8. She knows English well (to live in England, for three years). 9. Don't describe

the place to me (I, to be there, several times). 10. I know him very well (to be friends since child-

hood). 11. You look wonderful (I, just, to come back, after, a good rest). 12. She walks with a limp (no wonder, she, to have, a bad car crash). 13. John expects to get a decent rise (he, to work, at the company, for many years). 14. It is her first visit to this country (she, not to be there before). 15. Ellen is looking for a job (she, to be out of work, for six months). 16. He is a fantastically successful author (he to sell, over one million copies of his books).

12. *Answer the following questions using the Present Perfect.*

1. What films have you seen this month? 2. What new places have you visited this year? 3. What new buildings have appeared in your town during the year? 4. How much money have you spent this week? 5. How many lectures have you missed this term? 6. How many telephone calls have you made

since the beginning of this week? 7. What has the weather been like this month? 8. What different types of lessons have you had today? 9. How many holidays have you spent abroad over the past three years? 10. Which of your friends haven't you seen for some time? 11. How long have you lived in your present house?

12. How many reports have you made at the seminars so far?

13. How many times have you been to a disco this month? 14. How many questions have you answered so far? 15. How long has it taken to complete this exercise?

13. *Put the verbs in brackets into the Present Perfect or the Past Simple.*

1. This is my house. How long you (live) here? I (live) here since 1970.

2. He (live) in London for two years and then (go) to Edinburgh.

3. You (wear) your hair long when you were at school? Yes, my mother (insist) on it. But when I (leave) school I (cut) my hair and (wear) it short ever since.

4. Shakespeare (write) a lot of plays.

5. My brother (write) several plays. He just (finish) his second tragedy.

6. I (fly) over Loch Ness last week. You (see) the Loch Ness monster?

7. I (not see) him for three years. I wonder where he is.

8. When he (arrive)? He (arrive) at 2.00.

9. You (lock) the door before you left the house?

10. I (read) his books when I was at school. I (enjoy) them very much.

11. I can't go out because I (not finish) my work.

12. I (write) a letter but I can't find a stamp.

13. The clock is slow. It isn't slow, it (stop).

14. Here are your shoes, I just (clean) them.

15. I (leave) home at 8.00 and (get) at twelve.

16. I (do) this sort of work when I (be) an apprentice.

17. He just (go) out.

18. He (go) out ten minutes ago.

19. The concert (begin) at 2.30 and (last) for two hours. Everyone (enjoy) it very much.

20. The play just (begin). You are a little late.

21. The actors (arrive) yesterday and (start) rehearsals early this morning.

22. It (be) very cold this year. I wonder when it is going to get warmer.

23. We (miss) the bus. Now we'll have to walk.

24. Mr Pound is the bank manager. He (be) here for five years.

25. Mr Count (work) as a cashier for twenty-five years. Then he (retire) and (go) to live in the country.

14. *Put the verbs in brackets into the Present Perfect or the Past Simple. Fill the spaces by repeating the auxiliary used in the preceding verb.*

1. - I (lose) my black gloves. You (see) them anywhere?

- No, I'm afraid I.... When you last (wear) them?

- I (wear) them at the theatre last night.

- Perhaps you (leave) them at the theatre.

2. - Who you (vote) for at the last election?

- I (vote) for Mr Pitt.

- He (not be) elected, (be) he?

- No, he (lose) his deposit.

3. - You (hear) his speech on the radio last night?

- Yes, I... .

- What you (think) of it?
- 4. - You (see) today's paper?
- No, anything interesting (happen)?
- Yes, two convicted murderers (escape) from the prison down the road.
- 5. - How long that horrible monument (be) there?
- It (be) there six months. Lots of people (write) to the Town Council asking them to take it away but so far nothing (be) done.
- I just (be) to the film War and Peace. You (see) it?
- No, I Is it like a book?
- I(not read)the book.
- I (read) it when I (be) at school.
- When Tolstoy (write) it?
- He (write) it in 1868.
- He (write) anything else?
- 7. - Where you (be)?
- I (be) to the dentist.
- He (take) out your bad tooth?
- Yes, he... .
- It (hurt)?
- Yes, horribly.
- g - You (see) the Renoir exhibition?
- No, I.....? Where is it on?
- At the academy. I (be) twice. I never (see) most of the pictures before. They are wonderful.

15. *Translate into English using the Present Perfect Tense.*

1. Я не видела его с тех пор, как он поступил в университет.
2. Он никогда не выигрывал приз.
3. Студенты только что отправились в музей.
4. Я полагала, что она уже сдала экзамены.
5. Как долго вы знакомы?
6. Я не была в этом театре раньше.
7. Это самые лучшие каникулы, которые у меня когда-либо были.
8. Это первый концерт джазовой музыки, на котором я побывала.
9. Мы не можем покататься на лыжах потому, что ещё выпало недостаточно снега.
10. Не разочаровывай меня. Ты всегда был надёжным человеком.
11. Она когда-нибудь забывала о своём обещании?
12. Вы уже решили, какую тему выбрать для своей курсовой работы?
13. Какие выставки вы посетили в этом месяце?
14. Она всегда была добрым человеком. Ты можешь обратиться к ней за помощью в любое время.
15. Она уже уехала? - Нет. Её поезд отправляется в 7.
16. Она не покупала себе новое пальто уже три года.
17. Он побывал в Лондоне три раза.
18. Я пока не нашёл новую работу.

16. *Complete the passage below, using the correct form of the verb in brackets (Present Perfect or Past Simple).*

The Olympic Games

The original Olympic Games (begin) around 800 B.C. in Ancient Greece, and (continue) until they (be) abolished by the Roman Emperor Theodosius in AD 393. The first modern Olympics (take place) in Athens in 1896, and since then, more than a dozen different countries (stage) the Summer Olympics. The cities of Paris, London, Berlin and Los Angeles (stage) the Olympics twice.

In 1956, Australia (become) the first country outside Europe and America to stage the Olympics, while Mexico (be) the first Latin American country to stage the Olympics, in 1968.

Many of the greatest athletes in the world (take part) in the Olympic Games, but no one (equal) the achievements of the great Finnish athlete, Paavo Nurmi, who between 1920 and 1928 (win) nine gold and three silver medals.

The Olympic Games (see) many tragedies and triumphs. For example, in the marathon of 1908, the little Italian, Dorando Pietri (collapse) five times in the last part of the race, but (come) first - only to be disqualified because spectators (help) him over the finishing line. And in 1936, the famous black American athlete Jesse Owens, (break) six world records in a single day! From the first modern Olympics in Athens, when only fourteen countries (participate), the Olympics (grow) to include over 140 countries. Gold, silver and bronze medals (go) to over 8.000 men and women.

17. Put the verbs in brackets in the Present Perfect or Past Simple.

Barbara Lively, the writer, is married with two children. She (write) over 40 books. She (start) writing after the death of her first husband. She (live) in many parts of the world, including Japan and India.

She (spend) her childhood in Egypt, but (come) to England in 1966.

She (write) both prose and poetry, but is best known for her romantic novels. She (win) many awards, including the Booker Prize, which she (win) in 1988 for the novel *Dark Times To Come*.

1. Ask and answer all possible questions on the text. Work in pairs.

2. Retell the text as it is.

3. Speak about you favourite writer.

18. Read the following text which is a short biography of the film star Elizabeth Taylor.

Elizabeth Taylor

Elizabeth Taylor was born in England in 1932. She was a very beautiful child, with black hair and violet-blue eyes. In 1939, she and her family moved to America, where film makers soon noticed her beauty. She became a child star at the age of nine, and appeared in the films *Lassie* and *National Velvet*. Elizabeth Taylor is one of the few child stars who have continued to be successful as adults. She has made many films in her adult career, including *Cat on a Hot Tin Roof* in 1958 and *Cleopatra* in 1962. Her private life has not been as successful as her career in films. She has been married eight times. Her first marriage, which was when she was eighteen, ended after one year;

her third husband, Mike Todd, was killed in an air crash; her fifth and sixth marriages were to the same man, Richard Burton probably the man who she loved the most. She has often been ill with back problems and has had many operations. In 1981 after her second divorce from Burton, she became very depressed and turned to food, alcohol, and drugs for comfort. For the first time in her life her beauty left her and she put on a lot of weight. However, in 1983, she went to stay at the Betty Ford Clinic, where she worked hard to give up her addictions. Today she is a grandmother and she has her film-star looks again.

1. Ask and answer all possible questions.

2. Retell the text as it is.

3. Speak about your favourite actor or actress.

19. Read the telephone conversation and complete it with already, yet or still.

Sue: Hi, Mum. Is everything OK?

Mother: Oh, hello, Sue. I've had a very busy day. Peter has ...

come. I wasn't expecting him until this evening. Sue: Oh, dear. Do you need my help?

Mother: No, don't worry. If your brother doesn't get in the

way, I'll be all right. By the way, have you collected

Peter's birthday present ... ? Sue: Yes. I've ... done that. I went to the shop this morning.

But I haven't had time to buy his birthday cake ... •

I'm ... at the office and I've ... got quite a lot to do

here. Mother: Never mind. I've already prepared the bedrooms. But

I haven't started cooking the meal ... ; I'm ... tidying

up the dining room. I suppose I can always ask Peter

to help.

Sue: Poor Mum. I hope the guests don't arrive too early¹ Mother: Come as soon as you finish at the office. Bye for

now. Sue: See you later. Bye.

20. Read the interview with Paul Carrack, a musician. Answer the questions after the dialogue and reproduce it. Work in pairs.

Interview with a musician

(I = Interviewer, P = Paul Carrack) I: How long have you been in the music business, Paul? P:

For about twenty years, I guess. I've never had another job.

I've only been a musician.

I: And how old were you when you started playing? P: It was when I was just a kid, I taught myself to play. I tried a

few instruments first the drums. After that it was piano, and

then later keyboards. I: Do you play any other instruments? P: Only the guitar. I play the

guitar sometimes. That's all. I: When did you start playing professionally? P: While I was still at school. I left school at sixteen. I was playing in a band, working on Saturday evenings in pubs

and

clubs. When I left school, my only ambition was to be in a

pop group.

I: And which groups have you played with over the years? P: Let me see - I'll try and

remember. I've played with Roxy

Music, and The Smiths. I've given concerts with them. And

then I've made records with the Pretenders and Madness -

and of course Ace, I mustn't forget Ace. I: Why is Ace so important to you? P: Well, I had my

first hit record with Ace in 1974. The song

was called "*How long?*" and it was a big hit all over the

world.

I: And now you're with Mike and the Mechanics. How long

have you played with them?

P: Since 1985. We've made a couple of records and we've done

two tours of America. I'm the singer - the vocalist. Mike

plays the guitar.

I: Do you travel a lot?

P: Well, I often think that I've traveled all over the world, but I

haven't really. I've worked a lot in Europe: Germany, France,

Italy, and then of course in America. I always wanted to work in America. I was really pleased

when some of my records were successful there. But there are lots of places I haven't been to

yet Eastern Europe, Japan, South America. I'd love to play in these place«

I: Paul - you've obviously made a lot of records. Do you know exactly how many?

P: That's a difficult question ...

I: What about how many?

P: Oh, I don't know. Perhaps about twenty ... yeah, probably about twenty.

I: And have you always worked with groups? Have you ever made a record on your own?

P: Yes, last summer. I made it in the summer and it came out in October.

I: And is it doing well?

P: Yes, quite well, especially in America. My records are often played on radio there - more than

here in Britain. People have heard of me there. I'm not a superstar - of course I'm not - but

people know my name and then they buy my albums!

I: And so this has been a busy year for you?

P: Yes. Yes, I've had a very busy year. I've toured the States twice with Mike and the Mechanics

and ... I've made my own album, and I've done a tour of Germany ... So yeah, a busy year, but a

good one.

I: And something you've forgotten!

P: What's that?

I: You've had a number one record. You were top of the pops in February!

P: That's right! It was called "*The Living Years*". It was number one in Britain and in America!

1. How many jobs has Paul had?

2. Did he have music lessons?

3. Was he already making money as a musician when he left school?

Jlf 4. Which groups has he played with over the years?

5. Did he want to go to America?

6. Why do his records do well in America?

7. He has had a busy year. What has he done?

8. What countries has he been to ?

9. Has he made his own album?

21. Read the story life of two brothers. Ask and answer questions. Compare the lives of the two brothers.

Two Brothers

Emilio and Maximilian are brothers. They are both old men now. They grew up together on a farm in Argentina, but since then they have led very different lives. When Emilio left school at the age of fourteen, he started work on their father's farm. He really enjoyed the simple village life and when their father died, Emilio took over the farm. All his life Emilio has lived in the old farmhouse where he was born. "I've never wanted to live anywhere else", he says. "This is my home. I feel that I'm part of it is part of me".

So for over 70 years Emilio's life has changed very little. When he was 22, he married his childhood sweetheart, Pilar, from the next village, and they have been happily married ever since. Two years ago they celebrated their golden wedding anniversary. It was a big celebration. Everybody from miles around was there, including Emilio and Pilar's six children and their fifteen grandchildren.

Emilio and Pilar have never been abroad. Until he was 60, Emilio went to Buenos Aires once a year, but since his sixtieth birthday he hasn't left the village. "Well, yes, I've had a good life", he says, "but I haven't done very much. Now, look at my brother, Maximilian. He left the village as soon as he had the chance. He hasn't visited us very much in the last twenty years, but we've read about him in the newspaper and we've seen him on TV, too. Yes, Max has had a very interesting life".

When he left school, Maximilian also started work on the family farm. But he soon became bored. Country life wasn't for him. And so at the age of 18 he left the village. He's only been back three times since then. He went to Buenos Aires and there he got a job on a ship that was sailing to the USA. On the ship he met a rich American businessman. He liked Maximilian and offered him a job. Maximilian learnt quickly and in the next ten years he made a lot of money on Wall Street. He became a millionaire when he was only 25. Since then he has been part of the international jet set. He's had three wives. When he was 30 he married a beautiful model, but she died two years later in a car crash. His second and third marriages both ended in divorce. For the last ten years he has lived alone in his luxury villa in the Bahamas. His family life has not been happy. Two years ago his son went to prison. One of his two daughters has become a drug addict. He's been on television several times and the newspapers have followed his life closely. For the whole of his life he has loved to travel. He's visited almost every country in the world. "Yes, I've made a lot of money. I've been everywhere and I've done everything. But has it made me happy? Not really. Now look at my brother, Emilio. For seventy years his life hasn't changed at all. But he's happy. Yes, Emilio is a happy man".

The Past Perfect

We form the Past Perfect with **had + the past participle** (gone, opened, written, etc.)

The Past Perfect is used:

1. to express an action that happened before a certain moment in the past. The moment may be indicated by another past action expressed by a verb in the Past Indefinite or by adverbial phrases, such as **by five o'clock, by Sunday, by the end of the year, by that time**, etc. With these phrases the Past Perfect does not denote priority but only the completion of action.

I arrived at midday to give Nick a lift but he had already left to catch his train.

He did not want to go to the cinema because he had seen the film on TV.

By three o'clock yesterday he had arranged everything for the trip.

2. for the earlier of the two past events in time clauses with conjunctions **when, till, until, as soon as, before, after** if we need to make a time distinction between two past events.

As soon as (when, after) they had finished breakfast the children went out to play.

He didn't leave the house until he had checked that all the windows were closed.

After he had given the police his name and address, he was allowed to go.

NOTE: The Past Indefinite can be used in the time clause if there is the idea that the second

action is the result of the first, and that it happened immediately afterwards.

When I heard the postman I went down to see if there was any mail.

I sat outside until the sun went down.

3. The Past Perfect is frequently used (like the Present Perfect) with the adverbs *never, already, just, yet, still, before, since, for.*

When I last spoke to him he hadn't yet had the result.

He wanted to visit London very much because he had never been there before.

When he got there the meeting had just started.

4. The Past Perfect is used in reporting speech.

She said she had sent the telegram. I added that he had acted stupidly.

5. The Past Perfect is usually used with adverbs *hardly (scarcely) ... when, no sooner ... than.* Very often the inverted word-order is used with these adverbs for emphasis.

The train had hardly (scarcely) left the station when there was an explosion.

Hardly had the train left the station when there was an explosion.

I had scarcely entered the room when the telephone rang.

Scarcely had I entered the room when the telephone rang.

No sooner had I reached the door than I realized it was locked.

NOTE: *hardly (scarcely) ... when* is translated into Russian -едва ... как, *No sooner... than* - как только, не успел ... как.

Practice

1. Complete the sentences using the verbs in brackets in the Past Perfect.

Model 1: Most of my friends were no longer there. They had left (leave).

Model 2: Mr And Mrs Davis were in an aeroplane.

They were very nervous as the plane took off because they (fly) had never flown before.

1. My best friend, Kevin, was no longer there. He ... (go) away.

2. The local cinema was no longer open. It ... (close) down.

3. Mr Johnson was no longer alive. He ... (die).

4. I didn't recognize Mrs Johnson. She ... (change) a lot.

5. Bill no longer had his car. He ... (sell) it.

6. The woman was a complete stranger to me. I ... (see) before.

7. Margaret was late for work. Her boss was very surprised. She ... (be/late).

8. Jane played tennis yesterday, at least she tried to play tennis. She wasn't very good at it because she (play)

9. It was Keith's first driving lesson. He was very nervous and didn't know what to do. He ... (drive).

10. From downstairs came the sound of a radio playing a song I (not hear) before.

12. You have to make sentences using the words in brackets. Model: I wasn't hungry. (I/just/have/lunch.) I had just had lunch.

1. Tom wasn't at home when I arrived, (he/just/go out.)

2. We arrived at the cinema late, (the film/already/begin.)

3. They weren't eating when I went to see them, (they/just/finish/their dinner.)

4. I invited Ann to dinner last night but she couldn't come, (she/already/arrange/to do something else.)

5. I was very pleased to see Nora again after such a long time. (I/not/see/her for five years.)

6. Last year our profits were higher than (they, ever, be).

7. When they entered the conference hall (the discussion, already, start).

8. I couldn't recollect that (I, ever, promise, to help him).

9. She apologized that (she, not read, my report, yet).

10. He knew much about the city, (he, live, in London, for a long time).

3. Combine the following sentences using the Past Perfect. Use

the conjunctions when, after, before, where necessary.

Model 1: She took some pictures of London. She showed us the pictures.

She showed us the pictures she had taken in London. *Model 2:* Everybody went to bed. I came home.

When I came home, everybody had gone to bed.

1. He wrote a letter then he went to post it.
2. Ann prepared a beautiful meal for her guests. They all enjoyed it.
3. He left his passport behind. He couldn't find the passport.
4. They saw a play at the National Theatre. Then they discussed it.
5. He failed the examination twice. He gave up hope of passing it.
6. I came to the office. The manager signed all the documents.
7. The football match began. We reached the stadium.
8. The weather kept dry for a week. We came to the seaside.
9. They traveled four hundred miles. They reached the end of their journey.
10. The children did their homework. Their mother allowed them to watch TV.
11. We had a good rest. Our guests all left.
12. I saw her somewhere. I recognized her.
13. I had a bath. I went to bed.
14. The guests left. I started tidying up.
15. Nobody remained on the ship. The captain left it.

4. Complete the sentences using the Past Perfect.

1. We told her that he ... (to buy a TV-set).
2. The man at the station said that the train ... (to leave already).
3. Mary told me that she ... (not to get a letter from her son yet). She said that she ... (not to hear from him for some weeks).
4. He understood that he ... (to get off at the wrong station).
5. He said that his parents ... (always to live in the country).
6. I didn't know that she ... (to change her address).
7. He didn't remember how it all ... (to happen).
8. We were sure that she ... (to tell the truth).
9. I saw that the child ... (to catch a cold).
10. She hoped that I ... (to pay for the tickets already).
11. When he woke up next morning and looked out of the window he understood that it ... (to rain heavily during the night).
12. When we came back, the telegram ... (to arrive already).
13. When I got to the station the train ... (already to leave).
14. The rain ... (already to stop) when we started.
15. When I finished school by elder sister ... (to be a teacher for two year).
16. We ... (to make all the arrangements already) when we learned that he wouldn't come.
17. I knew her immediately because my brother ... (to describe her to me very well).
18. The militiaman stopped her because she ... (to cross the street in the wrong place).
19. I was not hungry because I ... (to have lunch just an hour before).
20. Nobody knew when he came in because he ... (to enter the house through the back door).
21. I thought he knew English well because he ... (to live in England for some years).
22. It happened to him because he ... (always to be too sure of himself).
23. As soon as they ... (to take a decision) they could discuss less important questions.
24. After we ... (to make a fire) it became warm.
25. When I ... (to throw out all the old newspapers and magazines), I could arrange my new books nicely on the shelf.
26. After he ... (to pay the money for the plane tickets) he had very little left in his pockets.
27. I met her soon after I ... (to learn the news).
28. When he ... (to finish his work) he went to bed.
29. By three o'clock yesterday he (already, arrange) everything for the trip.
30. Nobody (finish) their course-papers by the appointed time.
31. The authorities (settle) all the transport problems by the end of the last year.
32. The letter still (not arrive) by the end of the week.

5. Write the sentences using the Past Indefinite for one verb in each example, and the Past Perfect for the remaining verb.

1. The result last term (be) better than anyone (expect).
2. What (happen) next was just what everyone (fear).
3. No one (agree; with him. This was something he (not anticipate).
4. They (make) better progress than they ever (dare) to hope for.
5. They (begin) the exploration of a territory that no European ever (set) foot on before.
6. The motorist (discover) to his relief that he (not take) the wrong road after all.
7. The Government (find) itself forced to adopt policies it earlier (reject).
8. When Queen Victoria (die) in 1901, she (reign) for over 60 years.

9. I (write) to the suppliers asking why the goods (not arrive) yet.
 10. I (call) at the manager's office, but I just (miss) him. He (go out) for lunch.
 11. The scientist suddenly (see) the answer to the problem that (occupy) his mind for the last two months.
 12. The Company (decide) to continue with a design that (stand) the test of time.
 13. Whenever Tom (pass) the house he remembered the years he (spend) there.
 14. She (say) she (hire) a lawyer to watch over her rights.
 15. When they (settle) the agenda, the committee (circulate) it to all members of the society.
 16. He (refuse) to sign a document until he (clear up) certain points.
6. *Combine the sentences as in the model, using adverbs hardly (scarcely) ... when, no sooner... than.*

Model 1: The train left the station. There was an explosion.

Hardly the train left the station when there was an explosion.

or Hardly had the train left the station when there was an

explosion. *Model 2:* I reached the door. I realized it was locked.

No sooner I had reached the door than I realized it was locked.

1. I watered the garden. Then it began to rain.
2. Mary finished her novel, and then she planned to go abroad.
3. Ann spoke to the doctor. She realized how serious her illness was.
4. The ship left the port. Just then the storm began.
5. I got into the bath. Someone knocked at the door.
6. They found one missing child. Then another two disappeared.
7. I sat down. There was another knock at the door.
8. I came home. I remembered that I had forgotten to buy bread.
9. The child touched the pillow. He fell asleep.
10. The play started. There was a power failure.
11. The trial proceedings began. The judge was taken ill.
12. The plane took off. The pilot had to make an emergency landing.
13. The train left. I realized I had left my bag on the platform.
14. He began his speech. Someone interrupted him.

7. *Put the verbs in brackets into a suitable past tense. Nine verbs are absolutely necessary to use in the Past Perfect.*

This time last year I *was cycling* (cycle) in the rain along a country road in France with a friend of mine. We (decide) to go on a cycling holiday in Normandy. Neither of us (go) to France before, but we (know) some French from our time at school and we (manage) to brush up on the basics. Now we (wonder) if we (make) the right decision. We (plan) our route carefully in advance, but we (forget) one important thing, the weather. It (rain) solidly since our arrival and that night we (end up) sleeping in the waiting room at a railway station. The next morning as we (ride) down a steep hill my bike (skid) on the wet road and I (fall off). I (realize) immediately that I (break) my arm, and after a visit to the local hospital I (catch) the next train to Calais for the ferry home. Unfortunately my parents (not expect) me home for a fortnight, and (go) away on holiday. So I (spend) a miserable couple of weeks alone, reading Teach Yourself French.

8. *Translate the following sentences using the correct tense form.*

1. Они сказали, что приехали сюда на поезде.
2. Все знали, что они дружат с детства.
3. Мы сказали, что ещё не решили этот вопрос.
4. По радио объявили, что поезд уже прибыл.
5. Он писал, что погода там пасмурная с первого сентября.
6. Сосед по купе сказал, что мы уже проехали мост.
7. Когда поезд тронулся, я понял, что сел не на тот поезд.
8. Врач сказал, что ребёнок простудился.
9. Когда я нашёл их дом, уже стемнело.
10. Когда они пришли на собрание, мы уже обсудили первый вопрос.
11. Когда врач пришёл, они уже увезли ребёнка в больницу.
12. Когда я вернулся из театра, гости уже разошлись (ушли).
13. Когда она приехала в деревню, мы жили там уже неделю.
14. Когда я вернулся в купе, я понял, что мой сосед уже сошёл.
15. В комнате было холодно, потому что всю ночь было открыто окно.
16. Он был взволнован потому, что получил телеграмму из дому.
17. Она получила плохую оценку на экзамене потому, что сделала очень много ошибок.
18. Он не хотел обедать у нас потому, что уже поел в институте.
19. Ему не хватило денег до конца месяца, потому что он купил велосипед.
20. Пассажиры очень устали, потому что они не спали всю ночь.
21. К концу декабря в прошлом семестре я уже сдал все экзамены.
22. Не успел я зайти в дом, как принесли телеграмму.
23. Едва я сварила кофе, как отключили электричество.
24. Едва я успел сделать домашнее задание, как ко мне пришёл друг.

9. *Read the following short story. Pay attention to the usage of the Past Perfect.*

After I had sent children to school I went to the market. It was still early when I returned home,

so I decided to make some tarts. Hardly had I begun mixing butter and flour when the telephone rang. My hands had already been covered with sticky pastry and nothing could have been more annoying. I picked up the receiver between two sticky fingers and was dismayed when I recognized the voice of Mrs Bates. It took me ten minutes to persuade her to ring back later. At last I hung up the receiver. What a mess! There was pastry on my fingers, on the telephone

and on the doorknobs. I had no sooner got back to the kitchen than the doorbell rang loud enough to wake the dead. This time it was the postman and he wanted me to sign for a registered letter.

1. *Retell the story in the third person.*

2. *Tell about your embarrassing experience you have had using the Past Perfect.*

10. *Read the following short story and work out the order in which the guests arrived at the party.*

By the time I got to Paula and Bob's party, Rob had left ages ago. Pat and Peter were late as usual. Barbara and Tim had just arrived, and Simon, who had been there for ages, was serving them with some things to nibble. Tony was already a bit tipsy, and was picking quarrels with anyone who'd listen. Apparently that's why Rob had left. He had hardly taken his coat off when Tony started going on at him, so he just upped and left. When Angela had seen Tony arriving, she told Simon to keep an eye on how much he had to drink. Angela had got there early to help Paula, and was busy in the kitchen. When I asked Jim and Chris what Tony had said to Rob, they couldn't tell me because they hadn't heard anything. They didn't even know that Rob had been there. They had arrived soon after Simon, and had been stuck in conversation with Bob ever since. I opened the door to let in Alice, so she and I settled down for a good chat and a gossip about Pat and Peter before they arrived. All in all it was quite a good party.

The Future Perfect

The Future Perfect Tense is formed with the auxiliary verbs **will / shall + Perfect Infinitive** for the first person, **will + Perfect Infinitive** for the other persons.

The Future Perfect is used:

1. to denote an action that will be completed before a definite time in the future. It is normally used with a time expression beginning with **by: by that time, by then, by the end of next year, not... till, until**, etc.

I'll have written the report by tonight.

I won't have retired till the year 2010.

Don't phone after 11.00 because I'll have gone to bed by then.

2. instead of the Future Perfect Continuous with verbs not admitting the Continuous form.
By the time you come back, he'll have been here for the last 10 hours.

NOTE: only the Future Perfect is used for a completed action in future when quantity is mentioned.

By the end of my university course I'll have attended 1,200 lectures.

Practice

1. *Complete the following sentences using the Future Perfect Tense.*

1. By the time he arrives they ... (leave).
2. She is ill now. By the first of April she ... (be in hospital for three weeks).
3. He has bought this TV-set on credit. He ... (pay) all the money by the 21st of August.
4. How long has she stayed with your family? By the end of the month she ... (stay) for a month.
5. She has lived here a long time. By May she ... (live) for twenty years.
6. He is still a schoolboy, but by this time next year he ... (leave school).
7. We (finish) this exercise by 8 o'clock.
8. We are late. The lesson (start) by now.
9. They (build) the road by the end of the year.
10. I forgot to ask a neighbour to look after the plants while we're away on holiday! When we get home they all (die).
11. By the end of my university course I (attend) 1,200 lectures.

12. When you come back I (finish) all the housework.
13. In a fortnight's time we (take) our exam.
14. I (finish) this book by tomorrow evening.
15. By this time tomorrow we (have) our injections.
16. By the end of next year I (be) here twenty-five years.
17. I'll still be here next summer but Tom (leave).
18. I (finish) this job in twenty minutes.
19. By next winter they (build) four houses in that field.
20. At the rate he is going he (spend) all his money by the time he is twenty-one.
21. The train (leave) before we reach the station.
22. If I continue with my diet I (lose) 10 kilos by the end of the month.
23. By the time that he leaves school his parents (spend) £25,000 on his education.
24. By the end of the term I (read) all twelve volumes.
25. I'm going to Hyde Park to hear the people making speeches. - You'll be too late. By the time you get there they (finish) their speeches and everybody (go) home.

2. *Make up short dialogues according to the model.*

Model: A: It'll take you ages to paint all these chairs, won't it?

B: No, I'll have painted them all by the end of the week. It'll take you (them, us, her, him) ages to ... , won't it?

1. paint all the doors
2. rewire all the rooms
3. wash all the curtains
4. repaper the top rooms
5. varnish all the woodwork
6. replace all these tiles
7. polish all this silver
8. pick all these apples
9. reach the station
10. make a report
11. build a bridge
12. demolish our old library
13. write a letter
14. join the club
15. change the time-table
16. file the copies

3. *Use the given verbs in the Future Perfect.*

Mary is very ambitious. These are the things she believes she *will have done* by the time she's forty. Write down about the things you'll have done by the time you are thirty. *Model:* buy a Rolls Royce -> *I'll have bought* a Rolls Royce.

1. become a multi-millionaire
2. have my own computer business
3. move to California
4. buy a mansion in Beverly Hills
5. join a highly exclusive tennis club
6. marry a handsome actor
7. earn over \$2,000,000
8. give up smoking
9. have two children
10. learn Japanese

4. *Answer the questions using the Future Perfect.*

Model: Has he spent the money his father left him? (he lives so extravagantly, by next year).

- Not yet, but he lives so extravagantly that he'll have spent it all by next year.

1. Has he already returned? (by the end of the month).
2. Has she ended her lecture-tour? (by the end of the week).
3. Have they finished their preliminary training? (in two months' time).
4. Have you done your packing? (come back in an hour, by then).
5. Have you taken your exams? (by the end of December).

6. Have they built any houses in that area? (by next winter, four houses).
7. Have you filed all the copies? (by the end of the working day, all of them).
8. Have all the guests come? (by the time you get there, all of them).
9. Have the children come home from school? (they, before she leaves for work).
10. Have you finished the report? (by the end of the day).

5. *Translate into English using the Future Perfect where it is necessary.*

1. Я полагаю, что мы решим этот вопрос к концу сентября. 2. К тому времени, как он придёт, все разъедутся. 3. Когда ему исполнится 23, он закончит институт. 4. Завтра к 4 часам мы пересечём Атлантический океан. 5. Я закончу всю домашнюю работу, когда ты вернёшься. 6. К концу этого месяца 5000 человек посетят выставку. 7. Если я буду продолжать диету, я похудею на 10 килограммов к концу месяца. 8. Мы закончим ремонт вашей машины к завтрашнему утру. Она будет готова в 11 часов. 9. Если мы не поспешим, то собрание уже начнётся к тому времени, когда мы доберёмся туда. 10. Ты думаешь, что он уже приедет домой к тому времени, как мы прибудем?

6. *Put the verbs in brackets in the Future Indefinite, the Future Continuous or the Future Perfect.*

Flying junk

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

The Perfect Continuous Tenses

The Perfect Continuous forms denote actions in progress, the duration of which before a definite moment in the present, past or future is expressed.

The tenses of this group are formed with the auxiliary verb **to be** in one of the Perfect tenses and **Participle I** of the notional verb.

The Present Perfect Continuous

The Present Perfect Continuous is formed with the auxiliary verb **to be** in the Present Perfect and **Participle I** of the notional verb.

In the interrogative form the first auxiliary verb is placed before the subject.

In the negative form the negative particle **not** is placed after the first auxiliary verb.

The Present Perfect Continuous is used:

1. to express an activity throughout the recent period (often with *all* + time references: **all day/all night**).

She *has been typing* these letters *all day*.

I *have been reading* the book about the earthquakes.

(Describes the activity. The book is not finished.)

2. to refer to an activity with a result in the present.

You look tired. - I *have been working in the garden*. Why are your eyes red? - I *have been crying*.

3. with *since* (denoting the starting point of the action), and *for* (denoting the whole period of duration), with *how long* to refer to an activity which started in the past and continues up to the present and possibly into the future.

If the conjunction *since* introduces a clause, the verb in this clause is in the Past Indefinite. *They have been studying English for two years. Bill has been looking for a job since he graduated from university.*

Ever since I saw you last I have been thinking of your proposal. How long have you been writing your course paper? - Two weeks.

4. Some verbs like *learn, lie, live, rain, sit, sleep, stand, study, wait, work, travel, play, etc.*, naturally suggest continuity and are often used in the Present Perfect Continuous.

I *have been playing* tennis since childhood. *Have you been waiting* long here? - Ten minutes.

5. to express repeated actions over a period of time.

I'm annoyed. He has been phoning me every night for a whole week.

6. to express complaints.

The room stinks. Someone has been smoking in here. Time expressions with Present Perfect Continuous: *all day/morning, etc., for, since, lately, recently.*

The Present Perfect Continuous and the Present Perfect compared.

a) I *have been painting* the room. b) I *have painted* the room. It will look good when it is finished. Does it look good? (the activity is still in progress) (the activity is completed)

NOTES: We can normally use either the Present Perfect Continuous or the Present Perfect with *live* and *work*.

My sister has been living/has lived abroad for a long time.

How long have you been working/have worked here? But: We use the Present Perfect with *always*.

My aunt *has always lived* in London.

(not "*has always been living* ")

We can use the Present Perfect or the Present Perfect Continuous: a) for the actions repeated over a long period

My brother *has been collecting/has collected* stamps since he was a child.

b) to describe an activity that started in the past and continues up to the present and possibly into the future.

We have been studying English for two years.

We have studied English for two years.

(Both these sentences are correct. The Present Perfect Continuous puts more emphasis on the continuity of the activity.)

c) with *lately* or *recently*

We have been working/have worked hard lately. We use the Present Perfect in the negative sentences like: *I haven't seen him since Sunday.* (Sunday was the last time I saw her.)

She hasn't phoned me for a week. (She phoned me a week ago.)

d) The verbs which don't have the idea of a long time, for example, *start, stop, break, find, etc.*, and the verbs which express a state, for example, *like, love, know, have* (for possession) are not found in the Present Perfect Continuous.

How long have you brown her? How long have you had your car?

e) The Present Perfect expresses a completed action. That's why, if the sentence gives a number, the Present Perfect is used.

I have written three letters. We have translated two articles.

NOTE: Remember that a number of verbs which are not normally used in the continuous form can be used in the form of the Present Perfect Continuous.

I have been feeling ill all day.

I have been wishing to speak to you ever since you returned. Note that the Present Perfect Continuous is rendered in Russian by the present and by the past.

He's been teaching history for 20 years.

Он преподаёт историю 20 лет.

Why are your lips black? - I've been eating blackberries.

Почему твои губы чёрные? - Я ел чернику. I have been reading the novel War and Peace for two weeks. Я читаю роман "Война и Мир" and Peace for two weeks. Я читаю роман "Война и Мир" две недели,

(the previous duration of action is expressed)

I'm reading the novel War and Peace. Я читаю роман "Война и Мир"

(at the present moment)

Note that there is no difference in translation into Russian.

Practice

1. Analyze the tenses in the following conversation.

Kate: Sorry I'm late.

Ann: It's OK. I *haven't been waiting* long. What *have you been doing*?

Kate: I've been with Mrs Smith. She *has been helping* me with my English.

Ann: Your English is good. How long *have you been studying* English?

Kate: Three years now. Since I came to England I *have been trying* to improve my English

accent. I think it *has been getting* better lately.

Ann: Your accent is fine. Honestly.

2. Read the text and answer the questions below.

Ways of Training

Barbara has been walking across London every day from her flat to the hospital where she has been working for the last two years. Every weekend for the passed two months she has been jogging in the park and playing her favorite sport, tennis. She has even changed her diet.

Barbara and nine others have been trying to raise the money for five years and have so far collected nearly 200,000. They are taking part in a sponsored climbing up and down Kilimanjaro's 19,340 feet, Africa's highest mountain. This is their final attempt to raise 250,000 they need to build accommodation for the families of children desperately ill in hospital.

There are no doubts about their fitness, they *have all been training* under the same coach.

1. How has Barbara been training for the climb?
2. In what way has Barbara been trying to help the sick children?
3. How long have they been trying to raise money?
4. Do you think this is a worthy cause?
5. What do you understand by the proverb "Charity begins at home"?

3. Role-play the following conversations.

Tom's News

T = Tom

A = Angela

T: Well, I've just finished college. I've been studying archaeology. And for the last month I've been working as a postman.

A: And what are you doing in London?

T: I'm trying to find a job. I've been going round museums to see if they need anybody. I've been writing letters for weeks!

A: Have you had many replies?

T: Well, a few, but not many. I've written at least thirty letters.

A: Poor old you! Look, let's go and have a cup of tea, and we can catch up on some more news.

T: What a lovely idea!

Phoning Home

M = Mother J = Justin

M: Hello. Bedford 21698.

J: Hello, Mum. It's me, Justin. M: Hello, love. How are you?

J: I'm fine, but I'm really tired. M: Oh - what have you been doing?

J: Well, we've just started exams, so I've been staying up late ... erm ... it was three o'clock last night ... yeah, I've been studying really hard. M: OK. What else have you been doing?

J: Not a lot. I've been working too hard.

Sometimes I go round to Linda's place and we study together.

M: Linda? I haven't heard about her before. Who is she? J: You know - Linda - I'm sure I've told you about her. She's doing the same course as me. I've known her for ages. Anyway, Mum - now are you and Dad? What have you been doing all day? M: Well, I've got another business trip tomorrow, so I've

been packing all day - getting ready to go. J: Packing? Oh, yes, I'd forgotten - you're going to Geneva. I hope it goes well ... erm ... How long are you away for? M: Only three nights. It's a conference.

J: Oh, that's not too long. What about Dad? How is he? M: He's very well, but pretty tired. He's been gardening

most of today, and watching cricket on TV. J: Typical! A typical Sunday - gardening and cricket. Tell

him I'll go to a match with him when I come home. M: Oh, yes - when exactly are you coming home? J: In two weeks. Term ends on the thirteenth. Oh - Mum,

would it be OK if Linda comes to stay in the holiday? M: That's fine, love. She's very welcome to stay. We'd

like to meet her. J: Thanks, Mum.

M: Bye, love. And good luck in the exams! J: Thanks. I need all the luck I can get. By-;. Have a good

time in Geneva! M: Thanks. Take care of yourself and work hard. Bye.

4. *Match a line in A with a line in B.*

A

She's furious. She's got paint in her hair. She's crying. Her back hurts. She hasn't got any money left. She's a bit burnt.

She's soaking wet.

The house smells of onions and garlic.

Her eyes hurt.

Everything's spotless.

B

Ann's been sunbathing. She's been shopping. She's been working in the garden. She's been reading for hours. She's been watching a sad film. She's been waiting for hours.

She's been doing the housework.

She's been decorating the bathroom.

She's been cooking.

She's been bathing her children.

5. *Put the verbs into the Present Perfect Continuous.*

1. I'm tired. I (work) all day.

2. How long (you wait) here?

3. I (stand) here since 6 o'clock.

4. How long (you learn) Chinese?

5. She (study) English for five years.

6. You're out of breath. ... (you run)?

7. We (live) here for twelve years.

8. My hands are dirty. I (repair) the car.

9. How long (the children, sleep)?

10. What (you, do) all afternoon?

11. They (ring) me about it every day for the past week.

12. It started raining last Monday and it (rain) ever since.

6. *Read the situation and then write a sentence with the Present Perfect Continuous.*

Model: Tom is out of breath, (he/climb/the mountain.) - He has been climbing the mountain.

1. The sun came out three hours ago. It's still shining brightly.
(for)

2. Prices started rising six months ago. They are still rising, (for)

3. Bob has a black eye and Bill has a cut lip. (Bob and Bill/
fight.)

4. George has just come back from the beach. He is very red.
(be/lie/in the sun.)

5. Janet is hot and tired, (she/play/tennis.)

6. You look very tired. (I/work/in the library.)

7. He looks exhausted. Yes. (he/run an hour.)

8. Hello. You are covered with paint from head to foot. - Oh
(I/paint the fence.)

9. Our chief looks very busy. - Yes. (He/make telephone calls
all morning.)

10. Hello. You look *-ery fresh. - Yes. (I/walk in the park.)

11. Your friend sells computers, (since he/start/working here.)

12. Ten years ago Jane started writing to a penfriend. (write to each other)

13. I began looking for a job 2 years ago. (since that time)

14. We had our first holiday in Italy five years ago. We still go there, (for)

7. *Ask questions for each situation.*

Model: Your friend's hands are covered in oil. (you/work on the car?) Have you been working on the car?

1. You see a little boy. His eyes are red and watery, (you/cry?)

2. You have just arrived to meet your friend who is waiting for you. (you/wait/long?)

3. Your friend comes in. His face and hands are dirty, (what/ you/do?)
 4. Arthur's arms are tired. (He/row?)
 5. Uncle John's face is red. (he/lie in the sun?)
 6. The boy's shoes are dirty, (he/walk in the mud?)
 7. The dog is out of breath. (It/run?)
 8. Michael's hands are aching, (he/carry two heavy bags?)
 9. They started waiting for a bus not long ago. (How long ... ?)
 10. Sarah is busy, (work hard recently?)
 11. It's raining. (How long ...?)
 12. Tom is a good chess-player, (since childhood?)
8. *Say how long something has been happening: Model: It is raining now. It began raining two hours ago.*

It has been raining for two hours.

1. Kevin is studying. He began studying three hours ago. He. . .
2. I'm learning Spanish. I started learning Spanish in December. I... since December.
3. Ann is looking for a job. She began looking for it six months ago. She ... for six months.
4. Mary is working in London. She started working there on 18 January. She ... since 18 January.
5. George smokes. He started smoking five years ago. He ... for five years.
6. Mum is watering the garden. She ... for hours.
7. The boss is checking the figures. He ... for a long time.
8. The tooth is aching again. It ... since Monday.
9. The girl is reading a fairy tale. She ... for hours.

It is snowing.

10. It... for a week.
11. She is a teacher. She started working 5 years ago. She
12. John is sleeping. He went to bed two hours ago. He —
13. They are repairing the road. They ... for more than a month.
14. "Sorry. I'm late". "That's all right. I came ten minutes ago, I... only ...".

9. **Ask questions with *how long*.**

Model: It is raining. How long has it been raining?

1. My foot is hurting.
2. Mike plays chess.
3. Jim sells washing machines.
4. Tom is living in the High Street.
5. Jane is writing letters.
6. George smokes.
7. Helen studies French.
8. The boys are playing football.
9. Ann is translating the text.
10. They are discussing the plan.
11. Dick is watching TV.
12. She is talking to her friend.
13. Your friend is waiting for you.
14. Victor writes books.
15. Bill and Andy make films.

10. **Complete each mini-dialogue in the Present Perfect or the Present Perfect Continuous.**

1. -1 (phone) home all day, but there's no reply. -1 expect your mother (go) shopping.
2. - What's the matter? You look really tired.
-1 am! I (study) all day, and I (not finish) yet.
3. - You (hear) the news? -What's news?
- Someone (rob) the bank at the end of the road.
4. - You (hear) from your friend lately?
- My friend (write) to me for years but he never (send) me a photo.
5. - Where are the children?
- They (fish) since morning and I'm sure they (catch) a lot offish.
6. - How long you (live) in this city? -1 (live) here since I was born.
7. - What have you been doing lately? -1 (take) music lessons for 6 months.
8. - You are dirty. What you (do)? -1 (fix) my bike.
9. -1 (phone) you for days, but you are never at home. -1 (work) on my course paper in the library.
10. -1 (play) in this team for two years.
- Oh, your team (do) very well lately.
11. - Your sister just (come) to see you?
- No, she (stay) with us for three weeks already.

12. - That man (play) on the computer since early morning.
 - Oh, he (not play). He (repair) our computer all day, but (not repair) it yet.
- jj. Use the proper tense form: the Present Perfect, the Present Perfect Continuous or the Past Indefinite.*
- A: I (not to see) you sister lately. She (go) away?
 B: Yes, she (go) to England already.
 A: When she (go)?
 B: She (go) there at the end of last year.
 A: You (have) any letters from her?
 B: I haven't, but her husband (hear) from her regularly. He (think) about going out and joining her there.
 A: She (live) in London or any other city?
 B: She (work) in London for six months already and (live) there all this time.
 A: Has she any problems with her English?
 B: I don't think so. She (learn) English for a few years already and now she has a good language practice there. For ages I (want) to have such possibility to improve my English.
 A: You (wait) too long. It's time for you to change something in your life.
 B: You are right. I (think) about it myself.
- 12. Use the Present Perfect, the Present Perfect Continuous or the Present Continuous.*
- This old man (lose) his spectacles. We (look for) them everywhere, but we can't find them.
 - You ever (work) as a translator?
 - Yes, that is what I (do) for five years.
 - The students (work) hard this term. I hope they will pass all their exams successfully.
 - The boy (solve) the cross-word puzzle for an hour and now he (try) to solve the last word.
 - Would you like a cup of coffee, Mum? I just (make) some.
 - No, thanks. I (not drink) coffee for two month already.
 - I often see him but, I never (speak) to him. I (wish) to speak to him ever since he started working here.
 - There aren't any buses because the drivers (go) on strike.
 - The children (sleep) since nine o'clock. It's time they woke up.
 - I (try) to wake them up for half an hour already.
 - She (study) Chinese for two years, but can't speak this language yet.
 - My hands are all covered with flour. I (make) cakes.
 - It (rain) for two days and it looks as if it would never stop.
 - She just (sell) two of her own paintings.
 - She's lucky. I (paint) for five years and (not sell) a single picture yet.
 - I (wait) for the prices of the houses to come down before buying a house, but I think I (wait) too long and the prices are beginning to go up again.
 - I (stand) in this queue for ages. It (not move) at all in the last five minutes.
 - The students (translate) the article for 20 minutes but they (not finish) it yet.
 - Don't let the boy stay out so long. He (run about) for three hours, and may catch a cold.
 - Why you (wear) this hat? It looks strange! - I (wear) it for a month and nobody (say) a word during all this time.
 - When did your friend graduate from university and where he (work) ever since?
 - Call the children in! They (play) outside since early morning and (not to do) their homework yet.
 - You (fix) this shelf for an hour. Let's ask Father to help you.
 - You (choose) any books to read from my library?
 - I (try) to choose something since you left me here, but it seems to me I (read) all of them.
 - What your grandfather (do) since he retired?
 - Oh, he (sell) vegetables at the market that he (grow) in his garden.
 - I'm afraid she (not to finish) typing those letters yet. She (deal) with customers all morning.
 - That jacket really suits you. How long (make) your own. clothes?

25. Jane (suffer) from headache since last week. She (go) to the doctor twice, but nothing (help) her yet.
26. The last time I went swimming was when I was in the South. I (not swim) since that time.
27. We (watch) this stupid film since lunch time. Let's switch over to the other channel.
28. I remember meeting your brother last summer, but I (not to see) him since then. What he (do) all this time?

13. *Put in the Present Perfect, the Present Perfect Continuous or the Past Indefinite.*

The Australian Salute

Before I (visit) Australia, an Australian friend in London (tell) me I'd learn "the Australian salute". "What's that?" I (ask). "You'll find out when you get there", he (say). I (arrive) in Perth last week. Since then, I (stay) at a nice hotel near a beautiful beach. I (never visit) Australia before and I am enjoying my stay. I (swim) every day from the time I (arrive). Yesterday, an Australian friend (suggest) a tour into "the bush". I (agree) at once. The first thing I (notice) when we (be) in the bush (be) the flies. After a while I (remember) the conversation I had had in London before I (come) here. "What's the "Australian salute"?" I (ask) suddenly, as I waved my right arm to keep the flies away. "That's it!" my friend said as he (wave) back!

14. *Translate into English:*

1. - Он уже окончил университет?
- Да, он уже два года пишет диссертацию.
 2. - Вы уже приняли какое-либо решение по этому вопросу?
- Нет. Мы обсуждаем его уже полтора часа, но ещё не пришли ни к какому соглашению.
 3. Уже двадцать лет, как наша семья живёт в этом городе. Город сильно изменился за это время.
 4. - Кто взял книгу "Унесённые ветром"?
- Я дал её почитать своему другу.
- Давно он её читает?
- Неделю, хотя обычно он быстро читает книги.
 5. Многие годы учёные проводят исследования, чтобы найти лекарство от этой болезни.
 6. За прошедшие двадцать лет компьютер изменил жизнь человека до неузнаваемости. Я пользуюсь компьютером со школьных лет и не представляю свою жизнь без него.
 7. - Сколько времени они играют эту шахматную партию?
- Они играют её уже второй день, но ещё не закончили.
 8. - Что ты делаешь?
- Я ремонтирую наш телевизор целый вечер, и скоро мы посмотрим новый фильм.
 9. - Чем он занимается?
- Он писатель. Он пишет книги уже много лет, но я читал только некоторые из них.
 10. Вот библиотека, где работает моя сестра. Она работает здесь с тех пор, как окончила университет.
 11. Иди домой и делай уроки. Ты играешь в футбол с тех пор, как пришёл из школы.
 12. - Сколько времени ты носишь эту шляпу? Она выглядит странно.
- В самом деле? Я ношу её только в этом сезоне и не собираюсь покупать другую.
 13. - Твой брат уехал работать в Англию?
- Да. Он работает в Англии уже два месяца. — Где он живёт всё это время?
- Я знаю, что он остановился в гостинице.
 14. Сегодня праздник. Оркестр играет в парке с утра. Давай сходим туда.
75. *Read and retell the following texts. Put questions to the sentences used in the Present Perfect Continuous. Work in pairs.*

April Fools' Day

"To end our special news bulletin", said the voice of the television announcer, "we are taking you to the macaroni fields of Calabria. The people have been growing macaroni in this area for over six hundred years. Two of the leading growers, Giuseppe Moldova and Ricardo Brabante, tell me that they have been expecting a splendid crop this year and harvesting has begun earlier than usual. Here you can see two workers who, between them, have just finished cutting three cart-loads of golden

brown macaroni stalks. The whole village has been working day and night gathering and threshing this year's crop before the September rains. On the right, you can see Mrs Brabante herself. She has been helping her husband for thirty years now. Mrs Brabante is talking to the manager of the local factory where the crop is processed. This last scene shows you what will happen at the end of the harvest: the famous Calabrian macaroni-eating competition! Signer Fratelli, the present champion, has won it every years since 1961. And that ends our special bulletin for today, Thursday, April 1st. We are now returning you to the studio".

A Successful Operation

The mummy of an Egyptian woman who died in 800 B.C. has just had an operation. The mummy is that of Shepenmut who was once a singer in the Temple of Thebes. As there were strange marks on the X-ray plates taken of the mummy, doctors have been trying to find out whether the woman died of a rare disease. The only way to do this was to operate. The operation, which lasted for over four hours, proved to be very difficult because of the hard resin which covered the skin. The doctors removed a section of the mummy and sent in to a laboratory. They also found something which the X-ray plates did not show: a small wax figure of the god Duamutef. This god which has the head of cow was normally placed inside a mummy. The doctors have not yet decided how the woman died. They feared that the mummy would fall to pieces when they cut it open, but fortunately this has not happened. The mummy successfully survived the operation.

Daily News

Good evening. Here is the six o'clock news. A demonstration against unemployment has been taking place in Manchester. Demonstrators have been marching through the city for two hours. It is expected to finish in front of the town hall at five this evening where left-wing Members of Parliament will address the crowd.

The fire on the oil rig in the North Sea has been burning after the explosion since last Tuesday. Helicopters took the crew to safety, but firefighters have not been able to get close to the source of the fire. Bad weather is causing problems with gales and heavy seas.

Traffic in west London has been growing steadily since early this morning as fans have been arriving for today's football match at Wembley stadium where the England team is playing Brazil this afternoon. Police are advising motorists to avoid the area unless absolutely necessary. Despite good weather over most of the country, Scotland has been experiencing some of the worst summer weather this country. It has been raining there for the last ten hours, the forecast suggests that it will continue until tomorrow morning, with a chance of thunder and lightning.

The Past Perfect Continuous

The Past Perfect Continuous is formed with the auxiliary verb *to be* in the *Past Perfect* and *Participle I* of the notional verb. In the interrogative form the first auxiliary verb is placed before the subject.

The negative-interrogative form: *Had he not been writing? Hadn't he been writing?*

In the negative form the negative particle *not* is placed after the first auxiliary verb.

The Past Perfect Continuous is used:

1. to express an action, which had been in the progress before a definite moment in the past and was still going on at that moment.

I had been reading about an hour when he came. The Past Perfect Continuous is often used with *for* and *since*. *When the actress arrived, a crowd had been waiting for several hours to greet her.*

2. to denote an action which was no longer going on at a definite moment in the past, but which had been in progress not long before. '

He was tired. He had been repairing the roof of the house.

Remember that the Present Perfect Continuous becomes the Past Perfect Continuous in the reported speech, (*have/has been doing* —> *had been doing*)

Practice

1. Analyze the tenses in the following conversation.

Alex = A, Betty = B

A: Have you passed your driving test at last?

B: Yes, I passed it \ month ago.

A: My congratulations! How long had you been trying to pass it?

B: Five years.
A: I suppose you had been having lessons all that time.
B: That's right. It had cost me about a thousand pounds.
A: I heard you had also been saving for buying a car. How long had you been saving?
B: Since 1995.
A: How much have you saved?
B: Over 4,000. That was enough for buying a nice secondhand car.
A: Well, all the best with your car driving.
B: Thank you.

2. *Use the Past Perfect Continuous.*

1. She (study) English for two years before she got this job.
2. - What the children (do) before they went to bed? - They (do) their homework for two hours.
3. We (wait) for three-and-a-half hours when John finally arrived. I wonder what he (do) all that time?
4. Bill (do) military service for eighteen months. Yesterday he returned home.
5. We (travel) for about four hours when I realized that something was wrong with one of the types.
6. We (sit) in the cafe for half an hour until the rain stopped.
7. He (work) in the garden, but he stopped when he saw us.
8. I couldn't drive to work because my sister (use) my car for a month and something was wrong with it.
9. They were very angry. They (try) to see you for two hours but you were not in.
10. I (listen) to her complains all day before I dared to tell her what I really thought of it.
11. The girl (look for) her doll the whole morning before she found it in her bed.
12. How long you (do) this translation before you finished it?
13. Yesterday morning I got up and looked out of the window. The sun was shining brightly but the ground was wet. It (rain).
14. When the boys came into the room, their shoes were dirty. They (play) football in the yard.
15. I was very tired when I arrived home. I (work) hard all day.
16. We (play) tennis for about half an hour when it started to rain very heavily.
17. My father gave up smoking a year ago. He (smoke) for 30 years.
18. At last the bus came. I (wait) for 20 minutes.
19. My mother was sitting in the armchair watching TV-set. She was tired because she (clean) the house all evening.
20. I (repair) my car for two hours before it started raining.
21. He (serve) in the army for a year when the war broke out.
22. The travellers (walk) through the forest for an hour when they discovered that they had lost their way.
23. Ann's eyes ached because she (use) the computer all day long.
24. When he phoned, I (have) a piano lesson for half an hour.
25. The children were happy. They (swim) in the pool for a long time.
26. The company went bankrupt, it (lose) money for months but they didn't manage to do anything.

3. *Complete the conversation. Put the verbs in the Past Perfect Continuous or in the Past Perfect.*

Richard = R, Vicky = V

R: How was your job interview?

V: Awful. I felt terribly nervous. I (worry) about it all week. And I was tired because I (work) on my project the night before. I (not to look) forward to the interview at all.

R: So what happened?

V: The woman interviewing me was half an hour late because she (deal) with an unexpected problem, she said.

R: How did the interview go?

V: Well, I tried to sound confident. For two weeks. I (read) a book that says what you have to do in job interviews. But I don't know if I gave the right answer.

R: Don't worry. I think you were the best among the other candidates, besides you (train) as a cook for six months.

V: Let's hope for the best.

4. *Read a situation and then write a sentence.*

Model: The two boys came into the house. One had a black eye and the other had a cut lip. They (fight). - They had been fighting.

1. Tom was watching television. He was feeling very tired, (he/study/hard all day.) 2. When I walked into the room, it was empty. But there was a smell of cigarettes, (somebody/smoke/in the room.) 3. When Mary came back from the beach, she looked very red from the sun. (she/lie/in the sun too long.) 4. The two boys came into the house. They had a football and they were both very dirty, (they/play/football.) 5. Ann woke up in the middle of the night. She was frightened and she didn't know where she was. (she/dream.) 6. She spoke English well when she visited Canada. (she/study/English/for five years.) 7. I wrote to the firm regularly, but they still didn't answer, (for months.) 8. We were cooking for the party. By 8 o'clock we still weren't ready, (all day.) 9. The machine was still working when I got in. (my mother/do the washing.) 10. The children were doing their homework. But by 10 o'clock they still hadn't finished, (since/they/come home/from school.) 11. I knew you (paint). - How did you know? - Your hair was covered with paint. 12. You were out of breath when you came in this morning, (you/run?) 13. We were walking along the road. Twenty minutes later a car | stopped and the driver offered us a lift. 14. When I arrived, Ann was rather annoyed. I was 20 minutes late, (she/wait.)

5. *Describe a situation in one sentence.*

Model: a) We began playing football. After half an hour there was a terrible storm. - We had been playing football for half an hour before there was a terrible storm.

b) The children were making a terrible noise. They were punished.

The children were punished because they had been making a terrible noise.

1. The orchestra began playing at the concert. Ten minutes later a woman in the audience suddenly began crying.
2. I had arranged to meet Tom in a restaurant. I arrived and began waiting. After 20 minutes I realized that I had come to the wrong restaurant.
3. Mr and Mrs Jenkins went to live in the south of France. Six months later Mr Jenkins fell ill.
4. A month ago I broke my umbrella and took it to the nearest repair shop. Yesterday I took my umbrella back.
5. Mr Finch decided to save for buying a new house. Three years later he bought the house he wanted.
6. The child was playing in the yard. Two hours later his mother called him home.
7. The farmers were making hay in the meadow. Some hours later it started to rain.
8. Kate was lying in the sun. She got burned.
9. Richard was driving too fast. A policeman stopped him.
10. The girl was crying. She looked upset.
11. The children were playing with matches. They started a fire.
12. A young man stood under the tree. He was struck by lightning.
13. It was 2 o'clock. I started cleaning the flat two hours ago.
14. He worked hard. He passed his exams successfully.
15. They were discussing the book at the lesson. I knew about it.

6. *Using the information given, complete each sentence with a suitable verb. Use the Past Perfect or the Past Perfect Continuous. Model: My father worked in the garden all afternoon. Then he took a hot bath.*

My father took a hot bath because he had been working in the garden all afternoon.

1. Dan went for a walk. In the woods he saw some rare birds. When he got home, he wrote a letter to the local newspaper about them.
2. My friend came top in the final examination. Her father bought her a car as a reward.
3. John came home from work early. He cooked lunch. His family were very impressed.
4. Ann worked very hard all morning. Her boss gave her an extra half hour for lunch. She

boasted about it.

5. Bill went to the disco. He came home very late. His mother was worried and she told him off when he got in.

6. Alex tried to mend a broken window. He cut his hand. He went to hospital.

7. I lost my watch. We had looked for it for hours. I was very pleased when my son found it.

8. Julia attended a language course. She made some new friends. She sent postcards to them.

9. There was nobody in the room but there was a smell of cigarettes.

10. When I got home, my younger brother was sitting in front of the TV. He had just turned it off.

11. I woke up in the middle of the night. I was frightened. I saw a nightmare.

12. I arranged to meet Tim at the station. He didn't come. An hour later I went home.

7. *Complete the following conversation, using the verbs in the proper tense.*

Gary: Jean, I'm surprised to see you.

Jean: Well, I think you owe me an explanation.

Gary: Me? What about you? I (see) you in the cafe last night. We (arrange) to meet at the cinema, if you remember.

Jean: So why you (not to come) into the cafe if you saw me?

Gary: I (be) too angry and cold. I (wait) outside the cinema for three-quarters of an hour.

Jean: But why? You (not to get) my note?

Gary: What note?

Jean: The note I (leave) here yesterday afternoon. When I (go) past the cinema yesterday lunchtime I (notice) that they (change) the film. So I (put) a note under your door to tell you.

Gary: I (not to find) any note.

Jean: It must be here. Let me look. Yes, oh dear. I'm afraid it (slip) under the mat.

Gary: Oh. I'm sorry I was angry. It's just that, well, while I (wait), I was worried about what (happen) to you. And then, I (see) you in the cafe. You (laugh) with your friends and I (realize) that you (sit) there quite comfortably with them all evening. I (just lose) my temper.

Jean: Never mind. Lets forget it. Where shall we go now?

8. *Put in the correct form of the verbs.*

1. Tom could hear shouts from the flat next door. His neighbours (argue) again.

2. Emma went into the sitting-room. It was empty, but the television was still on. Someone (watch) it.

3. I (play) tennis, so I had a shower. I was annoyed because I (not win) a single game.

4. The walkers finally arrived at their destination. They (walk) all day, and they certainly needed a rest. They (walk) thirty miles.

5. When I saw Nick last week, he said he (stop) smoking. But when I saw him two days later, he (smoke) a cigarette. He looked rather ashamed.

6. I had to go and see the dentist. One of my teeth (ache) for weeks.

7. When Melanie arrived at David's place, he (lie) on the sofa reading a detective novel. He (buy) it at the

second-hand bookshop, and he (read) it for most of the afternoon.

9. *Put in the Past Perfect, the Past Perfect Continuous or the Past Indefinite.*

Cooking the Books?

Old Mr Williams was very concerned. He and his wife were pensioners and he (spend) the whole morning looking for their pension books. He (look) everywhere, but he (not be able) to find them. Meanwhile, his wife (be) busy. She (cook) all morning. She (prepare) a delicious meal. She (make) soup, followed by a lovely pie, which she (bake) in the oven. Mr Williams (always enjoy) his food, but he clearly wasn't enjoying his lunch. "What's the matter, Tom?" his wife asked. Mr Williams (have to) confess that he (lost) their pension books. "I know", Mrs Williams (say), with a twinkle in her eye. "I've got them". "You've got them?" "Yes - and guess where I (find) them!" Mr Williams suddenly remembered. "In the oven! I (put) them there for safe-keeping". He (smile) with relief as she (fish) them out of her apron pocket!

10. *Supply the proper tense form.*

They had been Working all Evening

It was 10 o'clock at night. The officers of "The Daily News" (buzz) with excitement. The deadline for the paper (be) in half an hour and they (try) to finish the front page. Everyone (work) all

evening without a break. Some of the journalists (stay) at the office since early in the morning. They all (try) to get an exclusive story, to find out something that no other journalist (discover). The main story was a big one. The Prime Minister (resign). Everyone knew that his government (have) lots of problems in the last year but his resignation (be) nevertheless a big surprise. Rumours (go) round all day about the real reasons for the announcement. Some said that he (be involved) in some financial scandal. Others said that he (see) another woman. All the papers (work) all day to get the best story. And they (do) their best to find out what the other papers (say). The whole day (be) very tense. Suddenly the editor (ask) to be quiet. There (be) a telephone call from the Prime Minister's office.

11. Complete the sentences using the Past Indefinite or the Past Continuous, the Past Perfect or the Past Perfect Continuous.

1. I never (lend) a friend a large amount of money, because I always (think) it would almost certainly be the end of the friendship. But one day I (have) a very good reason for borrowing money myself. I (need) an urgent operation.
 2. We think of democracy as a modern invention, but in fact the world's most perfect democracy probably (exist) in Ancient Athens in 500 B.C. - if you (be) not a woman or a slave.
 3. Two French architects - Frederic Augusta Bartholdi and Alexander Gustave Eiffel (design) and (build) in Paris the Statue of Liberty which has stood on Liberty Island in New York Island since 1886.
 4. My brother (work) in a bank for about five years, and actually he wasn't very ambitious or career-minded. Then a new manager (persuade) him to take the job more seriously, so he (start) studying to become a manager himself. For five years he (go) to evening classes to get qualifications he needed... but it was worth it.
 5. It (snow) when I (get up) this morning. The children next door (make) a snowman. I quickly (put on) my warm clothes and (race) outside to help them.
 6. Ann was worn out. The baby (cough) all night and she (not to get) any sleep.
 7. Our team (play) really well. We (win) at half time, but in the end we (lose).
 8. Kate was a successful model before she (become) a teacher. She (earn) a lot of money for a few years but then she (give) it all up for the classroom.
 9. When my mother (come) downstairs this morning, she couldn't believe her eyes. We (do) all the washing-up and (made) breakfast for her. We (work) for an hour before she (wake up).
 10. Imagine my delight when I (do) really well in all my exams! My childhood dream (come) true and I (become) a student of the university.
 11. She (live) in Oxford when she (meet) her husband. They (go out) for two years before they (get) married.
 12. Long, long ago the people of Egypt (make) paper from the tall grass that (grow) on the banks of the river Nile.
 13. In 1812 Charles Babbage, a professor of mathematics at Cambridge University (invent) the first calculating machine which (do) complicated calculations faster than any mathematician.
 14. I found a camera you (leave) in hotel room 222 where I (stay) for a week before they offered me a single room.
 15. Once I (tell) him the truth, I (feel) better. For many years I (keep) it a secret.
 16. It was 1 o'clock and the dog from next door (bark) for two hours. I wondered what (happen) there.
 17. My friend was 26 last month. He (start) working for the company when he (be) eighteen. He quickly (climb) the career ladder and not long ago he (become) the youngest managing director the company ever (appoint).
 18. She said she (try) to phone me since morning, but nobody was at home.
 19. No sooner I (get) home than the telephone (ring). My mother (call).
 20. After the students (pass) their exams, they went out to celebrate. Alex (not to go) anywhere because he (fail) his last exam. He said he (have) a lovely time and (not to prepare) for the exam properly.
 21. When we arrived at the station, Alex (wait) for us for half an hour already. He (wear) a white suit and (look) very handsome.
 22. I heard that Peter (get married). You (know) him quite well, didn't you? - Yes, we (work) for the same company for five years before he (find) another job.
- 12. Read and retell the following texts.*

After the Fire

Firemen had been fighting the forest fire for nearly three weeks before they could get it under control. A short time before great trees covered the countryside for miles around. Now, smoke still rose up from the warm ground over the desolate hills. Winter was coming on and the hills threatened the surrounding villages with destruction, for heavy rain would not only wash away the soil but would cause serious floods as well. When the fire had at last been put out, the forest authorities ordered several tons of a special type of grass-seed which would grow quickly. The seed was sprayed over the ground in huge quantities by aeroplanes. The planes had been planting seed for nearly a month when it began to rain. By then, however, in many places the grass had already taken root. In place of the great trees which had been growing there for centuries, patches of green had begun to appear in the blackened soil.

An Incident Abroad

Oh, yes, something like that happened to me once in Spain actually, in Barcelona. I felt very stupid afterwards.

I'd just arrived in Barcelona on business and after checking into my hotel I decided to go for a walk down the main street just

to get the feel of the place again and as I was window shopping minding my own business, a man came up to me and looked very worried, sounded very worried and said "Oh, excuse me. Do you speak English?" And I said, "Yes, I do". But also realized from his accent that he was a German and so I, having lived in Germany, spoke to him in German and he explained to me that he and his friend had been staying in a hotel in Barcelona and the night before they had had everything stolen from their hotel room, all their money, all their belongings, everything. And all day at the German Consulate they had been trying to get through to Germany in the hope of having some money sent, and by this time it was about 6.30 in the evening and he said the Consulate had been totally unsuccessful and he and his friend had no money. They hadn't eaten all day. They didn't know what they were going to do. They were terribly worried and could I possibly help them by giving them some money and I thought for a moment and I thought, "Well, he seems very genuine. He's well dressed, well spoken, quite friendly". He seemed quite intelligent and I thought, "Well, I'm sure if I gave him some money he'd give it back to me" and I said, "Well, yes, OK", and I opened my purse and I gave him a hundred peseta note. Not being used to the money because I'd only just arrived I thought well a hundred peseta note is really quite a lot of money and I said, "Well if you'd like to give it back I'm living at that hotel down the road". He wrote the name of the hotel down and said, oh yes, you know, he'd bring it back and so on. And we parted and a few minutes later I was sitting in a cafe, having a cup of coffee thinking about the whole event and I began to realize how very stupid I'd been. Not only was 100 pesetas in fact very little money. It was about 70 or 80 p. That made me feel guilty that I'd asked for it back believe it or not but I also realized that the whole thing had just been a confidence trick and I would never see the money again.

Task: Ask all possible questions on the texts above. Work in pairs.

The Future Perfect Continuous

The Future Perfect Continuous is formed with the auxiliary verb **to be** in the Future Perfect and **Participle I** of the notional verb.

In interrogative form the first auxiliary verb is placed before the subject.

In the negative form the negative particle **not** is placed after the first auxiliary verb.

The Future Perfect Continuous is used

to express an action which will begin before a given moment in the future, will be going on over a period of time to that moment and will be going on at that moment.

By next year my mother will have been teaching English for twenty years.

I'm sure, we'll have been living in this old house for years before we buy a new one.

But if we mention the number, or divide this action in any way, we must use the Future Perfect.

By the end of the year my coach will have trained more than one hundred sportsmen. He will have been training them for twenty years by that time.

By his 50 birthday Mr Green will have been acting for twenty-five years. He will have played the leading parts in many performances and films.*

Practice

1. Analyze the tenses in the following conversation. **How Long Will You have been Doing It?**

A: Bill, how long *will you have been studying* at the university before you've got your first

degree?

B: *I'll have been studying* for three years before I've got a bachelor's degree.

A: How long *will you have been learning* English before you've passed it?

B: *I'll have been learning* English for four years before I've passed it.

A: How long *will you have been working* as a lawyer before

you retire? B: I hope, *I'll have been working* as a lawyer for 40 years

before I retire. A: Success attends you!

2. *Use the Future Perfect Continuous.*

1. By next year we (live) in this city for twenty-five years.

2. By this time next week, he (work) on his book for a year.

3. Do you realize that on September 15, you (repair) our car for three months?

4. We (fly) non-stop for three hours before we get to London tomorrow.

5. Radio waves from Earth (travel) for light years before anyone picks them up.

6. I (write) my course paper for two month before I defend it.

7. The children (play) out of doors the whole evening till their parents return home.

8. My father (dig) in the garden for three hours before he plants these bushes.

9. We (admire) the beautify of Italy for two weeks before we leave home.

10. By the time he arrives, I (pick) apples in our garden for two hours.

11. My mother (sit) in front of the TV-set for the whole evening till I come home.

12. By the end of this year I (live) in England for three years.

13. I (cook) for a few hours before the quests arrive.

14. The children (decorate) the New-Year tree for the whole evening before they go to bed.

3. *Describe the situation, using the Future Perfect Continuous and the proper verb form in the subordinate clause: the Present Indefinite or the Present Perfect. Model: By the time / he / to retire / he / to climb mountains / for*

twenty years.

By the time he retires he will have been climbing

mountains for twenty years.

1. The children / to do homework / for two hours / before / the film/ to begin.

2. The students / to prepare for the exam / for three days / before / they / to pass / it.

3. The staff of the company / to discuss the project / for a few days / before it / to be signed.

4. I / to translate the article / for an hour / before / I / finish / it.

5. We / travel / in France / for a fortnight / before / we / to go to England.

6. I / to pack my things / for two hours / before the taxi / to arrive.

7. Mr Smith / to check up the students' papers for an hour / before / they / to show the football match on TV.

8. By the end of the year / I / wear this suit / for two years. It's time I bought another one.

9. I / to stay in this hotel / for two weeks / by the end of my business trip.

10. Mrs Green / to take care of her grandchildren / for a month / until / her daughter / to return from abroad.

11. I / to paint the floor in the house / for a few days / before / we / to move in.

12. By the end of this month / this shop / to sell / furniture / for a year.

13. I see my bicycle is not ready yet. How long / you / to repair it / before / I / to be able / to use / it?

14. It's raining cats and dogs. I wonder / how long / it / to rain / before / we / to be able / to go for a walk.

15. The artist / to paint / his new picture / for about 6 month / before / he to expose / it / at our local museum.

16. By the end of next month / my grandfather / write / his memoirs of the war for a year.

4. *Use the Future Perfect Continuous or the Future Perfect. Note where both are possible.*

1. By the end of March he (live) here for three years.

2. They will be tired when they get there. They (travel) all day.

3. The (have) lunch by the time we arrive.

4. We (fly) nonstop for six hours by the time the plane lands.

5. I (work) for this company for thirty years by the end of October.

6. By July I (learn) English for three years.

7. They (stay) here for five weeks by Monday.

8. By tea time she (play) tennis for three hours.
9. By next June Ann (study) in London for a year.
10. The children (sleep) for eight hours by breakfast time.
11. I (write) a thesis for two six months by the end of the year.
12. How long you (study) in this group by February?
13. I (write) my homework by six o'clock.
14. They (complete) the new bridge by the end of the year.
15. By the end of this week, I (wait) three months for my car to be repaired.
16. I hope I (finish) this report by the end of the day.
17. She (leave) for work before the children get home from school.
18. They (complete) work on the great dam by the end of this decade.
19. He (work) in the North for two years by the time he retire.
20. By the end of the year he (climb) 10 mountains. He (climb) for 10 years by that time.
21. By the end of this month I (save) for three years, and I hope I (buy) a new car by my wife's birthday.

5. *Make up short dialogues according to the model, using the Present Perfect or the Future Perfect Continuous.*

Model; A: Have you just started cattle farming?

B: Oh no. By the end of the month I'll have been cattle farming for five years. (*I shall* is the technically correct form here, but *I will/I'll* is more often heard.) 1. collecting stamps? 2. painting? 3. playing the violin? 4. sailing? 5. complaining? 6. going to meetings? 7. writing to the papers? 8. translating documents? 9. flying jets? 10. reading The Times? 11. working for Bill? 12. riding a motorbike?

6. *Put the verbs into the Present Indefinite or the Future Indefinite, the Present Perfect or the Future Perfect, the Future Continuous or the Future Perfect Continuous Tense.*

1. I think she (hear) all about it by the time I (see) her.
2. I promise, I (finish) this book by the weekend and then I (give) it to you.
3. The children (be) hungry when they (get in) because they (run around) all afternoon.
4. This government (be) in power for eight years soon but I don't think they (win) the next election.
5. You have breakfast already? If not, I (make) you something.
6. Don't phone them now. They (not get) home yet. They (probably get back) at about half-past eight.
7. I think they (finish) building the house by the time the winter (come) and then we (move in) by the New Year.
8. I expect they (be) tired when you (see) them because they (work) all day.
9. If I (come) and see the film with you on Saturday, I (see) it six times. But it's the best film I ever (see). I think you (love) it.
10. Why don't you come round at 9 o'clock? The children (go) to bed by that time so it (be) nice and peaceful.
11. They might be tired when you see them because they (work) hard since morning.
12. We hope that life in this region (return) to normal within a couple of months, although it (take) many years before they (repair) the structural and emotional damage of the war.
13. You (lend) me your season ticket? - I (not to lend) it to you because it's against the law.
14. When I get home, my dog (sit) at the door waiting for me. I (feed) the dog before I (go) to bed.
15. You (have) lunch with me tomorrow? - I'd love to, but I'm afraid I (do) my exam at that time.
16. He spends all his spare time planting trees. He says that by the end of next year he (plant) more than one thousand.
17. I hope they (repair) this road by the time we (come) here next summer.
18. I know that the first day of the term (be) horrible for me, for everybody (talk) about their holidays and they (show) photographs of foreign beaches, but as I (not to be) anywhere I (feel) terrible of it.
19. You (read) the notes for the meeting? - No, not yet, but tomorrow I (sit) on the bus for two hours, so I (do) it then.
20. The government (make) a promise. They (not to increase) taxes during the next year.
21. Would you like to come over for dinner on Sunday? - Well unfortunately, I (work) all day and

I (be) very tired.

22. I'm going to Hyde Park to hear the people making speeches. - By the time you (get) there they (finish) their speeches and everybody (go) home.

23. In the future more and more people (use) mobile telephone. It's the first time I (use) this telephone today.

24. I hope you (inform) me as soon as the director (sign) my application. - Don't worry I think he (sign) it by tomorrow.

7. Use the proper tense form applying the sequence of tenses rule.

1. I asked the clerk at the enquiry-office if I (have) to change when I (go) by train to Moscow and if the tram (arrive) on time as my father (wait) for me at the station.

2. We knew that our boss (catch) a cold when he (go) on business and (be ill) for two weeks already and nobody (know) when he (recover).

3. She told me last night that she (be going) for a swim in the morning if she (wake) early.

4. He hoped that he (have) a good rest if he (go) on holiday alone.

5. I knew that she (be worried) by the letter she (receive) some days ago, and was glad to know that things (take) a turn for the better.

6. At last we knew him well enough to ask about what (happen) to him when he (refuse) to join our company.

7. We hoped that we (arrive) at the station just on time and were very disappointed when we (find) out that our train (leave) already.

8. She said nothing to me except that she (turn) down the job she (look) for so long. She couldn't give any explanation until she (understand) herself what (happen).

9. An old friend of mine rang me up and asked if I (have) a good time in Italy and if I (go) to the concert with him in two days as he already (buy) the tickets.

10. Nobody understood why she (invent) that story and (not tell) the truth about him.

11. I didn't think I ever (see) him before, and hoped I never (see) him in future.

12. He was sure that nobody (disturb) him when he (work) at his report in the library.

8. Read the text and discuss the information given in each paragraph.

Use the following words and phrases often used in discussions: *in my opinion, personally; on the contrary; obviously, actually;*

hopefully; I suppose; as a result, eventually; in conclusion, to sum up; evidently, apparently; luckily, fortunately, etc.

This Changing World

What will our world be like in the 21st century? Scientists today are analyzing statistics that show how the world has changed in previous years and using them are trying to predict the future. They want to know what sort of jobs we will be doing, what technology we will be using in our daily lives, what kind of homes we will be living in and what our world will look like in the 21st century.

There are some growing trends and the scientists' predictions for the future.

The first computers appeared right after World War II and since then they have been changing the lives of millions of people all over the world. Computers have already become the foundation of the modern working world. Today, virtually all types of jobs use them to some degree and all the countries are affected by the "computer revolution". In the 21st century most families will be using computers in the home to do a wide variety of tasks. The vast bulk of the technology we will be using a generation from now already exists in some form. Over 3 million British households have personal computers today and a further 650,000 are expected to acquire them in the next year. In 25 years' time computers will be a million times faster than they are today and will work in a way that resembles the human brain. They will have become easier to use, but anyone who has not learnt how to use the new technology will be seriously dis-advantaged, particularly in the field of employment.

In the 21st century we will almost certainly be living in a warmer world. The world will continue to use fossil fuels which release carbon dioxide, the main cause of global warming. Damage done to the ozone layer by man-made chemicals will mean that our children will have an increased risk of developing skin cancer. We will be living in a world with less energy available and we will be forced to reduce our energy consumption.

By the beginning of 21st century a population explosion will have taken place in the developing world. In developed countries, the size of the population will have established, but the proportion

of older people will have increased dramatically and there will be problems associated with care of the elderly and increasing pressure on tbc medical services. It may no longer be possible for the government to provide pensions for everybody.

Statistics show that society is becoming more violent. 95% of Britons think that it is unsafe to walk the streets at night; 85% believe that it used to be safer 30 years ago. The average person's risk of becoming a victim of violent crime has trebled since 1979. This trend will almost certainly continue. Rising crime will be one of the main problems that people in the 21st century will have to deal with.

Discuss: The 21st century: for better or worse.

Use the following words and phrases in your discussion. to be optimistic / pessimistic about the future; to look forward to; to be a better / worse place; to be nervous about the future; to expect a drop / a rise in standards of living; growing unemployment; to have little confidence in the government; the future looks good / hopeless; to enjoy great security; to find the cure for many life-threatening diseases, etc.

Tense Revision (Active Voice)

11. *Choose the correct word or phrase in each sentence.*

1. When *did you last go/have you last been* to the cinema?
2. We'd better wait here until the rain *stops/will stop*.
3. I've finished my exams, so *I'm having/I have* a party tomorrow.
4. Why *do you stare/are you staring* at me like that? - You *look/are looking* beautiful today.
5. When the phone rang I *had/was having* coffee in the kitchen.
6. I can't go out because I *haven't finished/I didn't finish* my homework yet.
7. How long *are you working/have you been working* here?
8. I'm waiting for Kate. *Have you seen/Did you see* her?
9. Your suitcase looks very heavy. *Will I/Should I* help you?
10. When I was a child, I *used to ride/was riding* a tricycle.
11. What *do you do/are you doing!* - I'm a student.
12. When we arrived home, it already *stopped/had stopped* raining and the children *sat/were sitting* outside the door waiting for us.
13. At the beginning of the film I realized that I *saw/had seen* it before.
14. I'll get in touch with you as soon as I *know/will know* the results.
15. I'm sorry, I can't talk long. I *study/am studying* for an examination.
16. I *stay/am staying* at the Hotel Superior. Why don't you call me?
17. "What did you *do/were you doing* when you saw the snake?" - I ran away!
18. By the time the police get there, the burglars *will have va-n ished/van ished*.
19. I'm sorry I *haven't written/I didn't write* to you lately, but *I've been working/worked* hard this term.
20. When I was on holiday last summer, I *was going/went* to the beach every day and *lie/was lying* in the sun since morning till afternoon.
21. The last bus *had gone/went* so I *made/did* my way on foot.
22. Athens *is/are becoming* more and more attractive to tourists. *Have you made/done* much progress with your Greek⁹
23. Although the city *seem/seems* to some big and noisy, tourists still *find/are finding* a lot of quiet places with romantic atmosphere to enjoy a tasty Greek meal and listen to traditional music.
24. The number of taxis in Athens *is/are* amazing and apart from the rash hour it is quite difficult to get hold of one when one *need/needs* it.

2. *Complete the second sentence so that it has a similar meaning to the first sentence. Model:*
He left before my arrival.

When I arrived, he had already left.

1. In the middle of my meal, the telephone rang (while).
2. I'm sorry, but Mrs White isn't here (go out).
3. I last saw David in 1990 (since 1990).
4. Are you free tomorrow evening? (do).
5. I have come to stay with you for the weekend (stay).
6. What's your usual time of arrival at school? (When?)
7. My niece started playing tennis six months ago (for six months).

8. I'll wait here until it stops raining (when ... leave).
9. Do you need any help with your suitcase? (Shall ...?)
10. I'm not very good at this game (play). L. You are always late! (never come).
12. I'll be too busy to meet you tomorrow. (I think/ ... not meet.)
13. I started working three years ago (for three years).
14. Hurry up! We'll get to the theatre after the beginning of the play. (By the time)
15. Oh no! My wallet is missing. (Oh, no! ... lose.)
16. Our meeting is tomorrow, (have/ tomorrow.)
17. Do you know how to drive this kind of car? (before.)
18. I haven't been to the cinema for two months. (The last/ ... ago.)
19. We have never flown in helicopter before. (This is the first time)
20. This is my first visit to Japan. (It's the first time... .)
21. Their twenty-fifth wedding anniversary is at the end of next year. (By the end of next year /... to be married.)

3. *Open the brackets.*

At the Dentist's

I was on time for my dentist's appointment, but the dentist (be) still busy with another patient, so I (sit) in the waiting room (and (read) some of the old magazines lying there. While I (wonder) whether to leave and come back another day, I (notice) a magazine article about teeth. It (begin): "How long is it since you last (go) to the dentist? (you go) regularly every six months? Or (you put) off your visit for the last six years?" Next to the article (be) a cartoon of a man in a dentist's chair. The dentist (say), I'm afraid this (hurt). I (suddenly realize) that my tooth (stop) aching. But just as I (open) the door to leave, the dentist's door (open). "Next, please", he (call), as the previous patient (push) past me. "Actually I'm not here to see you, I (wait) for my friend", I (shout), leaving as rapidly as I could.

(You ever do) this kind of thing? Surely I can't be the only person who (hate) the dentist!

4. *Put the verbs in brackets into the proper tense form. Complete the stories.*

1.

It (happen) in June 1995. It (be) summer and we (all/lie out) in the garden. My mother (read) and my uncle (just/doze) in the sun. We, children, look for) worms and insects. And then he (arrive). He (be) a tall, handsome man with piercing blue eyes and he (look) straight at my mother. Her face (go) pale and her eyes (open) wide with shock. "Arthur, I (think) you (be) dead", she (say) in a kind of whisper.

2.

A: I (phone) you at about 9 o'clock this morning but you (not answer). What (you/do)?

B: Well, I (hear) the phone but I (have) a shower and I could not get out in time to answer it. Anyway, what (you/want)?

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

B: My letters?

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

3.

Last night Jake (wake up) at about 3 a.m. As soon as he (wake up), he (listen out) for strange noises but he (not hear) any. His father (snore) in the next room, some central heating pipes (make) a bit of a noise and a tap (drip) in the bathroom. It was all as usual. Jake (open) the window and (look) outside. The moon (be) full and it (shine) brightly. Jake (think) he (see) an owl in one of the trees. He certainly (hear) one. But then he (see) something different. A man - no, it (be) a woman. She (wear) white and she (hide) behind a tree. Suddenly she (run) towards the house. Jake (shut) the window and (not know) what to do. He (remain) motionless for a minute and then

5 *put each verb in brackets into a suitable tense.*

1 While I (try) to get my car started, a passing car (stop) and the driver (offer) to help me.

2 The police (pay) no attention to the woman's complaints because she (phone) so many times before.

3. They (get) married next month and they (want) you to come to the wedding.

4. I (phone) about your advertisement for a bicycle for sale, which I (see) in the local paper. (You sell) it or is it still available?

5. The police (think) that they (find) your missing wallet, so call this number.
 6. Sorry, could you say that again? I (not listen) to you.
 7. We (walk) for two hours already. Let's have a rest. We (not, eat) anything since morning.
 8. This tooth (kill) me lately! So I (make) an appointment with the dentist for Monday.
 9. The train (arrive) at 8 tomorrow evening, so I (meet) them at the station. I (take) a taxi.
 10. Which hotel does (she stay) in when she (come) here? - Oh, I (see) her today. She (come) yesterday and (stay) in the Orion. - You (happen) to know her telephone number? - Sure.
 11. I (stand) here for a quarter of an hour already. I'll get some money from the bank when it (open). - What you (want) to buy? - I (go) on holiday tomorrow and (return) in a month.
 12. I'm sure you (feel) better after you (take) the medicine. I (want) you to believe me.
 13. When I (see) her tomorrow, I (tell) her this news, if she (want) to listen to me.
 14. She (carry) this heavy bag all the way. That's why she is so tired. Why you (not/help) her?
 15. (you ever think) what exactly (you do) after you (graduate) from university?
 16. According to computer experts, computers (make) soon accurate predictions about the future, but people (not be able) to do it.
 17. Professor Vincent, from Cambridge University (believe) that by the 2050, computers (replace) teachers, and (also do) most of the jobs that the police (do) now. "Computers (become) more intelligent all the time", he says. "Soon they (direct) traffic and (teach) our children and also they (tell) us about the future!"
 18. Venice slowly (sink) into the sea. Scientists (try) to save it and (work) hard at this problem for many years already. But by the time they (find) the answer, the city probably (sink)
6. *Open the brackets, using the proper form of the verb.*

1.

Dear Aunt Jean,

I (just write) to tell you how much I (appreciate) the money you (send) me and to tell you how I (get on) in my first term at university. I (study) quite hard, but at the moment I (spend) a lot of time just making friends. I (think) I (buy) some new clothes with the money you (send). Everything (cost) a lot here, and I (save) to buy a winter coat. It (get) really cold here in the evenings. I (also learn) to drive.

With love. Kate

2. In the Countryside

I (come) from a large family and recently my parents (decide) that they (spend) enough living in an overcrowded house in London. "We (move) to the country", my father (announce) one evening. "I (sell) this house, and we (live) on a farm". So last week we (load) all our possessions into two hired vans and for the last few days we (try) to organize ourselves in our new home. The house (be situated) among beautiful scenery, two miles from the nearest village surrounded by fields. On a hill a short distance from the house is a wood, and a small stream (flow) past the end of the garden, which also (contain) a small pond. The name of the house, Rose Cottage, is on the garden gate from which a path (lead) to the front door. The village nearby (have) a post office, pub and supermarket, and there (be) a railway station three miles away. Unfortunately the school in the village (close down) two years ago, and my parents (not find) another school for us yet. But, fortunately, the surroundings (be) really very beautiful. As the days (be) very hot, we (look) forward to cool evenings. My parents (spend) a lot of time in the garden. Yesterday my mother (hurt) herself on a thorn while she (pick) some roses. I (dream) to see our garden in spring, when all apple trees (be) covered in white blossom. Father (just become) a member of the fish club. My elder brother (work) as a car mechanic in a local garage for a week already and he says he (earn) a high salary. Mother (think) about getting a job as a typist. Mrs Grant, our neighbour, (be) a good employer and (pay) her staff well. I (be) afraid we (have to go) to the nearest school by bus, as our parents (be) very busy to drive us there in the car.

7. *Use the proper form of the verbs. Complete the story.*

Birthplace

When the bus (stop) in a small square, Jane (read) her magazine and (not realize) that she (arrive) at her destination. "This (be) Santa Teresa", Martin (say). "You (arrive) home! I suppose your aunt (wait) for us. Come on. I (carry) the bags!"

Jane (think), "All those years when I (live) in New York, I (use) to dream of this moment. And now it (be) real, I can't believe it. Here I am, I (stand) really in the square".

Santa Teresa (be) Jane's birthplace, but she (leave) the town at the age of six. She had some memories of the town and some photographs but she (not know) anybody here, except her aunt Maria who (live) not far from the town since she (get) married.

Nobody (wait) for them in the square. Perhaps her aunt (not receive) Jane's letter. "What we (be going) to do now?" asked Martin. "There (not be) even a hotel here! We (take) the last bus from here or we (go) to your aunt's place?"

Jane (not be) very surprised. She (think) her aunt (be) too busy to meet her at the station, but she (say) nothing. Just at this time a car (stop) in front of them. The driver (open) the door and (say), "Please, follow me".

8. *Put the verbs in brackets into the correct tense form.*

1. The director (not to allow) the actors to travel by air while they (work) on the film last time.
2. When I arrived at the meeting the first speaker just (finish) speaking and the audience (clap).
3. I remember that while I (learn) to drive I (have) ten accidents.
4. Yesterday he (have) a bad fall while he (repair) the roof of his house.
5. While we (fish) someone came to the house and (leave) this note for us.
6. The exam just (begin) and the candidates (write) their names at the top of their papers.
7. I lit the fire at 6.00 and it (burn) brightly when Jane (came) in at 7.00.
8. When I arrived, the lecture (start) already and the professor (write) something on the blackboard.
9. He was very polite. Whenever his wife (enter) the room he (stand) up.
10. What you (think) of his last book? - I (like) it very much. It's the most interesting book I ever (read).
11. When she (leave) school, she cut her hair and (wear) it short ever since.
12. Mr Blake is the bank manager. He (be) here for twenty-five years. He says he (be going) to retire soon.
13. We (miss) the last bus. Now we (walk) home in the rain and (feel) ourselves miserable.
14. You (know) that lady who just (leave) the shop? She (be) a customer of yours?
15. You (see) my bag anywhere? I (look) for it for ages but I haven't found it yet.
16. You are tired. You (drive) all day. Let me drive now.
17. That helicopter (fly) round the house for the last hour. You (think) it (take) photographs?
18. The radio (play) since 7 a.m. I (have) a headache, and I want you to turn it off.
19. He (study) Russian for two years but he (not learn) even the alphabet yet.
20. That house (be) empty for a year. But they (take) down the "For Sale" sign today, so I suppose someone (buy) it already.
21. I (phone) you twice yesterday and (get) no answer. Where (you be) and what (you do) the whole day?
22. It (snow) for three days now. The roads (block) if it (not to stop) soon.
23. He (sleep) since ten o'clock. It's time he woke up. He (be) to be at college in ten minutes.
24. I only (hear) from him twice since he (go) away. I (not see) him for ages.
25. Sam, why (you make) such a horrible noise? - I (lose) my key and I (try) to wake my mother but she (not to hear) anything.
26. We (buy) a new flat not long ago and we (move) in very soon. We (not buy) new furniture yet.
27. If you (learn) another language, you will get a better job when you (leave) school.
28. I am sure that I (recognize) him when we (meet) next summer.
29. I hope you (understand) everything when you (be) older. Now you (not understand) anything.
30. I'm sorry that the child (see) the accident yesterday. - I (not think) it matters. He (forget) everything soon.
31. He says that they (broadcast) his speech tonight. He (get) ready for it now.
32. She (hire) a typewriter already and she (learn) to type soon.
33. I (plan) already my future for the next ten years. - That is very clever of you. What you (do) when you (leave) university? - I (not decide) yet.
34. There (be) a phone again. - Take no notice. We (not answer) it.
35. They just (take) him to hospital with a broken leg. He (stay) there for a week or two.
36. You (drive), please? I (not like) driving at night. It (rain) cats and dogs now.

37. It is raining. If you (walk) there in this rain, you (get) awfully wet.
 38. We just (get) to the top in time. The sun (rise) in a minute.
 39. It is nearly autumn; soon the leaves (change) their colour.
 40. The ship (leave) in a few minutes and all persons not travelling are asked to go ashore.
 41. I hope you (do) well in the race tomorrow. I (think) of you.
 42. I (not take) any photographs for some time because I must repair my camera.
 43. She (not sing) at the last concert, because she (go) home suddenly.
 44. I'm sorry but I (not feed) your dog again. He always (try) to bite me when I come near him.
 45. He won't be wearing uniform when you (see) him, because he (be) on leave then, and they (not wear) uniform when they (be) on leave.
 46. She promised to phone me in the morning, but it is now 12 o'clock and she (not phone) yet.
 47. I just (receive) a letter saying that we (not pay) this electricity bill.
 48. How long you (be) out of work? - I (not be) out of work now. I already (start) a new job.
 49. You (finish) checking the accounts? - No, not quite. I (do) it in half an hour.
 50. She (lose) her job last month and since then she (be) out of work. - Why she (lose) her job? - I (not know).
 51. What (you think) the children (do) when we (get) home yesterday? - I think they (sleep).
 52. I just (remember) that I (leave) the bathroom taps on. - (I go) home to turn them off or you (do) it yourself?
 53. Kate, you (leave) the light on. - Oh, so I have. I (go) and turn it off.
 54. He (give) me back the book, (thank) me for lending it to him and said that he (enjoy) it very much.
 55. Dear Mr Smith, my family and I (suffer) a great deal lately from the noise made by your guests when they (leave) your house on Sunday nights.
 56. I (write) to you three weeks ago and (ask) about conditions of entry into your college. But I (not receive) any information yet.
 57. By the time you (finish) getting ready, we (miss) the train! Don't worry. We (take) a taxi.
 58. Sally! I (not expect) to see you here! What (you do) in New York? - I come at business.
 59. I (hope) to meet you ever since I (read) your first novel. I (read) all the books you (write).
 60. If you (come), I (meet) you here in a week's time. We (have) a good time.
9. Put each verb in brackets into an appropriate tense.
1. This is my new car. What (you think) if it? - Splendid! Where (you buy) it?
 2. -Who (be) you?
- What (you mean)? I (live) here. I (be) your neighbour.
 3. I can't find the car keys. What (you do) with them?
 4. Sorry I haven't fixed the plug. I (mean) to get round to it, but I just (not to find) the time.
 5. What (you do) on Saturdays? - As a rule I (stay) at home, but next Sunday I (leave) for Paris.
 6. I don't know what time we'll eat. It (depend) when Helen (get) here.
 7. I supported you at the time because I (feel) that you were right.
 8. Peter couldn't understand what had been decided because too many people (talk) at once.
 9. Jean, I'm so glad you've got here at last. I (expect) you all day.
 10. Please (not to let) me down this time! I (depend) on you.
 11. Sam (not receive) the parcel the last time I (speak) to him. I hope he (receive) it already.
 12. I (consider) buying a house, but now I (change) my mind. I (buy) a flat soon.
 13. When you (feel) hungry later, room service (bring) you whatever you (want).
 14. I (find) it difficult to convince the ticket inspector that I (lose) my ticket.
 15. Since I (pay) for our lunch, I (try) to attract the waiter's attention now.
 16. As soon as I (have) a good look at the designs, I (send) them back to you.
 17. I (not understand) what you (wait) for. Everybody (go) home already.
 18. (anyone see) my pencil? I (leave) it here somewhere. Who (take) it?
 19. When he (not arrive) at 6.00, I knew he (miss) the bus.
 20. (you go away) this weekend or (you run out) of money? - I (go) to Paris.
 21. What (you think) you (do) in ten years' time? - I (not tell) you about it.
 22. I (really enjoy) myself at the moment, as I already (pass) my exams.
 23. (you let) me know the minute you (hear) any news? Don't worry, I (do) it.
 24. Something (tell) me that you (not listen) to a single word I (say) in the past ten minutes!

- Sorry, you (repeat) what you (say)?

25. What's the matter? (you hurt) your ankle? How (you do) it? -1 (fall) down today.

26. That's definitely the last time that I (lend) you any money!

- Thanks. I (give) it back soon.

27. It is raining, but if you (take) your umbrella, you (not get) wet. I (leave it) work.

28. We (sit) in the sunshine for about half an hour when I suddenly (feel) sick. So we (decide) to go home immediately.

29. He says his train (leave) in 2 hours. He (pack) his things at the moment.

30. We first (come) to this town more than twenty years ago. Everything (change) in the town since that time.

31. Your father will be furious when he (see) what you (do). - I (show) him nothing.

32. I hope that I (translate) this scientific article before my boss (ask) me if I (finish) this work.

10. Complete the sentences applying the sequence of tenses rule.

1. The doctor said that if I (take) a warm bath just before I (go) to bed, I (feel) much better soon. I (be) ill for two days already.

2. The teacher warned the boy that he (fail) his English exam if he (not work) hard. It's the second time she (tell) him about it, but it (seem) to me he (not believe) her.

3. My mother said to me that by the end of the month the Post office (send) us a bill which we (not be able) to pay because I (talk) on the phone for hours every day.

4. My parents asked me when my guests (come) the next day and if I (be going) to cook the Sunday dinner. I answered that we (decide) to go to the restaurant.

5. The teacher said that we (must) be careful because even if we (make) any mistakes, she (not give) us any additional time to correct them.

6. I was grateful to my friend that he (repair) my TV-set. It (work) perfectly for years already.

7. Ann was only twenty five, but she (teach) English at the university for four years already.

8. I asked my sister if she (go) to the concert the next day and if she (return) home by the time I (arrive). She said that she (work) at home the whole evening and (not go) anywhere.

9. I (take) a quick look at the picture and (be) certain that I (see) the man before. I was sure I (recognize) him when I (meet) him again.

10. My father declared that he (want) to go on holiday to the lake district and he (buy) already a new rod for fishing. He said he (leave) in two days and (spend) there not less than two weeks. It's the first time that he (decide) to go alone.

11. We learnt yesterday that our library (receive) a lot of new books by the end of the year. As soon as the librarian (register) all the books, we (be able) to borrow them. I hope she (do) it soon.

12. I (translate) the article for ten minutes when the manager (phone) me and asked how long I (translate) it and if I (finish) the translation before he (leave) home. I answered that I (try) to do it as soon as possible, though it (be) time for me to go home.

11. Use the proper tense forms.

Fans

Ask hundreds of people what they (do) on a certain day in August next year, or the year after, and there (be) only one reply. Provided of course that the people you (ask) (belong) to the Elvis Presley Fan Club. Although the King of Rock and Roll (die) nearly two decades ago his fans (meet) every year since then outside his home in Memphis, Tennessee, to show respect for the singer they (love) so much. Fans like Jean Thomas, from Catford in South London. Jean (visit) Gracelands, the house where Elvis (suffer) his fatal heart attack, twice in the past five years.

"The first time I (borrow) the money from my Mum, as I (not work) then. But two years ago I (get) married and since then I (work) in my husband Chris's garage. Chris and I (go) together last year, and we (think) of spending two or three months in the USA next year. I always (want) to visit some of the places where Elvis (perform). Like Las Vegas for example". Jean says that Elvis (be) her obsession ever since she (be) ten years old, and she (own) every single one of his records, good and bad.

12. Complete each sentence with a suitable form of the verb given.

1. John always claims that he (be) innocent, but for many years no one (believe) him.

2. Hello, Kate, it's Peter here. What (you do)?

- Nothing much. I (revise) but I had to stop because my computer (not work).

3. Father heard the results of the election when he (drive) to work, so he (phone) me when he

(get) there and (congratulate) me.

4. I'd like to work abroad eventually. But I (want) some full-time experience first. I (do) a Nursery Teacher's course this year. We (finish) next week, in fact. And I (get) a Child Care certificate soon.

- You (sound) just the sort of person we (look) for. When (you be) able to start?

- As soon as I (finish) my Nursery Teacher's course.

5. I don't want to spend a lot of money today because I (save) as much as I can until I (go) on holiday.

6. You (watch) this stupid film since the lunch time. Let's switch over to the other channel.

7. Fanny's really excited about going to England. She (not be) there before though she (learn) English for several years.

8. My sister (be) interested in medicine since she (be) a child.

9. Oh, dear. What can we do? I'm sure something dreadful (happen); we (wait) over an hour and he (not phone) yet.

10. We (post) the parcel three weeks ago. If you still (not receive) it, please inform us immediately.

11. I (work) in this company for a month already. Everyone (be) very friendly. I (expect) to have quite a lot of problems, but I (not have) any really. Not here at work, anyway. And I (make) a lot of new friends. Unfortunately, the journey to work (be) too long. It (take) me one hour to get here every day.

12. Twenty years ago few people (realize) that computers (become) part of our daily lives. This short period of time (see)

enormous changes in business, education and public administration. Many people may now be wondering whether the spread of computers (bring) us as many problems as it (solve).

13. I (be) pleased to see my old university friends at the conference last week as we (not see) each other since we (finish) our course.

14. We had to wait for hours at the airport because the bad weather (delay) all the flights.

15. Oh, dear. I hope you (feel) better now. I (make) some tea when the news (finish). ... I (bring) you a cup? - No, don't bother. Thanks.

16. I think we must keep in touch, (you remember) to send me your address when you (set) to the States?

17. We (not get) enough money to pay for the advertising we need, (you be) in touch with the bank yet? Yes. I (see) the manager next Monday.

18. In Britain schools (change) a lot in recent years. Standards (improve) and there (be) a wide choice of schools for getting education. Grammar schools still (exist) in the country. Pupils (pass) an exam called the Eleven Plus to go to a Grammar School where they (receive) a good, formal academic education. The name "grammar" (come) from medieval system of teaching Latin grammar as the basis for education. There (be) 200 Grammar Schools today in the country.

19. Secondary modern schools (appear) in 1944 for pupils who (fail) eleven plus examination.

20. Comprehensive schools (about 94% of all schools) (be) introduced in 1965. These schools (provide) an equal secondary education for all people regardless of their abilities.

21. - How are you getting on, Bob? You (look) so sad.

- Well, I (start) having bad headaches a couple of weeks ago and they (get) worse. I (not, sleep) properly, I'm tired all the time, and the worst thing is my hair (go) grey and I'm only 32!

- Oh, you (smoke) thirty cigarettes a day for ten years already. You (work) at least ten hours a day since last year. And how you (relax)?! You always (sit) in front the TV with a pizza and a few beers. You never (do) any exercises but you (lose) a lot of weight at the moment and you (not, know) why. I (think) you (suffer) from stress. You must go to the doctor. He (examine) you and (give) some advice. I (hope) everything (be) all right, if you (eat) a more varied diet and (do) some exercises regularly. But first of all (not, forget) to go to the doctor.

22. I asked my aunt if she (be able) to get tickets to the Bolshoy Theatre when we (arrive) in Moscow. She promised that she (try) to help us though it (be) rather difficult to do it.

23. I (send) the invitation already. I think I (receive) the reply as soon as the (get) it.

24. This week the police (arrest) a couple in Switzerland, where they (try) to sell chocolate secretes. The first person who (bring) chocolate to Europe (be) Cortes, who (be) an explorer.

25. Henry Nestle, who (be) Swiss, (develop) the process of making milk chocolate. Since

that time chocolate (be) popular among children and grown-ups.

26. Hijackers still (hold) twenty passengers in a plane at Manchester airport. The hostages (sit) in the plane now without food or water for two days already.

27. Mrs Green (wait) for the doctor for half an hour. When he (examine) her son, he said that the child (must stay) in bed till he (get) better.

28. "While I (stay) with the English family I (improve) my English greatly", my friend said.

29. She (do) her shopping when he first (meet) her. Six months later they (get) married and since that time (live) together. They are the happiest family I ever (meet).

30. We (go) to Italy next week. We (take) the plane. Usually we (have) two weeks' holiday but this year we (have) four. We (stay) at a friend's house in Verses. Usually he (work) in Milan but at the moment he (spend) the summer in New York.

The Passive Voice

1. Voice is the grammatical category of the verb which indicates the relations between the action and its agent. It shows whether the subject is the doer of the action or whether it's acted upon.

The Passive Voice shows that the person or thing denoted by subject is acted upon, i.e. the subject is the recipient of the action.

NOTE: Future Continuous, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous are not found in the Passive Voice.

The butter is kept here.

The window was broken.

The work will be done tomorrow.

The bridge is being repaired.

The injured player was being carried off the field.

Our work has been finished.

The car was three years old but hadn 't been used very much.

The house will have been built by next month.

2. The interrogative form is formed by placing the (first) auxiliary verb before the subject of the sentence.

The negative form is formed by placing the particle "not" after the first auxiliary verb. *The work will be done tomorrow. Will the work be done tomorrow? The work will not be done tomorrow.*

Interrogative verbs in active questions about the object become affirmative verbs in passive questions:

What did they steal? —» What was stolen? Conversely, affirmative verbs in active questions become interrogative verbs in passive questions:

Who painted it? —» Who was it painted by? Other types of questions require interrogative verbs in both active and passive questions:

When / Where / Why did he paint it? - When / Where /

Why was it painted?

3. In colloquial speech get is sometimes used instead of be to express something happening by accident.

The eggs got (= were) broken.

You 'll get (=be) sacked if you take any more time off.

4. The Passive Voice tends to be used in preference to the active voice in the following situations:

1) When the doer of action is unknown or indefinite: *The minister was murdered.*

2) When the main interest of the speakers is on the action itself and not particularly on the doer of the action: *The house next door has been bought (by Mr Jones).*

3) When the doer of the action is obvious and for that reason does not need to be named: *The streets are swept every day.*

4) When the speaker wishes to make a statement less direct for reasons of tact, diplomacy, discretion, etc. as the passive makes it less clear who the actual doer is: *All school outings have been cancelled.*

5) In official notices, instructions, prohibitions, to make them sound impersonal and thus more polite: *Breakfast is served from 6.00 to 10. 30.*

5. Only transitive verbs can be used in the passive because the subject in the passive sentence is formed by the object of the active one. The passive is possible with:

1) Verbs with a direct object: carry, open, take, attend, answer, help, follow, join, watch.

All the furniture was taken out of the room.

2) Verbs with a direct and indirect object: *A very good job was offered to him. He was offered a very-paid job.*

NOTES: 1. Verbs: sell, cut, wash, spread, iron, lock, read - are used in the active through taking on a passive meaning. The verbs are often followed by adverbs, never by objects. *The book sells well.*

2. Verbs: make, hear, help, see - are followed by a to- • infinitive in the passive.

They helped him tidy the garage. —> He was helped to tidy the garage.

6. Auxiliary + infinitive combinations are made passive by using a passive infinitive:

You must/should shut these doors. —> These doors must/should be shut.

They should/ought to have told him. —> He should/ought to have been told.

We must write to him. —> He must be written to.

7. When a verb + preposition + object combination is put into the passive, the preposition will remain immediately after the verb:

He looked after the children well. —> The children were well looked after.

They threw away the old newspapers. —» The old newspapers were thrown away.

8. The verbs believe, expect, feel, hope, know, report, say, think - are used in the following passive patterns in personal and impersonal constructions.

1) Subject (person) + passive + to-infinitive (personal construction).

2) It + passive +that-clause (impersonal construction). *People believe he is a liar.*

He is believed to be a liar. It is believed that he is a liar.

9. Participles like amazed, broken, interested, pleased, worried - can be used either as adjectives or past participles in the passive. If these participles are used as adjectives, they cannot be turned into the active.

The first time I saw the building I was amazed, ("amazed" is used as an adjective.)

I was amazed by your work, ("amazed" is used as a past participle - Your work amazed me.)

10. The passive is formed by putting the verb *to be* into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the "agent" of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by *by* and placed at the end of the clause.

Dufy painted this picture. —> This picture was painted by Dufy.

This company employs two hundred people. -+ Two hundred people are employed by this company.

NOTE: In theory a sentence containing a direct and an indirect object, such as "My mother gave me a book", could have two passive forms:

I was given a book.

A book was given to me.

11. It is always necessary to mention the agent. There are several reasons for this. The passive is often used because who did it is not known or the speaker does not want us to know, it is obvious, or remains impersonal.

Brenda 's motorbike was stolen last night.

If we knew who had stolen it, we would mention the name of the person. It is not necessary to add *by someone*.

NOTE: Passive sentences may include information about what was used to perform an action.

This is called the instrument and is introduced using *with*. *The windows were broken with a baseball bat.*

12. Ways of rendering the passive constructions in Russian. Passive constructions are much more used in English than in Russian. Therefore it is not always possible to retain a passive construction in translation from English into Russian.

1) When the verb in the original passive construction corresponds to a transitive verb in Russian, this construction may be rendered in two ways:

She was given a vase as a present.

1. Ей подарили вазу.

2. Ваза была подарена ей.

2) When the verb in the original passive construction corresponds to an intransitive verb in Russian, it's impossible to convey its meaning by a positive construction in Russian. *The report was followed by a long debate.*

За докладом последовали долгие прения.

3) This is also the case with the sentences containing the so-called complex subject; such sentences are frequently used in reporting news.

The delegation is expected to arrive tomorrow. The passive verb of this construction is conveyed in Russian either by an indefinite personal construction or by a parenthetical phrase:

1. Ожидают, что
2. Ожидается, что
3. Как ожидают,

делегация прибудет завтра.

Phrasal and prepositional verbs and phraseological units in passive structures

Study: Special care should be taken with the passive forms of verbs and phraseological units taking prepositional objects: the verb and the preposition following it always stay together while the noun-object (or pronoun) becomes the subject of the passive construction.

Active: *They **laughed at** him.*

Passive: *He **was laughed at**.*

Active: *They **looked down upon** him.*

Passive: *He **was looked down upon**.*

Active: *They **did away with** the old rules.*

Passive: *The old rules **were done away with**.*

Note: When phrasal (compound) verbs are followed by a direct object without a preposition, remember to keep the two parts of the phrasal verb together in a passive structure. Active: *They knocked down old building}, in the centre of the town.*

Passive: *Old buildings in the centre of the town were knocked down.*

Prepositional verbs in the Passive Voice account for - to give an explanation or reason for *His foolish behaviour could not be accounted for.*

arrive at - (a decision, conclusion, agreement) - to reach, to come to

After many hours' talk the decision was arrived at. ask for - to make a request for

Have I been asked for at the hotel? **approve of** - to consider good, right, wise (disapprove of - to consider bad, wrong, unwise)

His request was disapproved of.

His behaviour can't be approved of. **break into** - to enter by force: to break into a house

Their house was broken into last night but nothing was stolen.

bring up - to educate and care for the family until grown up, to bring up children

It was clear that the child had been brought up well. **call for** - to demand, to call for the waiter, to call for the bill

At the end of the meal the bill was called for. **comment on** - to make a remark, give an opinion

The election results were widely commented on in the newspapers. **deal with** - to do business

This store has been dealt with for twenty years. **depend on** - to trust (usually someone)

You 'll be depended on to do it. **hear from** - to receive news from (someone) usually by letter

He hasn't been heard of since he telephoned. **hear of** - to know of (a fact, existence of something or somebody), to hear about

This young tennis player has been heard of quite a lot lately.

insist on (upon) - to declare firmly (when opposed)

His going away was insisted on.

interfere with - to get in the way of another, to prevent from happening

He doesn't like to be interfered with while he is working. **laugh at** - to treat as foolish, worthless or an object of fun

Don't say such foolish things! You 'll be laughed at. **listen to** - to give attention in hearing

He was listened to attentively. **look at** - to give attention in seeing

She was looked at with surprise. **look after** - to take care of someone or something

Are you being well looked after? **look for** - to try to find

The boy who disappeared from home last week is still being looked for. **look into** - to examine the meaning or causes of something

The matter will be looked into in the near future. **mock at** - to laugh at (someone or something) when it is wrong to do so

His strange way of expressing himself is always mocked at. **object to** - to be against something or someone

His proposal was strongly objected to. **pick on** - to choose something or someone

Any student can be picked on to answer the examiners' questions. **provide for** - support, supply with necessary things

She was well provided for in her husband's will. **read to** - to say printed or written words especially to give pleasure to others

Little children like to be read to.

refer to - mention, speak about

Later the Minister's report was referred to. **rely on** - to trust someone to do something

He can be relied on to help you. **send for** - to give a command, request

When they found her lying on the floor the doctor was sent for. **shout at** - to give a loud cry, speak or say very loudly

I hate to be shouted at. I like people to be nice to me. to think highly (well, little, poorly) of someone or somebody -to have a good (bad, etc) opinion of someone or something

He was highly thought of in his town.

wait for - to stay somewhere without doing anything until somebody or something comes or something happens

Hurry up. You are being waited for downstairs. **write to** - to produce and send (a letter)

Will Rill be written to and introduced about the changes?

Phrasal verbs in the Passive Voice

blow down - to fall by blowing

Several trees were blown down by the storm last night. **call up** - to order (someone) to join the armed forces

He was called up in 1996.

give up - to stop believing that someone can be saved especially from death

The boy was given up for lost.

hold up - delay

The building of the new road has been held up by bad weather.

knock down - to destroy a building (bridge) by means of blows

Our house is being knocked down to give way for a new road.

let down - to cause (someone) to be disappointed in one's loyalty, fail to keep a promise to someone

It was difficult to believe that he had been let down by his friend. **point out** - to draw attention to something or someone

Not all the mistakes in Bob's written test were pointed out. **pull down** - to break to pieces and destroy something

Half the houses in the street are being pulled down to make room for the new post-office. **put off** - to move to a later date, delay

Their wedding has been put off.

run over (of a vehicle or its driver) - to knock down and pass over the top of

They had a dog but it got run over. **see off** - to go to the airport, station, etc.

When he was going away he was seen off by all friends at the airport.

Phraseological Units in the Passive Voice **do away with** - cause to end, abolish

All these silly restrictions should be done away with. **find fault with** - to complain, perhaps too much or too often

The poor child is always found fault with. **lose sight of** - to cease to see, to forget

At last the ship was lost sight of. **to make use of** - to use well, to take advantage of

These are good examples. They should be made use of in the report.

make fun of - to laugh or cause others to laugh rather unkindly

She is often made fun of because she wears such strange

hats. **pay attention to** - to take notice of

All his remarks were paid little attention to. **put an end to** - to stop from happening any more

This state of affairs will be put an end to. **put up with** - to accept an unpleasant situation or person without complaining

Her attitude to her duties can be put up with. **set fire to** - to light (something) not really meant to burn, set something on fire

The house was set fire to in the middle of the night. **take (good) care of** - to be responsible for someone or something

I hope the child will be taken good care of. **take notice of** - to pay attention to

She said something but her words were taken no notice of.

Practice

1. Analyse the use of passive forms. Compose the dialogue by analogy.

Mary has just come from work. Neil is already there.

MARY: Hi! I'm back. Sorry I'm late.

NEIL: Hello. What kept you?

MARY: I had to use the ring road and I was stuck in a traffic jam for forty minutes.

NEIL: Why didn't you use the usual route? MARY: Because the road is closed until work on the access

road to the new hospital is completed. NEIL: When is it due to be finished?

MARY: Well, the access road will be opened by the Mayor next week, according to the newspaper, and the Health Minister has been invited to open the hospital on the same day, but they don't know yet whether she's definitely coming.

NEIL: A lot of money will have been wasted if she doesn't come.

MARY: Why's that?

NEIL: Haven't you seen all those rose bushes that have been planted round the hospital?

MARY: So? They'll be lovely for the patients.

NEIL: But the patients won't be able to see them, because they're round the entrance, and the wards look out in the other direction. A lot of people protested about it, but all their complaints were ignored until it was too late.

MARY: If they had money to spare, it should have been spent on facilities for patients, not on making the look pretty for the Minister.

NEIL: Absolutely. It's typical of this local council. They were elected to save money, but they do just opposite.

MARY: Perhaps they will be thrown out at the next election.

NEIL: I hope so. Now, are you ready for supper?

2. Choose the right variant active or passive. Discuss the same situation in your group (team, society).

Cindy and Petra are members of a volleyball team.

CINDY: Why wasn't Clare at the training session?

PETRA: Haven't you heard? She's been thrown / threw out for stealing.

CINDY: No! Really?

PETRA: Yes. She was seen / saw taking money from someone's bag in the changing room when she saw / was seen Clare with Karen's bag.

CINDY: Oh dear. That's terrible!

PETRA: Clare said she had been told / had told to fetch the money by Karen but when Karen was asked / has

asked about it, she said she didn't know / was known

what Clare was talking about. CINDY: But how stupid of Karen to leave money in the changing room!

PETRA: Yes. She was told / told that by the manager too. CINDY: She won't do / will be done it again, anyhow. PETRA: No, I guess not. What do you think Clare will do /

will be done now? CINDY: I don't know. This is the second club she has been

asked / has asked to leave, isn't it? PETRA: Yes. It's hard to know what can be done / do for

someone like Clare.

3. Give all the possible ways of translating the following sentences.

1. Tables are usually made of wood. 2. The article was translated with a dictionary. 3. The meeting will be organized in the big hall. 4. All the students of our group had been asked by the examiner by 3 o'clock. 5. My friend was being asked by the teacher when I entered the classroom. 6. Children are forbidden to play on the pavement. 7. I hate to be bothered during my work. 8. I have never been asked to meet them. 9. Let me know if my help is needed. 10. The young doctor was helped by his teacher. 11. People learning foreign languages are advised to read foreign literature in the original. 12. He was called out of the room at this point. 13. In museums visitors are asked not to touch the exhibits. 14. The doctor was sent for. 15. He was always laughed at. 16. My children are looked after by my grandmother. 17. This film was much spoken about. 18. She was given a nice cat. 19. She was looked for everywhere. 20. He is known as the best worker at the plant.

4. Complete the following passive voice sentences in the tenses suggested.

1. This picture is admired always. (Present Ind.) 2. His leg was hurt in accident. (Past Ind.) 3. This exercise is done very carefully. (Present Cont.) 4. The box has not been open for three hundred years. (Present Perf.) 5. The Tower of London was formally used as a prison. (Past Ind.) 6. Two of my dinner plates were broken. (Present Perf.) 7. A big battle was fought here 200 years ago. (Past Ind.) 8. You will be invited to lunch tomorrow. (Future Ind.) 9. English is spoken all over the world. (Present Ind.) 10. The bridge was built last year. (Past Ind.) 11. My brother has never been beaten at tennis. (Present Perf.) 12. I was punished for something I didn't do. (Past Ind.)

5. Transform the sentences using the Passive Voice.

1. The machine wraps the bread automatically. 2. They didn't damage the machinery. 3. We had sent the newspapers to Scotland by train. 4. They have cancelled the meeting. 5. We'll have cleaned the garages by 5 o'clock tomorrow. 6. The company will export this computer to seventy different countries. 7. The police are questioning Mr and Mrs Davidson. 8. We don't allow smoking in this restaurant. 9. Someone's interviewing Dr Johnson at the moment. 10. I have told the children about the party. 11. We expect students not to talk during the examination. 12. You mustn't touch this button while the experiment is in progress. 13. You should keep the flowers in a warm sunny place. 14. You must clean this machine every time you use it. 15. They had to pay the bill before they left the hotel.

6. Paraphrase the following sentences. Give two variants if possible.

Model: They offered me a job at the hospital. I was offered a job at the hospital. A job was offered to me.

1. The Queen presented him with a medal. 2. Mr Smith teaches us English at the courses. 3. He told the children fairytales. 4. The doctor prescribed me a lot of medicine. 5. They will show us the Crown jewels. 6. We'll send the invitation to Dick. 7. They left the children only a few sweets. 8. They have given him the chance. 9. My sister advised me to visit this exhibition. 10. The teacher explained the pupils a new grammar rule. 11. They paid me a lot of money to do the job. 12. The people have given the minister a hearty welcome. 13. I lent Bill 5 dollars yesterday. 14. Someone must tell him the truth. 15. We should give all children the best possible education.

7. Use a passive infinitive to say what must (can, may, should, has to ...) be done.

Model. We have to clean the pools every two days. The pools have to be cleaned every two days.

1. We have to feed pups four times a day.
2. We may keep an injured seal here for several months.
3. People must keep dogs on lead in the park.
4. You can obtain further information about the post by telephoning 2637645.
5. People should send their complaints to the head office.
6. They had to postpone the meeting because of illness.
7. We can change the speech if you don't like it.
8. I have to return these books to the library.
9. Our neighbour ought to paint the garage.

10. You must mend the light.
11. Applicants should send in application forms for the post to the personnel officer by 15th August.

12. We couldn't use the telephone.

8. *Begin these sentences with it, there or a name / a noun + passive construction.*

Model: ... that prices will rise again this month (expect). It is expected that prices will rise again this month.

- 1.....to be a fall in house prices, but I haven't noticed it.
(suppose)
2.....that thousands of new jobs will be created in the computer industry, (hope)
3.....to be thousands of people waiting for their passports, (say)
4.....to be honest and reliable, (know)
5.....to be a lot of coal in the Antarctic, (believe)
6.....that the sea level is rising, (think)
7.....to have committed the crime, (consider)
8.....to be an expert in financial matters, (suppose)
9.....that all the passengers had died in the crash, (fear)

9. *Rewrite each sentence with an active verb and mention the names of people.*

Model: The casino has been closed.
The authorities have closed the casino.

1. The flat was broken into last week.
2. English is spoken all over the world.
3. The new swimming-pool has been opened.
4. This purse was left in the classroom yesterday.
5. Traffic has been banned from the city centre.
6. A new government has been elected.
7. The match has been postponed.
8. A new bridge is being built across the river.
9. Nothing will be decided before next Saturday.
10. All the food at the party was eaten.

10. *Choose the most appropriate word underlined.*

1. The emergency exit was concealed by / from a red curtain.
2. The price of excursions is included in / with the cost of the holiday.
3. All through January, the fields were covered by / from snow.
4. The room was crammed by / with furniture of all descriptions.
5. Two of the climbers were injured by / with falling rocks.
6. The island is inhabited by / from people of mainly Chinese origin.
7. The bank was quickly surrounded from / with armed police.
8. The window had been smashed from / with a hammer taken from the tool-shed.
9. The stadium was packed from / with cheering fans.

11. *Answer the questions, using a passive form of the verbs in brackets, together with a suitable adverbial particle (off, on, in, out, up, down, etc).*

Model: What generally happens to houses that are unfit to live in? (pull)

They are generally pulled down. 1. What must be done with a bad tooth? (pull) 2. What has to be done with dirty crockery and cutlery at the end of a meal? (wash)

3. What should happen if mistakes appear in a student's work? (point)
4. What might happen if you crossed a busy road without looking? (knock)
5. What would happen to a lighted candle if there were a sudden gust of wind? (blow)
6. What may happen to a man who has committed his first offence? (let)
7. What often happens if negotiations look like being unsuccessful? (break)
8. What happens to traffic in a traffic jam? (hold)

12. *Supply appropriate prepositions.*

1. Though the question had been discussed for a long time no decision was arrived 2. The visit of this delegation is widely commented ... in the newspapers. 3. He left for Australia five

years ago and he hasn't been heard ... since. 4. I'm sure your idea of spending the week-end in town will be strongly objected 5. Unfortunately our work was constantly interfered 6. His presence at the meeting will be insisted 7. Don't say foolish things. You'll be laughed 8. Mr Brown is such an experienced lecturer. I'm sure he will be listened ... with great attention when he gives his lecture on Modern art. 9. I felt I was being looked ... and turned around. 10. The children should be looked ... better. They look so grubby. 11. The key has been looked ... since morning but it's nowhere to be found. 12. A shop was broken ... last night. A man was seen leaving it. 13. He was knocked ... by a bus and taken to hospital. 14. The roof was blown ... by a gust of wind. 15. The matter will be dealt... as soon as possible. 16. The old rules have been done away 17. Mr Sak-son has been sent ... and he will soon come. 18. The child likes to be read 19. This newspaper article is often referred 20. He can never be relied Whenever he makes a promise he always breaks it. 21. There was a road accident last night. An elderly man was run ... by a car and was badly injured. 22. Where have you been all this time? You have been asked ... more than once. 23. When they realized that the child was running a high temperature the doctor was sent ... immediately. 24. Little Jane was very much upset because she had never been spoken badly ... in the presence of strangers before. 25. He was surprised to find a letter in the letterbox. He had never been written ... and that letter came so unexpectedly. 26. Nobody likes to be shouted

J3. Express in the passive the second of the following pairs of sentences.

Model: He seldom keeps a promise. No one can rely on him. He can't be relied on.

1. The child is very ill. Someone must send for the doctor.
2. This old car is in excellent condition. The owner has looked after it well.
3. The Prime Minister spoke very long. The people listened to him in complete silence.
4. She is going into hospital tomorrow. The doctors and nurses will take good care of her.
5. That little boy is very thin and always dirty. No one brings him up properly.
6. The new servant girl is always breaking things in the kitchen. Someone should speak to her about her carelessness.
7. Shakespeare was born about 400 years ago. People look upon him as the greatest of English poets.
8. The thieves broke into the bank at midnight and stole \$20,000. No one called for the police until 8 o'clock the next morning.

14. In the four newspaper articles there are twelve examples of passive verb forms, but they are in the wrong place. Find them and put them in the right place.

Mozart Makes Record

A Mozart manuscript which was arrested for 40 years was knocked out at an auction yesterday. The signed piano works were delayed by an Austrian library for a record £. 880,000.

Drugs Seize at Airport

A 40-year-old businessman from Birmingham was sold last night at Heathrow airport. A substance believed to be cocaine was stopped in his suitcase. He was crowned by customs officials before being taken to Acron Police Station.

Fellows Loses Fight

Former champion Larry Fellows lost his fight in Dallas last night when he was derailed in the eighth round by Joe Wheeler. After the fight Joe was found heavyweight champion of the world. The fight was questioned in the second round when the crowd started to throw >bjects at the referee, who the crowd thought was being unfair to the former champion.

Train Crash at 80 mph

The London-Edinburgh express was lost yesterday morning as it was passing through York station. Four people were brought to hospital but no one was seriously hurt. Trains were taken for the rest of the day.

15. Look at the work timetable for the light-house Motel. Write eight sentences like this.

Model: The bills are usually prepared at 7 o'clock.

Lighthouse Motel Gulf Shores, Alabama 36143

Work Schedule

7.00	prepare the bills
8.00	clean the swimming pool
9.00	serve breakfast
9.30	make the beds

10.00	clean the tables
10.30	clean the coffee shop
11.00	type the lunch menus
11.45	set up tables for lunch
12.00	check reservations

16. a) *Expand the newspaper headlines. Make sentences in the passive using an appropriate tense (has / have been, will be, are being).*

b) *Choose one of the headlines and write the story using passive tenses where possible.*

Model: The footballer has been offered million pounds for the transfer.

1. Footballer offered million for transfer.
2. No children admitted into bars.
3. Children being brainwashed by TV.
4. Planet being destroyed by pollution.
5. Bomb discovered in old lady's garden.
6. No cameras allowed in museum.
7. Animals being used to test beauty products.
8. Picasso paintings exhibited at the national gallery next Monday.
9. Michael Jackson asked to sponsor charity event yesterday.

17. *Translate into English.*

- a) 1. Дома сейчас строят из новых материалов. 2. Туристов встретили на вокзале. 3. Интересная проблема обсуждается сейчас в клубе. 4. Эта работа будет закончена вовремя. 5. Письмо было уже написано, когда она вошла. 6. Когда мы нашли словарь, статья уже была переведена. 7. Когда был воздвигнут этот памятник? 8. Вам задавали дополнительные вопросы на экзамене? 9. Как только вещи были уложены, послали за такси. 10. Ему ещё ничего об этом не говорили. 11. Это и есть человек, на которого можно положиться. 12. Больного не будут оперировать без согласия родственников. 13. За детьми присмотрят. 14. Все удивляются его успехам. 15. Этот эксперимент приведёт к открытию. 16. Об этой книге много говорили. 17. За зимой следует весна. 18. Показали ли вам новые достижения?
19. Не входите. Здесь экзаменуют последнего студента.
20. Когда я включил телевизор, концерт уже шёл.

- b) 1. Нужно ли этот текст переводить на английский язык? 2. Больному человеку нужно помочь. 3. Эти книги не следует рекомендовать для обсуждения. 4. Ваше мнение нужно услышать всем. 5. Этот эксперимент можно не повторять. 6. Благодарность можно выразить публично. 7. Это стихотворение нужно выучить наизусть. 8. Эти английские книги должны быть прочитаны в оригинале.

18. *Supply the correct form of the verb in brackets.*

1. There isn't any food left. All of it (eat)!
2. I couldn't wear my suit last Sunday. It (clean).
3. Wine (produce) in many part of France.
4. I can't find my car anywhere. I think it (steal).
5. How many languages (speak) in Switzerland?
6. The Tower of London (build) at the beginning of the eleventh century.
7. We couldn't use the photocopier yesterday morning. It (repair).
8. A compass (use) for showing direction.
9. Millions of cars (export) from Japan every month.
10. Last week I (offer) a job at a local bank, but I didn't accept.
11. The World Cup soccer games (televise) all over the world.
12. Language skills (teach) in every school in the country.
13. The accident (see) by several people.
14. The documents (type) by the time you return.
15. A test (give) in the next room right now.
16. The news (announce) tomorrow.
17. That play (write) by Shakespeare.
18. A new idea (suggest) by Shirly.
19. The librarian said that the book (return) to the library some days ago.
20. By this time tomorrow, the announcement (make).
21. I was very excited, I (interview) by the assistant manager.
22. America (discover) by Christopher Columbus.

19. *Put the verbs in the correct form.*

1. I've collected all the documents that ... (need) for the house sale. Can you take them to the lawyer's office to ... (sing)?
2. Look, this is a secret. Come into the garden where we ... (not / overhear).
3. If you hadn't been so late for work, you ... (sack).
4. This office is very inefficient. The telephone ... (never / answer) promptly, no proper records ... (keep), and, worst of all, no reports ... (written) for weeks.

5.1 was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home I could see that the vegetables ... (water) every day and the grass ... (cut) regularly.

6. Can you come to the police station? The man who ... (suspect) of stealing your wallet ... (arrest), and ... (question) at the moment. The police hope he ... (identify), either by you or another witness. 7. We had hoped to see several famous paintings, but the gallery ... (re-organised) at the time of our visit and most of the really valuable works ... (move) for safe keeping.

20. Read this letter from Maurice, who is on holiday in Britain, to his sister Sally in New Zealand. Put the verbs in a suitable tense, active or passive. Write a letter to your friend. Use forms of passive voice.

Dear Sally,

How are you? We've been having a lovely time. We're being very well looked after by our hosts. We (take)

sightseeing and we.....(introduce) to some of their friends, who..... (make) us feel very welcome. Last night we..... (show) round a castle, by the owner! Most of the land in this area.....(belong) to his family for about five hundred years.

Apparently, the land..... (give) to them after one of his ancestors(kill) while trying to save the king's life. Quite romantic, isn't it?

The castle itself was a little bit disappointing, to be absolutely honest. The owner told us that it.....(suffer) serious

damage a fire about thirty years ago. When it.....(restore) they.....(add) central heating and things like that. So once you're inside it (not feel) much different to any other large, old house. But the owner is a real character. He told us lots of stories about things that.....(happen) to him when he was young. He.....(send) abroad to work in a bank, but he hated it, so he (behave) very badly in order to (sack). He kept us laughing for hours. I hope he.....(invite) here before we leave.

I'll have lots more to tell you when we get back. Take care.

Yours affectionately,

Maurice

21. Put the verbs in the correct form and explain why Thomas decided not to stay in Brinmouth for his holiday.

Dear Vince,

I expect you're surprised I'm not writing from Brinmouth. I went there, but left almost immediately. You remember what a quiet, pretty place it used to be? Well, when I got there, I found it has changed completely.

Some boys (ride) *were riding* motorbikes along sand. The inn (replace) *has been replaced* by a new hotel. The station The quayside.....as a park for tourist buses. An amusement arcade.....on the park. Children.....video games in the arcade. No one.....sandcastles a motorway.....over the hill. The sea.....with industrial waste three years ago. No fishsince then.

Don't you think it's sad?

See you soon, Thomas

22. a) Put the verbs in brackets in the correct passive form. Retell the passage, use passive.
b) Speak about your University or Department using passive structures.

A College Tour

"I'm glad you've all come to visit our college. I hope that many of you will enter it next year. First, let's visit some of our classrooms. In this room, students (teach) *are being taught* French. Here at Greenville College, we believe that all students should (teach).....to speak a foreign language.

The students in the next room are studying history. History classes are usually very lively, but

today the students (give) an examination.

This room is a science classroom. You can stay for a while and listen. I'm sure many interesting ideas (discuss).....right now.

In a little while, we are going to see the cafeteria where all the school food (prepare).....We believe that young people should (feed).....good food. That's why we've planted the vegetable garden you see next to the cafeteria. The vegetables that our students are eating today (grow).....in our garden.

The next stop on the tour will be the college hospital. It (build).....last year and is the school's most modern building. Patients at the college hospital (take).....care of by excellent nurses and doctors who (train).....at the best universities.

Students from Greenville College are well prepared for life.

Many of our former students (hire).....by fine companies where they (give).....important jobs.

We hope you've enjoyed your tour of Greenville College."

23. *Read the text and choose the correct answer.*

1. Why will the oil company be fined?

a) It has released 150 tonnes of crude oil into the river.

b) Oil has leaked from one of its pipelines into the river.

c) Oil accidentally spilt from a tanker into the river.

2. How much damage will be done to wildlife? a) Only a little if the stick is cleaned up in time.

b) Food supplies will be damaged.

c) It is impossible to say at this stage.

3. How are the emergency services cleaning up the beaches now?

a) They are removing any sand which has been covered by oil.

b) They are using detergent to break up the oil.

c) They are waiting for the tide to wash away the oil.

30-MILE OIL SLICKS THREATEN RIVER WILDLIFE

Wildlife in the River Mersey is being threatened by oil slicks stretching for thirty miles after 150 tonnes of crude oil escaped from a UK pipeline under the river on Saturday.

The spill has been declared a major disaster and emergency services have been called in to help clean up the beaches. It is feared that thousands of migrating birds could find their normal food supplies devastated by the pollution, but the full impact of the leak will not be known until later in the year.

The clean-up has been hampered because the texture of the oil cannot easily be broken down by detergents. Instead, the emergency services had to wait until the oil was washed ashore at low tide and then dig up the contaminated sand.

The oil company will expect to be fined around one million pounds. According to the local council: "The company have such enormous resources that they could pay any fine, even a fine of several million pounds, without being unduly affected".

24. *Read the text and analyse the tasks a, b, c, d.*

a) Which of these are positive qualities and which are negative? Use a dictionary if necessary.

Generous, overgenerous, mean, miserly, careful, extravagant, stingy, thrifty, spendthrift.

Which words would you apply to yourself?

Is there a Mean Streak in You?

Meanness is one of human nature's less attractive traits. But few people are completely, totally mean. KEITH WATER-HOUSE, a journalist, explains why he's thrifty.

I am thrifty, you are careful; he is mean. I am generous, you are extravagant, he seems to have money to burn. More probably we are each a bit of all these categories. I know I am. I am a very generous present-giver. I love buying presents — but I hate buying wrapping paper. I hoard scraps from one year to the next. I even recycle the wrappings my own presents came in.

The same applies to stationery. I have never written on both sides of a sheet of paper in my life. I squander writing paper as if it grew on trees, and I cannot go into a stationer's without buying up most of their envelopes in five different sizes. On the other hand, I will not buy paperclips, rubber bands or ballpoint pens. I presume that sufficient numbers of these will appear of their own accord.

Some of my best friends are mean about string. They carefully unravel and save every scrap that comes into their possession. I don't know why, since hardly anyone uses string these days and certainly no one has a need for 150 metres of it, which is what one lady I know has accumulated.

There are also people who are obsessively careful with money. They are the sort who get off the bus a stop early to avoid paying a higher fare, or roam supermarkets looking for special offers and coupon discounts. This is fine, as long as these economies are not inflicted upon others. There is nothing quite so tiresome as someone with an obsession about switching off lights, or saving the last scrap of food.

It is when thrift affects one's social life that it becomes meanness. The famous American multimillionaire J. Paul Getty gave away billions but is remembered for the pay phone he installed for the use of his guests. A psychiatrist friend of mine maintains that mean people are insecure. But then he says that about overgenerous people too. Mean people fear that their money will run out on them; overgenerous ones that their friends will.

b) Read the first two paragraphs of the article again and find examples of the author's own generosity, extravagance and meanness.

c) Read the last three paragraphs give examples of what the author thinks is:

- a pointless economy
- an obsessive economy when travelling
- an obsessive economy when shopping
- a tiresome economy in the house
- a surprising gesture of thrift by a rich person.

d) In pairs or groups discuss what you understand by the following proverbs and sayings about money. Do you have similar ones in your language?

1. Money is the root of all evil.
2. There are some things money can't buy.
3. Early to bed, early to rise, makes a man healthy, wealthy and wise.
4. Money talks.
5. Lend your money and lose a friend.
6. Time is money.

Choose one which you agree or disagree strongly with. Think of at least two examples to justify your opinion and then try to speak about it for a minute. Give your reactions to other people's opinions.

25. *"Local produce" is about some of the things which are made or grown in Britain. Read it and find out if Britain has more natural produce or manufactured produce.*

Local produce

Scotland: It is thought that the most important single influence on the taste of Scotch is probably the

Scottish water. This is why distilleries are often situated in narrow valleys near a stream. It is one of the few industries in Britain which will be encouraged to grow in the future.

Staffordshire: Pottery is made in this region, and the beautifully decorated Wedgewood, Minton and Spode china is collected by people all over the world. When the canals were built in the eighteenth century, the raw materials, such as clay, were brought to the region from the west of the country and china was exported all over the world.

South Wales: Until a few years ago, coal was still mined here, but during the 1970s and 80s the industry was being increasingly affected by the use of alternative sources of power, such as nuclear electricity, and mining was stopped completely in the 1990s.

Hereford: This is the home of the world's largest cider factory. Apples are brought from the surrounding orchards, processed by the factory and distributed all over the country.

Glasgow: Britain's third largest city, Glasgow, is famous for its shipbuilding. It was known above all as a port, but in the nineteenth century, the river was widened so that ships could be built on its banks. But the industry has been affected by strong foreign competition and the number is being reduced.

Yorkshire: Sheep have been bred on the Yorkshire moors for their wool for centuries, and the streams

have provided water for the mills, and preparing the wool.

Sheffield: Steel and cutlery were first manufactured in Sheffield because it was near to the raw materials and resources which are needed for the industry: forests, streams and iron ore.

a) Does your country produce the same things as Britain? If so, write down where they are produced. If not, from which countries are they imported?

b) Work in pairs. Is there a particular food or drink or a product which your town, region or country is famous for? Make notes about it. Think about: how long it has been made or grown there
when it was first made or grown
how it's made or grown

how it is processed
who it is bought or used by
what changes will be made in the future

c) Go round the group and find out about other people's local produce, and take notes.

d) Use the notes you took in 2 and the passage in Vocabulary and reading to write a description of some of local products of people in your country.

Modal Verbs

1. These are modal auxiliary verbs: **can / could / may / might / shall / should / will / would / ought to / must / be to / have to.**

Modal verbs do not name any actions made by a person, but denote the person's attitude towards the surrounding world. They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, necessity, promise and intention. Almost all modal verbs can express degrees of certainty, probability, or possibility.

2. They have several characteristics in common

There is no -s in the third person.

He can swim. She must go.

There is no do/does in the question and in the negative (the exception is *have to*) *May I ask a question? You won't believe this.*

They are followed by an infinitive without "to". The exception is **ought to, have to, be to.**

It might rain. Could you help?

They can be used with the Indefinite Infinitive which denotes a habitual action in the present, with the Continuous Infinitive to denote an action in progress, with the Perfect Infinitive to refer an action to the past, with the Perfect Continuous Infinitive to denote an action which lasted a period of time.

He must be at home now.

She may be sleeping, I'm not sure.

She must have been crazy to marry him.

You should have been driving more careful

Remember the following set phrases with can?

1. She can't help crying.

- Она не может не плакать.

He couldn't help admiring the city.

- Он не мог не восхищаться городом. 2- I can't but ask about it.

- Мне ничего другого не остаётся, как спросить об этом. They couldn't but refuse him.

- Им ничего не оставалось, как отказать ему.

Practice

• Analyse the form of the modal verb. Say in which meaning it is used. Translate the sentences into Russian.

1 Could you swim when a child and can you swim now?

2 She can't come tomorrow because they are going to visit Florence.

3. The island can be reached on foot or by motorcar.

4. I simply couldn't refuse. They would have been hurt.

5. The boy said, "I feel sick. Can I have some more lemonade?"

6. "Your servant, sir", said Mr Omer. "What can I do for you?"
7. - Can I borrow your dictionary for today's test? - Of course, you can.
8. What a lot of records you've got. Could we listen to something?
9. I was wondering if you could lend me some money for a few days.
10. You can't write the examination test in pencil.] 1. You can't cross the street here.
12. I could enjoy myself quite well if I had a holiday now.
13. Nick could have sung this song at the party yesterday if he had been asked.
14. If a friend of mine were suffering from flu I could fetch some medicine for him.
15. He was not old, he couldn't have been more than forty.
16. Could this old woman be Louise? She can't have changed like that.
17. Can she have been waiting for us all this time?

2. *Choose the correct form of the verbs.*

1. Why did you walk all the way from the station. You *could phone/could have phoned* for a lift.
2. I loved staying with my grandparents when I was a child. They let me read all the books in the house and told me I *could/was able* to go to bed as late as I wanted.
3. This carpet was priced at £ 500, but I *could/was able* to get a discount because of this little mark in the corner.
4. I *couldn't have found/haven't been able to find* my diary for days. It's terribly inconvenient.
5. As soon as she opened the door I *could/was able* to see from her face that something terrible had happened.
6. I've no idea where my brother is living now. He *can/could* be at the North Pole for all I know.
7. It's difficult to understand how explorers survive the conditions they encounter in the Antarctic. I'm sure I *can't/ couldn't*.
8. Why did I listen to you? I *can be/could have been* at home by now instead of sitting here in the cold.
9. The day started off musty, but by the time we had reached the mountain the sun had appeared and we *could/were able* to climb it quite quickly.

3. *Use can in the correct form followed by the appropriate infinitive.*

1. ... you (call) a little later? I'm afraid I'll be busy till seven.
2. ... it (be) a joke?
3. You ... (not see) him at the meeting. He was ill.
4. ... we (to cover) fifteen kilometres? The village is not yet seen.
5. He ... (not forget) your address; he's visited you several times.
6. If you had let us know, we ... (send) our car for you.
7. I should be very much obliged to you if you ... (lend) me your dictionary for a couple of days.
8. I don't believe her, she ... (fail) to recognize me.
9. He said he ... (manage) the task by himself.
10. Why didn't you ask me? I... (do) it for you.

4. *Complete the sentences with the correct form of can, could or be able.*

a)

Model: He's very fit for his age. He ... (run) very fast.

He's very fit for his age. He can run very fast.

I'd like ... (work) with you one day.

I'd like to be able to work with you one day.

1. He ... (not climb) up to the top: he was too scared.
2. If they hadn't phoned for an ambulance, he ... (die).
3. I love ... (spend) all morning in bed at the weekends.
4. We ... (go) to that concert tomorrow if the tickets haven't been sold out.
5. I think you should go in the spring: it ... (be) very crowded there in the summer.
6. I... (not) understand what he says: he speaks too quickly.
7. Do you know where Nick's glasses are? He ... (not see) very much without them.
8. ... (speak) another language fluently is a great advantage when you are looking for a job.
9. Jonathan ... (not say) anything until he was about three years old.
10. We ... (not phone her up) because her phone had broken, but fortunately we ... (get) a message to her.

11. Amy's exam results weren't very good. She ... (do) better.
12. I ... (not sleep) very well for the last four nights. It's been too hot.
13. She tried to think of other things but she ... (not put) that awful memory out of her mind.
14. You should ... (go out) when you want to.
15. ... you (come) to the party on Saturday?
16. I... (ride) this bike soon: I just need more time to practise.
17. He doesn't do very much when he's here. He ... (be) more helpful.
18. I... (play) tennis really well a few years ago, but not anymore.

b) Complete these sentences beginning with the word in brackets and using a suitable form of be able to.

Model: I ... finish it by Friday, (should)

I should be able to finish it by Friday.

1. I can't come round to night but I... phone you. (might)
2. Interpreters ... translate without thinking, (have to)
3. She has tried very hard but so far she ... find a job. (hasn't)
4. To become a lifesaver, you ... swim, (need)
5. I'm not sure whether I... finish on time, (shall)
6. I ... speak Italian quite fluently, (used)
7. My brother is an invalid. He hates ... do things for himself, (not)

5. Express strong doubt about the statements made in the following negative sentences. Model:

1. He didn't notice you.

- a) Can (could) he have failed to notice you? *Неужели он не заметил тебя?*
- b) He can't (couldn't) have failed to notice you. *He мог он не заметить тебя.*

2. He does not like it here.

- a) Can (could) he dislike it here?
- b) He can't (couldn't) dislike it here.

3. We did not see him do it.

- a) Can (could) nobody have seen him do it?
- b) Nobody can (could) have seen him do it.

4. He did not get you letter.

Can (could) he have never got my letter?

- 1) You did not understand me.
- 2) She did not like the play.
- 3) They do not trust him.
- 4) They did not find him there.
- 5) People don't want to go there.
- 6) She did not notice the mistake.
- 7) They did not receive the telegram in time.
- 8) They don't realize the full significance of the event.
- 9) He did not see you.
- 10) She did not lose sight of them in the crowd.

6. Translate into English.

1. Неужели вы его не увидели?
2. Не мог он этого не заметить.
3. Неужели они об этом не узнали?
4. Неужели они проиграли?
5. Неужели он верит этому?
6. Неужели он не верит этому?
7. Неужели было так холодно?
8. Неужели вы нашли мою книгу?
9. Не мог он этого сказать.
10. Не может быть, чтобы он не одобрял вашего решения.
11. Не может взрослый человек любить такие книги.
12. Не может быть, чтобы она вам об этом рассказала.
13. Не может быть, чтобы она вам об этом не рассказала.
14. Не может быть, чтобы он опоздал.
15. Не может быть, чтобы я не правильно вас понял.

16. Жаль, что погода была плохая, я могла бы погулять в парке.
17. Мне жаль, что погода плохая, я могла бы показать вам такие красивые места в парке.
18. Погода была хорошая, и мы могли гулять в парке каждое утро.
19. Погода очень хорошая, и мы могли бы пойти гулять без пальто.
20. Здесь нельзя переходить улицу.
21. Можете взять мою книгу с собой.
22. Мне жаль, что его нет дома. Он бы мог помочь вам.
23. Мне жаль, что его не было дома. Он бы мог помочь вам.
24. Он мог решать такие задачи, когда ему было 10 лет.
25. Он смог бы решить такую задачу, когда ему было 10 лет.
26. Мог бы он научить меня произносить этот звук?
27. Он мог научить её произносить этот звук правильно только потому, что она очень старалась.
28. Никто не смог бы научить её произносить этот звук правильно, потому что она не хотела учиться.
29. Что же вы мне не сказали тогда? Я мог бы купить вам эту книгу в Лондоне.
30. Карандашом писать нельзя.
31. Вы бы не могли ещё немножко подождать?
32. Разве мог кто-нибудь подумать, что эта команда займёт первое место?

7. *Paraphrase the following sentences using **can/could** in the required meaning.*

1. You are allowed to take up to 20 kilograms without paying extra when travelling by air.
 2. I'm convinced that it is possible for all peoples in the world to live in peace and friendship.
 3. Do you know how to drive a car?
 4. Is it possible that we have been asleep for more than 3 hours?
 5. The teacher said that he allowed the children to go home.
 6. The doctor said that the patient was not permitted to leave the hospital as he needed a longer course of medical treatment.
 1. Will you be so kind as to tell me the way to the nearest post-office?
 8. Would she be able to become a skilled engineer?
 9. I wonder how she managed to learn to speak so many foreign languages.
 10. It's hardly like that she has been completely cured.
 11. It's unbelievable that she has failed to get in touch with him.
 12. I'm so glad you were able to get here in time and help the man.
 13. Is it possible to have my prescription made up here? - No, we aren't open yet.
8. a) *Answer these questions about personal qualities.*

Can you ... always tell people what you really think?
 relax with people you don't know?
 usually get what you want?
 keep calm in stressful situations?
 keep your temper under control?
 laugh at yourself?
 always see both sides of an argument?
 ignore criticism easily?
 express your feelings easily?

b) *Work in pairs. Tell each other what you can or can't do. Are you similar or different? Expand your answers.* I can't always tell people what I think. Can you? No, I can't. ...

c) *Match the descriptions in a) with compound adjectives from the list below. There may be more than one possibility.*

outspoken	short-tempered	middle-aged	good-
humoured	thick-skinned	fair-minded	easy-going
outgoing	cool-headed	strong-willed	soft-hearted
self-assured	well-behaved	hard-working	old-fashioned
short-sighted	left-handed	world-famous	

d) *Make up sentences that describe each compound adjective.* Someone who can always tell people what they really think is outspoken.

9. a) *Complete the account of the climb with could/couldn't wherever possible - otherwise use was/were able to:*

Stephen and Julie were spending a few days camping with some friends in Showdonia. On a climb, there was a difficult section. Stephen has long arms, and ... climb this easily, but Julie is not so tall and ... reach the hold. In the end, she ... reach it by standing on her friend's shoulders. "Never mind", he said. "I ... get up this bit the first time I tried". The rest of the climb was easier, and they ... reach the top by 12 o'clock. It was warm and sunny, and they ... see the whole of Snowdonia.

b) Think of something similar that once happened to you. Tell it to the class. Use could/couldn't I was able to or managed to.

10. a) Find Russian variants of the following proverbs:

1. What is done, cannot be undone.
2. Love cannot be forced.
3. Change of habit cannot alter nature.
4. Can leopard change its spots?
5. Old friends cannot be sacrificed for new ones.
6. You can take a horse to the water, but you cannot make him drink.
7. Success is the ladder that cannot be climbed with your hands in the pockets.
8. Never put off till tomorrow what you can do today.
9. A man can do no more than he can.
10. What can't be cured must be endured.

b) Use one of the proverbs you like the most in the situations of your own.

11. a) Work in pairs. Compare your lives now with your lives when you were ten years old by discussing the following points. Then write sentences about each point.

- two things you can do now

I can travel alone on a bus and I can speak English quite well.

When I was ten I couldn't do either of those things.

two things you still can't do

two things you can do perfectly

two things you can do a bit

one instrument you can play

the instrument you still can't play

two friends you can trust completely

one person you can't trust at all

b) Think of 2 or 3 specific occasions in the past when you were or weren't able to do smth., you wanted or needed to do. Say what happened.

Usually I can't relax with people I don't know well, but when I met Philip, he was so friendly that I was able to get on very well with him immediately.

12. a) Read the title of the story and try to guess what it could be about "Buried Treasure".

b) Read the story. Were your ideas correct? One day, while they were playing in the sand near their home in New Zealand, nine-year-old Patrick and two friends found a giant egg. It was over a hundred times bigger than a chicken's egg. "Can we keep it?" Patrick asked. "Of course you can", said his father. Patrick's friend added, "I once found some old coins and I was allowed to keep them". The children wanted to know all about their egg, so they wrote a letter to a scientific laboratory. This is what they said: "Could you please help us to find out about our egg? Can we bring it to show you? Could you please do some tests and tell us what's inside it? Are children allowed to visit your laboratory? If they are, could we please come soon?"

Patrick and his friends were allowed to take their egg for laboratory tests. The tests showed that it was an egg of the extinct elephant bird and that it was at least two thousand years old. What a surprise! "We will be allowed to keep it. Won't we, Dad?" Patrick asked.

The children and their egg soon became famous. They appeared on television and someone offered them 75,000 dollars for it. They began to plan how they would spend the money. But it was all too good to be true. One day, a government letter arrived which said:

"The egg is public property. You are not allowed to keep things which belong to the state. We are sorry but you will have to give the egg to us. We will pay you some money, but only a small amount".

"They can't have it!" said Patrick. "If we can't have it, nobody can". Patrick was very angry. He buried the egg in the sand again and he still refuses to tell anyone where it is.

c) Read aloud the sentences with modal verbs and state their meaning.

d) Retell the text as Patrick. Add any additional information you can imagine. Remember to use modal verbs.

Practice

1. Analyse the form of the modal verb **may/might**. Say in which meaning it is used. Translate the sentences into Russian.

1. Children may borrow books from the library.
2. He said he might get to work by bus.
3. Let's meet at 5 if the time is convenient to everybody. We may get there on foot.
4. I have got two English novels in the original. So you may take one of them.
5. Mother said you might take some apples.
6. - May I smoke, doctor?
- No, you may not. You'd better stop doing it. It may ruin your health.
7. Mother, may I have a glass of light beer?
8. May I see him in the hospital on Tuesday?
9. He asked me if he might rest for an hour.
10. May I spend the week-end with you?
11. Jim, you may not have a swim today, it's rather chilly.
12. You might remember people are sleeping upstairs.
13. You might have asked me if I had an objection.
14. You might have come half an hour ago.
15. The child is very weak. You might be more attentive to him.
16. If he had arrived an hour earlier, he might have had a good night's rest.
17. We may never be married.
18. He may have written the letter, but the signature is certainly not his.
19. He told the doctor he might have been running a high temperature for some days.

2. Use *may* in the correct form followed by the appropriate infinitive.

1. ... I (to ask) you to explain the rule once more?
2. She asked me if she ... (to switch off) the radio.
3. I'm afraid it ... not (to stop) raining by the evening.
4. We wish your journey (to be) successful.
5. My neighbour lent me her opera-glasses that I ... fully (to enjoy) the ballet.
6. No matter how bad the weather ... (to be) she never missed her everyday stroll after dinner.
7. Don't be angry with her. She ... (to do) it by mistake.
8. If nothing prevents them, they ... (to arrive) ahead of time.
9. It... (to be taken) for a joke if his face had not been so serious.
10. You should not feel offended; they ... not (to notice) you.
11. Tell him he ... (to warn) me and not (to put) me in such an awkward position.
12. He ... (to have) to walk a long distance, he looks tired.
13. There is no regular ferry there. You ... (to have) to hire a boat.

3. Express *ironical requests* based on the following sentences. Use the *perfect infinitive* to refer the situation to the past and in this way express *reproach*. Model: a) You do not remember your child's birthday.

You might remember your child's birthday!

b) You did not switch off the lights before leaving.

You might have switched off the lights before leaving.

1. You do not wear your new suit to the office.
2. You did not sew the buttons on, Alice.
3. You did not even notice how well she played. You do not pay enough attention to your child.
4. Do come and help me choose it.
5. You did not try hard enough.
6. You did not get up a little earlier and help me to clean up after the party.
7. You never let me know when something like this happens.
8. You didn't give a detailed account.

9. You didn't meet her at the station.

4. *Paraphrase the following sentences so as to use the modal verb may/might.*

Model: a) Maybe he'll get a new job.

He might get a new job / He may get a new job.

b) Do you think I could have one of these cakes?

May I have one of these cakes?

1. Visitors are not allowed to stay in the hospital after ten p.m.
2. Do you think I could have one of these sandwiches.
3. He has had a busy day and perhaps he is tired now.
4. Mum says that she allows me to go on a package **tour** with my friends to the Swiss Alps.
5. I think the car is in the station car park.
6. Is it alright if I use your phone?
7. Guests are allowed to wear casual dress.
8. Perhaps, she'll move to London.
9. There's a possibility that the show will be cancelled.
10. I think that Andrew will collect the money.
11. It's very cold here. You're shivering all over. You are permitted to put on Mary's coat.
12. Maybe, Peter won't come to the cinema tomorrow.
13. Possibly, it'll rain this afternoon.

5. *Paraphrase the following sentences using the modal verbs **can** or **may** in the correct form.*

1. I don't believe that he has done the work carelessly.
2. Perhaps, you changed at the wrong station, that's why it took you so long to get here.
3. I think he will be able to substitute for you in case you shouldn't come.
4. Is it not in your power to change the time-table?
5. Most probably he did not see you, otherwise he would have come up to you.
6. Perhaps, I shall have to take him to hospital; it is possible that he has broken his arm.
7. Why blame her? Maybe she did not know it was so urgent.
8. It is impossible that she has wrongly interpreted your words.
9. I suppose they were unable to get in touch with you.
10. Would you mind my smoking here?

6. *Fill in the blanks with **may**, **might**, **can** or **could**.*

1. I... be away from home tomorrow.
2. He ... have been hurt.
3. They ... have said something of the kind, but I hardly believe it.
4. If she ... not call on me, she ... have called me up at least. 5. You ... walk miles in this district without seeing a house.
5. - How do you do it, if I... ask?
- Simply phonetics. I... place any man within six miles. 7. The letters ... have been written in this very house, g. ... you hear what he is saying.
9. Buy this dictionary. You ... want it one day.
10. I ... not imagine her teaching children, she used to be so impatient; but who knows, time changes people; she ... have become quite different.
11. It was a very popular song at the time, you ... hear it everywhere.
12. Something was wrong with the receiver, I ... not hear you well.
13. I was so angry, I... have thrown my boots at him.
14. You never ... tell, everything ... turn out quite all right.

7. a) *Think of situations round the following proverbs. Use the modal verb **may/might** in the meaning of supposition implying doubt, uncertainty.*

1. A friend in need is a friend indeed.
2. As like as two peas.
3. Better late than never.

b) *Find Russian variants of the following proverbs and use them in the situations of your own:*

1. A bird may be known by its song.
2. You might have heard a pin drop.

8. a) *Fill in the correct word from the following: allow/permit, **permission**, **may**, **might**, **can**, **could**. Indicate where two words are possible.*

Ben wanted to ask his teacher for ... to leave school early on Friday afternoon, but he didn't really expect that she would ... him to do so. He explained about some dental appointment, which he could possibly miss, but somehow, she didn't seem to believe him!

"Miss Jones, ... I leave school at 3.30 on Friday, please¹? You see, I have this dental appointment and ...".

Miss Jones replied that he ... go ten minutes earlier, but not half an hour earlier! She knew that if she ... Ben go earlier, the other pupils would expect to be ... to leave earlier, too, and she couldn't possibly ... this become a regular occurrence!

"I'm sorry, Ben, but I really can't ... you to go at 3.30. However, you ... go at ten minutes to four, just this once, and I'll give you some extra homework to do in the dentist's waiting-room!"

b) Work in pairs. Role-play the conversation between Ben and Miss Jones.

c) Retell the conversation first as Miss Jones, then as Ben.

9. *a) Insert the correct word, expressing possibility. Use each form only once.*

can	may	have had	possible
could	might	have	possibly
may	might	be	perhaps
may have	might		

Sue was expecting Peter to take the afternoon off in order to do some urgent work on the house. But he hasn't arrived. Sue and her sister are discussing what may have happened to him.

Sue: I wonder where Peter's got to. He said he'd be here in time for lunch. I'm rather worried. Elizabeth: Don't worry! He ... still come. Sue: I doubt it. It's past 2 o'clock. But I do think he ...

rung me up! Elizabeth: He ... done, and we didn't hear the phone? Or ... his boss couldn't give him time off, after all. Sue: Yes, that's I suppose.

Elizabeth: Or the car's broken down again on the way home,

! Sue: Yes, he said that he thought it ... well do so if he drove too fast.

Elizabeth: Oh, dear! If he's stuck on that lonely stretch of country road he won't be home until midnight!

You ... wait an hour for another car to pass Sue: Or he ... an accident! Do you think I should call

phone the police? Elizabeth: Gracious, no! Don't fuss! He ... be on his way right now!

(Ten minutes later, the phone rings.) Peter: Sorry, Sue, but I can't get away from the office.

An urgent piece of work. I shall be pretty late, I expect. It ... 8 or 9 before I get home. I hope you weren't starting to worry. Sue: Gracious, no! Of course not!

b) "Work in groups of three. Role-play the conversation.

c) Retell the conversation as: Sue, Elizabeth, Peter. Use any additional information you want. Remember to use modal verbs and words listed above.

10. *Translate into English.*

1. Право же, вы могли бы сделать это для меня. 2. Мне что-то нездоровится. Я, возможно, заболела. Можно мне немножко отдохнуть? - Конечно же. Ты могла бы это сделать давно.

3. Скажи ему, что он мог бы быть более внимательным к своим старым друзьям. 4. Вы не могли бы дать мне его адрес? 5. Она могла уже приехать. Не может быть, чтобы она уже приехала. Неужели она уже приехала? 6. Похоже, что будет дождь, но, кто знает, может быть завтра будет хорошая погода. 7. Я думаю, что вы сможете уговорить его, если попытаетесь. 8. Я думаю, что вы смогли бы уговорить его, если бы попытались. 9. Почему Питера нет на занятиях? - Он попал в больницу с приступом аппендицита. Его, возможно, уже прооперировали. 10. Ты мог бы сразу сказать, что не хочешь идти в театр. Я бы не покупал билет. 11. Можно мне здесь подождать? - Да, конечно. 12. Ты мог бы остаться дома хотя бы один вечер в неделю. Мама была очень огорчена.

11. *Read the following jokes and act them out. Then transform them into reported speech.*

1.

- May I ask you why you are late, Tom?
- Certainly, you may, madam. If I hadn't washed my neck and ears, I might have come in time. But honestly, it won't happen again.

2.

She could not read the thermometer, but she took her husband's temperature with it and gave a call to the doctor. "Dear, Doctor, please come at once. My husband's temperature is 63. He may die!" The doctor replied, "Dear Madam, I may come, but I can do nothing. Why have you rung to me? You might have sent for the fire brigade".

3.

A young lady who was fond of Shakespeare visited Stratford-on-Avon and liked everything she saw there.

When she reached the railway station, she looked round and exclaimed, "Oh, I think I like it most of all. Here the great master may have come to take the train to London, just as I am doing".

4.

Friend: Why are you so sad and gloomy?

Writer: I met a fellow today who had never heard of Shakespeare.

Friend: Well, there's nothing to worry about.

Writer: Of course not, but it made me fear that some day I, too, may be unknown.

5.

In a tramcar sitting opposite me was a lady with a small child. The little boy was crying bitterly. In vain tried the mother to calm the youngster, and at last the gentleman sitting next to her said angrily, "Oh, how that child cries! He may be wanting something. Why don't you let it have what it wants?" "I would if I could", replied the mother quietly, "but he wants your funny hat".

12 Act out the conversation in pairs.

peter: You see, Jack, we are thinking of going to the seaside in the summer. Have you made your holiday plans yet?

If not, you may join us. Jack: Well, that's very kind of you. When are you thinking of going? Peter: Oh, we might leave some time in August. At the end of it, I think.

Jack: Do you know how much it's going to cost? Peter: I don't know for certain. It might be not very expensive, if we live in a camping.

Jack: Oh, that'll be nice. Are all our friends going? Peter: I think, most of all us may be going. Not Dot, of course.

She is off to Italy again. She may have been staying

there for 2 weeks already. Jack: Has she gone by plane there? Peter: I don't know really. Somebody said she might have

gone there by sea. Well, will you go with us? Jack: Yes, with great pleasure. Peter: Fine.

13. Read the text and do the exercises that follow it. A Purse Full of Pounds

Jack is on his way to the sports centre to meet some friends. He's feeling miserable because he hasn't got any money. It's his girlfriend's birthday next week. He may not be able to buy her a present and she could be very disappointed. She might even refuse to go out with him! He could ask a friend to lend him a few pounds, but he already owes money to all his friends.

When he arrives at the sports centre, he sees something pink near the entrance. It's a purse and it's full of money; Fifty pounds! Who could it belong to?

"A pink purse can't belong to a boy. It must belong to a girl at the centre", Jack thinks.

Jack doesn't know what to do. He could pay his debts with the money and he could buy Debbie a present. There's no one in the street, but someone might be watching him.

Task:

a) Say the following sentences using *may*. Model: Perhaps the purse belongs to a girl at the centre. The purse may belong to a girl at the centre.

1. Perhaps the owner is looking for a purse.
2. Perhaps Jack knows the girl.
3. Perhaps someone will be watching Jack.
4. Perhaps he won't tell anyone about the purse.
5. Perhaps he won't try to find the owner.

6. Perhaps he will put the purse back where it was.
 7. Perhaps he will find the owner.
 8. Perhaps Jack will get a reward for finding the purse.
- b) *Retell the story as the story-teller, then as Jack.*
 c) *What might you do if you found a purse full of money.*

Practice

1. *State in which meanings the modal verbs are used in these sentences. Translate them into Russian.*

1. The question must be solved before we can do anything.
2. Why do people have to call London a city of great contrasts.
3. The traffic keeps to the left in Great Britain. So you have to be very careful when you try to cross the road.
4. The jubilee is to be celebrated sometime this summer.
5. I have been on leave since Monday. I really must consult the doctor today as I have cut the last two consultations.
6. On Monday morning I was to have given my impressions of my trip abroad but unfortunately I was taken ill.
7. You are not to cool your food by blowing at it. Just wait a bit, there is no hurry.
8. And remember, you must come in and see the baby any time you can.
9. The doctor said to Mr Walker, "You must keep off eating too much."
10. What is to be done under the circumstances? Where am I to go?
11. Mind you mustn't spend it all at once.
12. You are not to tell mother about it. It's our top secret.
13. I still hoped to get a letter from her, but it wasn't to be.
14. But she must have seen him.
15. Oh, Mae, think how she must be suffering.
16. Those people must be tired, look at their faces.
17. They must have misunderstood me that Whitehall is a hall, it's a street.
18. Helen must have failed to notice John or at least she pretended not to see him.

2. *Explain the difference in meaning between the 2 sentences in the following pairs.*

1. a) The plane was not to take off at night as the weather was too bad.
 b) The plane was to have taken off at night, but the weather was too bad.
2. a) There was to be an interesting concert last night, but I felt unwell and had to stay at home.
 b) There was to have been an interesting concert last night, but the singer fell ill and the concert had to be postponed.
3. a) The order came that we were not to leave the village before dawn.
 b) We were not to have left the village before dawn, but by the time the order came we were two miles away from it.

3. *Combine the modal verb **to be** (to) with the proper form of the infinitive in brackets.*

1. I stood at the window, looking at them disappear, and my heart kept repeating "Good-bye, good-bye!" I was not (to see) them for nearly five years.
2. Nobody met me when I came. I was (to arrive) by the ten o'clock train, but I couldn't get a ticket for it.
3. Remember that we are (to be) at his place not later than eight.
4. Why are you so late? Didn't you get my letter saying that we were (to meet) at 4?
5. There was a violent storm that night and the Albatross which was (to arrive) at the port in the morning had to drop anchor near an island a hundred miles off the port.

4. *Fill in the blanks with **to be** (to), **to have** (to) or **must** using the correct form of the infinitive.*

1. I did not know who ... (to be) my travelling companion.
2. According to the state plan, many new dwelling houses (to build) this year.
3. We ... (to work) hard to achieve good results.
4. "I think we ... (to drop) anchor in that bay until the storm quiets down", the captain said to his mate.
5. I... (to say) your behavior has been far from straightforward.
6. "Mabel has gone," Lanny said in a flat, impersonal voice. The old woman went back to her chair and sat down heavily. "It... (to be). Where did she go, son?"

7. "Have you been studying much law lately?" I asked to change the subject. "Oh, Master Copperfield," he said with an air of self-denial; "My reading ... hardly (to call) study."
8. Sartorial. If I give in now I... (to give in) always.
9. Mrs Pearce. What ... (to become) of the girl? ... she (to pay) anything?
10. This is serious; you ... (not to joke) about it.
11. Will you please, hold the line a minute, darling? I ... (to change) the baby before I can speak to you.
12. If you go there in the morning, you ... (not to wait).
13. We could not come, Henry ... (to take) some out-of-town relations to the theatre.
14. It was only a small family affair, so we ... (not to change).
15. I ... (to tell) you it was not simple after all. We ... (to tell) him all the details.
16. The day we ... (to start) it rained worse than ever.

5. *Translate the following negative sentences into English, using must, where possible, and probably and be likely in other cases.*

1. Должно быть, он не сделал ошибки.
2. Должно быть, она не имела опыта.
3. Должно быть, он не дал ответа.
4. Должно быть, они не принимают мер.
5. Должно быть, она не обращает внимания на это.
6. Должно быть, денег за работу они не получают. |7. Должно быть, он ещё здесь.
8. Должно быть, идёт дождь.
9. Вероятно, дождя завтра не будет.

|10. По-видимому, это не было сделано вовремя.

6. *Translate into English using to have (to), to be (to) or must.*

1. Я должен был приготовить эту работу к четвергу. (Два варианта.)
2. Я должна была передать ему часы его отца. Но он так и не пришёл.
3. Мне пришлось оставить всё и поехать в больницу.
4. Я должна прочесть эту книгу.
5. Она, должно быть, читает эту книгу.
6. а) Она, должно быть, писала сестре, когда мы её увидели.
б) Она, должно быть, написала сестре.
в) Она должна была написать сестре.
г) Она должна была написать сестре. Мы так договаривались с ней.
д) Она должна была написать сестре, но у неё не было достаточно времени, чтобы это сделать.
7. Не смей с ней играть.
8. Должно быть, он очень умён.
9. По-видимому, он спал и не слышал звонка.
10. Не надо держать книгу так близко к глазам.
11. Вам придётся поговорить с ней.
12. Вероятно, они уже ушли.
13. Оставайся здесь и не смей выходить из комнаты.
14. Кто должен отвечать первым?

7. *Memorize the following proverbs and use them in short situations of your own. Find Russian equivalents.*

1. If you want to eat the fruit, you must learn to climb the tree.
2. As you make your bed, so you must lie on it.
3. Old birds are not to be caught with chaff.
4. All truths are not to be told.
5. As you brew, so you must drink.
6. If things were to be done twice, all would be wise.

8. *Imagine you are in the following situations. 1. Last year Nick visited England for the first time. As he was a first-year student it was difficult for him to communicate with English people because he didn't know the language well enough. He was struck by a lot of things there: by the newspapers, by the taxis, by the heavy traffic and the rule of driving on the left side of the road, by the fact that one can smoke inside the tube and can't do it inside the bus.*

Task: act out a dialogue between Nick and his friend Jim. Try to use the following patterns in some of your sentences: You must work hard at your English to communicate with English people easily.

You must know the customs and traditions of the people there, etc. 2. One day you rang your friend up and nobody answered you. It was ten in the morning, you were greatly surprised not to find

anybody at home. You thought your friend had fallen ill or he had an attack of appendicitis and had been taken to hospital. *Task: act out a dialogue between his neighbour and you. Follow these patterns in your sentences:*

He must have fallen ill. It must be an attack of appendicitis. He must be running a high temperature, etc.

3. You went to England with a group of students. You were greatly surprised to find the chief news and articles in the middle of the Times, you were pleasantly surprised by the parks, by London double deckers and a great number of sights.

Task: act out a dialogue between a taxi-driver and you. Try to follow these patterns in your sentences:

You must have never seen the English taxis. You must have failed to visit all our sights. You must be unaware of our newspapers, etc.

4. There was a heavy snowfall in town that brought the transport to a standstill. As a result, you had to walk all the way home after classes. You talk to your mother about the weather. You discuss with her what was going on in the streets, what kind of work was being done, what people had to do and why. *Task: act out your conversation.*

5. Jim was in despair. He didn't know what he was to do. He had promised his friend that he would go to see the cricket match as he didn't know he was to stay at home. He wondered if he was to ring his friend up. But his elder brother Fred informed him that the match which was to have taken place had been put off for some reason or other. Jim was relieved. *Task: act out their conversation.*

9. *First act out the following conversations in pairs. Then re-report them.*

I Thought He Was Married

Paul: Fred must be spending his evenings playing chess, I think he must try to do something more useful. Bill: Well, chess isn't so bad, after all. It's an interesting game. Henry must be in a worse position. He usually stays at home cooking and washing up.

Paul: He must have failed to get married.

Bill: He is married. His wife is a modern woman. She believes in equality of men and women.

Paul: Oh, it must be she who is always sitting in a cafe and discussing the problems of equality with her friends.

Bill: She is.

Paul: She must be very intellectual.

Bill: She is.

Paul: And how do you usually spend your evening?

Bill: I usually sit in the pub drinking beer and discussing philosophy.

Paul: It must be your hobby.

Bill: It is.

Paul: Will you probably get married?

Bill: Yes, I will. I like children very much. I often read very good books while babysitting for Jim.

Moving to a New House

Nora: Harry, look at the way those men are carrying that China cupboard. You must tell them to be careful. I am sure they are going to break everything.

Harry: Perhaps, we'd better carry the breakable things down ourselves.

The man: You needn't worry, madam. We always have to be careful. We're used to it. We have to move things in and out of houses every day of the week. A man has got to know his job, hasn't he? Come on, Jim! Give me a hand.

Nora: How are they going to get the piano out? They'll have to turn it on its side or to take its legs off. Let's carry this long mirror down between us.

Harry: Right! I'll have to go downstairs backwards. Oh, look out!

Nora: Oh, my lovely mirror!

The man: There, now. You know, you have to be experienced to do a job like this.

Harry: Well, what a shame! The whole move's done with only one thing broken and we had to be the ones to break it!

The man: Come on, Jim! We shall have to hurry up with this piano. We've got to be away by dinner-time.

10. *Read the following stories. Act them out.*

Not to be bought

A wealthy lady of practically no education paid a visit to her daughter who was learning at a boarding-school. She begged the teacher to give her a full account of her daughter's progress in studying.

"Your daughter is a very good girl", said the teacher, "She is both diligent and obedient. She wants capacity but she is not to blame for it". "Naturally, she isn't!" exclaimed the mother. ¹ "It's the teachers who are to blame for they have never mentioned capacity before. Well, her father can afford to buy his daughter any capacity she wants. She is to have one immediately without regard to cost".

The Artist and the Fisherman

One day an artist looked out of the window of his room and saw an old fisherman going by. He thought the old man would make a good subject for a picture. So he went out and told the fisherman that he wanted to paint him.

The man thought about it for a minute and asked, "How much am I to get?" Well, I'll pay you two pounds", answered the artist and added, as the man still hesitated, "It's an easy way to earn two pounds, you see". "Oh! I know that", said the man, "but how am I to get the paint off afterwards, I wonder?"

The Difference

Man of Means: Why are learned people often to be seen in the houses of the rich, but the rich are not to be seen in those of the learned?

Scholar: This is as plain as plain can be. It is the learned who know what they need, and it is the rich who do not.

In the Garage

A doctor was complaining to the owner of a garage about the large sum of money he had to pay for the repairs to his car.

"All this for a couple of hours' work", he exclaimed. "Why, your people are paid at a higher rate than we are".

"Well, you see", replied the garage man, "You've been working on the same model since the beginning of time, but we've got to learn all about a new model every year".

Natural Grief

Young man: I like the room, it'll suit me all right if you reduce the price by the week.

Landlady: The price is but reasonable. I'm afraid it can't be reduced.

Young man: The room must have been vacant for a long time, considering the price.

Landlady: We can afford to choose our lodgers.

Young man: I assure you, madam, I am a very good lodger. When I left, my landlady almost wept with grief.

Landlady: Very likely, you must have left without paying.

Writer

A lady once wrote a long story and sent it to a famous editor. After a few weeks the story was returned to her. She got angry and wrote to the editor.

"Dear Sir!

Yesterday you sent me back a story of mine. How do you know that the story isn't good? Either you have misunderstood the story or you must have failed to read it all, as I have pasted together pages 18, 19 and 20. When it came back the pages were pasted".

The editor wrote back: "Dear Madam!

At breakfast when I open an egg, I don't have to eat all the egg in order to discover that it is bad".

11. a) *Read the text and do some deduction exercises.*

Jeff wanted to take Ann to the disco on Saturday. She waited for him at home for an hour, but he didn't turn up and he didn't phone. Ann was angry, so she phoned Jake look and asked him to take her to the disco. She knew that Jeff and Jake didn't like each other. Later that evening,

Jeff saw Ann at the disco with Jake. Jeff felt angry, so he left immediately. Jane: Something must have delayed Jeff. He could have phoned Ann to explain. He might have had an accident on the way to her house. Nick: He must have forgotten about the disco. Jane: No. He can't have forgotten about Ann.

*Complete the sentences with **must have** or **can't have** + past participle.*

Later, Jeff said that he had phoned Ann before the disco. Ann *can't have heard* (hear) the phone. 1. Why didn't she hear the phone? The television ... (be) too loud.

2. Because Ann didn't answer the phone, Jeff ... (think) that she had already gone out.

3. After the disco, Ann didn't look very happy. She ... (enjoy) the evening.

4. Jake looked miserable too. He ... (be) disappointed.

5. Jake didn't mention Jeff. Jake ... (know) that Ann had planned to go to the disco with him.

6. Jane didn't know the story about Ann and Jeff. Ann ... (tell) her.

7. A week after the evening at the disco, Ann got a letter from Jeff. In the letter Jeff ... (explain) what had happened and how he had felt. Ann understood.

8. Next Saturday, Ann and Jeff are going to the cinema together. They ... (solve) their problems.

*b) Retell the story as Ann drawing your own deduction using **must, may/might, can/could**.*

12. a) *Complete the conversation, using the verbs in brackets together with **must/must have** or **can't/can't have**.*

Rose and Jack are discussing their new neighbors and trying to work out what sort of people they are.

Rose: He ... (be) rich. There's a big Volvo parked outside the gate.

Jack: But it ... (belong) to him. I saw him driving a Mazda last night.

Rose: Look - there's a woman getting out of a Mazda now, Jack. She ... (be) his wife.

Jack: That means they ... (have) a car each. They ... (have) plenty of money. I wonder where they were living before they moved here.

Rose: They ... (come) from Scotland. The removal van had the name of a Glasgow Company on it.

Jack: Well, he ... (live) there all his life. He talks like a Londoner. I heard him shouting at the van driver.

Rose: I wonder if they like the house. They ... (hear) about the trouble the Wilsons had with it. Otherwise they wouldn't have bought it.

Jack: Yes. The Wilsons ... (laugh) like anything when they finally sold the house! (There is a knock at the door. Jack answers it.)

Jack: Hello. You ... (be) our new neighbors. Come in.

Neighbor: No, thanks. I won't come in. But I wonder if you can help us? We ... (get) all the keys of the house, because we can't open the door of one room. There's a funny noise coming from inside it. The Wilsons ... (leave) something in there

*b) Draw your deduction expressing different degrees of probability and possibility. Use **must, may, might, can't**.*

c) Act out the dialogue.

Practice

П Analyze the form of the modal verb. Say in which meaning it is used. Translate the sentences into Russian.

1. You may keep the money I've given you, I don't need it yet.

2. They need have no fear of that.

3. We need not go into this at present.

4. I don't want to get up. - You don't have to.

5. Doesn't she have to work on Sunday?

6. If you don't like it, you don't have to pay for it.

7. He won't have to go to the office. He'll be able to do something about those roses at last.

8. You needn't have gone into so many details. The report was too long.

9. We needn't have gone to the post-office to ring him up. There is a telephone-booth round the corner.

10. You needn't have shed any tears over that loss.

11. We needn't have brought our bathing-suits with us. It's rather cold for swimming today.
12. He considered that this need not have taken place.
13. Must we copy the text too? - No, you needn't.
14. Must I go there immediately? - No, you needn't. Wait till I ring you up.
15. You needn't come to classes today. You've handed in all your papers.

2. *Paraphrase the following sentences so as to use **need**. Model:* 1. It is not necessary to copy the composition. I can read it as it is.

You needn't copy the composition 2. It was quite unnecessary to rush there in that weather. They would have managed perfectly well by themselves.

You needn't have rushed there in that weather

1. There was no necessity whatever for her to do it herself.
2. There's no earthly reason to worry. She's as strong as a horse.
3. There is no need for any of you to be present.
4. Is it any use our going into all that now?
5. It's no use your talking to him now. His mind is made up.
6. Why did you mention all these figures? The situation was clear as it was.
7. Why do you want to press the skirt? It's not creased at all.
8. Why do you want to do it all today?
9. It was not necessary for mother to cook this enormous dinner. We have brought all the food the children may want.
10. It is not necessary to take the six thirty. A later train will do as well.

3. *Study the problem situations and try to solve them by using the modal verb **need** or **must** expressing necessity or absence of necessity.*

1. Although it's very late, she's still reading. I think she is well prepared for the entrance exams as it is. Must she sit up so late?
2. I'm going to take Tom out for a while. He plays the piano five hours a day.
3. She's never answered any questions, she's never shown the slightest interest in anything I do. I don't have a doubt she's thrown my letters without reading them. What shall I do?
4. Let's stay at home for a change and catch up on our reading. A lot of new magazines have just come in and I'd like to finish that interesting article. And what about you?

4. *Paraphrase the following sentences so as to use different modal verbs to denote obligation as required by the sense of the sentence.*

1. Last year it wasn't necessary for you to see too many historic buildings and places when on holiday. And now you want a rest from sightseeing.
2. You seem to like crowds. So I advise you to meet and make friends with as many people as possible.
3. It isn't necessary for you to prompt him, he never forgets the words. His memory is striking.
4. It was arranged that on the very day of his arrival they would record his speech, but they failed to do it, because something went wrong with the tape-recorder.
5. The main thing with higher education is that it isn't necessary for some students to pay for it. What is more, they get grants.
6. Your teacher advised you to make use of the tape-recording to review the material. Why didn't you follow his advice?
7. Don't get excited over such trifles. It's not necessary for you to worry about little things.
8. I see no reason why we should argue.
9. It was not necessary for her to carry the bags all by herself: there were porters at the station.
10. Is it so very necessary that you should go there at all?
11. What's the use of reproaching yourself.
12. I don't think there is any need to bother them.
13. It was quite unnecessary for you to do the work instead of him.
14. There is no use worrying about her; she is quite able to take care of herself.

5. *Translate the following sentences into English.*

1. Можете сегодня туда не ходить.
2. Можете не переписывать сочинение.

3. Можете не оставаться, если не хотите.
4. Ире не обязательно специализироваться по этому предмету. Он считается факультативным.
5. Нам можно не повторять эти правила. Мы хорошо их знаем.
6. Можно было и не писать сочинения.
7. Я мог это сделать только потому, что мне не надо было идти в институт в среду.
8. Можешь не соглашаться сразу. Подумай несколько дней.
9. Не к чему было покупать мне книгу. Она есть в библиотеке.
10. Он жил у родственников, и ему не надо было платить за квартиру.
11. Едва ли нужно говорить, что экзамены проводятся в конце каждого семестра, а выпускные экзамены - в конце всего срока обучения.
12. Зря вы организовали новый клуб. Его посещают очень немногие студенты.

6. *Imagine you are in the following situation.*

A doctor is giving certain directions to a young man who's just run down a bit. He tells him not to neglect his advice or he may get into trouble and have to go to hospital. The young man asks the doctor about the medicine (whether to take it with water or milk), some vitamins, a diet, etc. The man thanks the doctor for his help.

Act out the conversation between the doctor and his patient. Try to follow these patterns in some of your sentences.

1. What about vitamins? Need I take any? - Yes, you must.
2. Must I also get more sleep? - No, you needn't, but you must keep regular hours.

7. a) *Act out the conversation.*

Nora: It really is a very good house, Mrs Brewer.

Mrs Brewer: The walls and woodwork will need painting of course.

Harry: Yes, we should want them painted, shouldn't we, Nora? Perhaps, a rather lighter color.

Nora: I'm glad there are plenty of cupboards, I need a lot of cupboards.

Harry: I didn't notice a cupboard on the landing.

Nora: Oh, that needn't worry us. I don't need a cupboard on the landing, when there's such a nice one in the bathroom.

Harry: You must have somewhere to put the linen.

Nora: Yes, but it needn't be on the landing, the one in the bathroom will do perfectly.

Harry: It's a pity there's no garage.

Mrs Brewer: Do you need a garage immediately? You could easily build one in the garden.

Nora: Yes, Harry, need we worry about a garage now?

After all, we haven't got our car yet.

Harry: No, you're quite right, Nora. Now, is there anything else we need discuss with Mrs Brewer?

Nora: I don't think so.

Harry: We must think it all over when we get home, Mrs Brewer.

Mrs Brewer: Oh, yes, Mrs Parker, you needn't make your minds up at once. Matters like this need thinking over carefully.

Harry: And now we must be going.

Mrs Brewer: Oh, need you hurry away? You mustn't go without having a cup of tea. I've got one all ready here.

Harry: How very kind of you.

Nora: But really, Mrs Brewer, you needn't have gone to so much trouble.

Mrs Brewer: Nonsense, Mrs Parker. What I always say is: if there's anything a woman needs after looking over a house, it's a nice cup of tea; I hope you'll take the house; and we'll just drink to the bargain in tea.

b) *Report the dialogue using reporting verbs in Present Tenses.*

c) *Retell the dialogue as: Nora Parker, Harry Parker, Mrs Brewer. Remember to use model verbs.*

8. Give your own dialogues to the suggested ones. Act them out.

1.

- Here's the concert-hall. We needn't have hurried so much. When does the concert begin?
- It won't begin until 7.
- Then we needn't have taken a taxi. We could have walked here.
- You see I like to come in good time. Besides I wanted it to be a pleasure for you.
- Oh, thank you. It's kind of you.

2.

- Need you sit up so late at night?
- Yes, I must. You see tomorrow I am to hand my essay in.
- Let me have a look at it. Oh, you needn't have written such a long essay. Then you could have written it quicker. Must (need) I help you?
- No you needn't. I'll try to cope with it myself.

9. Read the following stories. Act them out.

A Fishy Story

"I went in to bathe", said a sailor, "but before I had been long in the water I saw a big shark making rapidly towards me. What was to be done? When he was within a yard of me I turned round and dived under the shark. Then taking a knife out of my pocket, I cut the monster up". "But did you bathe with your clothes on?" asked the astonished listener. "Well", answered the sailor reproachfully, "you needn't be so particular".

Distrust in Lawyers

"Have you got a lawyer?" asked the judge a young man brought before him. "No, your honor", was the answer. "Well, don't you think you had better have one?" asked the judge. "No, your honor", answered the young man. "I needn't do it. I'm going to tell the truth".

It Was All Clear

A young journalist was sent to get a personal interview with a rich old merchant. His newspaper wanted a story on how he made himself rich.

"Well, it is a long story", said the old man, "and while I'm telling it, we'll save the candle". And he blew it out at once.

"Never mind about the story. You needn't describe it", said the journalist. "I understand". How did the old merchant make himself rich?

NOTES: 1. **Should and ought** are used to express what may reasonably be expected to happen. This use has the idea of "if everything has gone according to the plan". *Our guests should arrive soon.*

2. They are not used to express negative or unpleasant ideas. *We want the action to happen. You should pass your exams successfully. You have been working hard.*

Practice

7. Practice the following sentences aloud and comment on the use of the modal verbs **shall/should and ought to**.

1. Don't worry, you shall have a minute's rest before the meeting begins.
2. Don't get excited over such trifles. You shall catch up with the group in no time. I'll help you.
3. If you are interested in the book so much, you shall be given it, I'm sure.
4. "You shall be sorry, Helen, if you don't stop cutting lectures".
5. You show very little interest in most of the subjects. You shall be ashamed of your ignorance later on.
6. Shall I help you to carry the books. They seem to be very heavy.
7. She pointed to the gramophone. "Shall I show you how to work it?"
8. Shall I pull the blinds down?
9. I think we should leave this young man behind.
10. You should look after your grandparents better.
11. He should not have taken the corner at such speed.
12. You should pass the exam. You've worked hard.
13. The porter saw him. He should be somewhere here.
14. It ought to rain a little later in the day.
15. If she goes to hospital for some treatment now and then to a sanatorium, it ought to be

quite all right.

16. Why should he obey an order given him by a perfect stranger.

17. Why should he say so if he doesn't mean it?

18. - I think you ought to phone him.

- Why should I?

- He is your relative.

2. a) *Study the problem situations and try to solve them by asking for instructions. Model:*

- You are going to the class-room, so is your teacher. She has a lot of books in her hands, very heavy.

- Shall I help you to carry the books? They seem to be very heavy.

What do you say?

1. You are reading for the exam in English, but you can't concentrate on the subject because of the noise coming out of the room next door. Your friend sees how uncomfortable you feel. What does he suggest?

2. Your friend cannot do a grammar exercise. You already know the answer. What do you say?

3. You are writing a composition. But the words won't come. Your teacher sees how hard you are trying to find suitable words. What does he say?

b) *Think of similar problem situations of your own. Act them out.*

3. a) *Respond to the following statements. Use shall to express warning or threat.*

- Jane, you are so light-minded. The exams are only a few weeks off and you haven't done a stroke of work yet. (to fail at the exam.)

- You shall fail at your exams if you go on like this.

1. Ann, you are very absent-minded at times and inattentive. What the teacher says goes in one ear and out of the other, (to have a lot of gaps in your knowledge.)

2. Pete, there is nothing to complain of as far as your behaviour goes. You never talk back. But you are very obstinate sometimes, (to be hard to deal with.)

3. Ale, English Grammar seems to come easy to you, but spelling rules just refuse to stick in your head, (to get a bad mark for a dictation.)

b) *Go on fulfilling the task in your own way.*

4. a) *Express promise in the following situation.*

- I'm dead tired after those exams, (to get a good rest during the holidays.)

- Keep your chin up. You shall get a good rest during the holidays. I will see to it.

1. I must leave for Moscow for a couple of days, but I think the Dean won't let me go. (to be allowed, to speak to the dean myself.)

2. Oh, what am I to do. The teacher asked me to fetch some books from the library, but it's locked already, (to be given some books from the English language room, to go there together.)

3. Grammar is my weak point. I can't get the rules straight, , much as I try. (to manage it all right, to revise together.)

b) *Make up your own problem situations and working in pairs as students A and B respond to them.*

5. *Give advice in answer to the following statements. Use the word combinations in brackets.*

Model: 1) I have not been sleeping well lately, (to take more exercise).

You should take more exercise. 2) Her diction is not very good, (to read aloud). She should read aloud.

1. The boy is a little pale, (to play out-of-doors)

2. I'm afraid you'll miss that train, (to take a taxi)

3. There is no one in. (to try the room next door)

4. She may have forgotten all about her promise, (to phone and remind her)

5. I don't know which hat to take, (to take the one which goes with your hat)

6. I have a slight irritation in my throat, (to smoke less)
 7. This child simply won't eat soup, (not to give her sweets before dinner)
 8. She makes a lot of spelling mistakes, (to make smb. copy passages out of a book)
 9. The dog is afraid of him. (not to shout at him)
 10. The students seemed unable to follow what I was saying, (not to speak so fast)
6. *Criticize the actions mentioned in the following sentences. Model:* I did not buy the book. - You should have bought it.

1. So I took the child to the pictures.
2. We forgot to leave a message for her.
3. We did not wait for them. It was beginning to rain.
4. I did not put down her address, and I clean forgot it.
5. I did not explain to her how to get there.
6. I bought a pair of red shoes to go with my new dress.
7. So I told her to her face what we really think of her wonderful idea.
8. I have not seen the film. I was busy and did not go.
9. My fountain pen was leaking, so I wrote in pencil.
10. I'm afraid I ate too much cake with my tea.

7. *Translate into English.*

1. Открыть окно? 2. Сварить кофе? 3. Ты бы сделал всё сегодня. 4. Надо было сказать ей об этом. 5. Не надо было оставаться так поздно. 6. Должно быть, завтра будет хорошая погода. 7. Она должна знать его адрес. 8. Не следовало говорить с ней по-английски. 9. Ты бы перечитал работу. 10. Ты простудишься. И. Мне начинать. 12. Ты приедешь туда вовремя. 13. Чего ради он должен был тебе помогать? 14. Как вы думаете, купить мне эту книгу? 15. Не надо было есть мороженое.

8. a) *Read the story "How We Kept Mother's Day" by Stephen Leacock.*

How We Kept Mother's Day

I think it's a very good idea to celebrate once a year "Mother's Day". So we decided to have a special celebration of Mother's Day. We thought it a fine idea.

We decided to make it a great day, a holiday for all the family and a happy day for our Mother. Father decided to take a holiday from his office, my sister Anne and I stayed home from our college classes, and Mary and my brother Will stayed home from High School.

Our plan was to make the day just like big any holiday. So we decided to decorate the house with flowers. We asked Mother to arrange the decorations because she always does it for holidays. The two girls wanted to dress in their very best for such a big occasion, and so they both got new hats. Mother trimmed both the hats and they looked fine. Father had bought new ties for himself and us the boys. We wanted to buy a new hat for Mother too, but she said she liked her old grey hat better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we decided to hire a car and take Mother for a beautiful drive out into the country. Mother is hardly ever able to go to the country because she is busy in the house nearly all the time.

But on the very morning of the day we changed the plan a little bit. Father decided to take Mother fishing. It turned out that he had just got a new rod the day before and he said that Mother could use it too.

Well, when the car came to the door, we saw that there was no room in it for us all. Father said he could stay at home and

work in the garden though he hadn't had a real holiday for three years. Of course we didn't want to let Father stay at home. Then the two girls Anne and Mary said that they could stay at home and help the maid to cook. Only it was such a pity to stay at home on such a fine day. As to us boys, we couldn't cook.

So in the end it was decided that Mother would stay at home and just have a lovely restful day round the house and get the dinner. It turned out anyway that Mother didn't care for fishing and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was afraid that Mother might catch cold if she came. So we said good-bye to Mother and drove away.

Well, we had a very happy day up among the hills. Father caught a lot of fish. Will and I fished too but were not so lucky. The two girls met a lot of people that they knew. So we all had a good

time.

It was quite late when we came back, about seven o'clock in the evening. Mother had kept the dinner ready and hot for us. The dinner was like on New Year's Day. Mother had to get up many times during the meal fetching things back and forward.

The dinner lasted a long time, and it was great fun. When it was over all of us wanted to help Mother to wash the dishes. But Mother said that she could do it herself, and so we let her because we wanted to please her.

It was quite late when it was all over, and when we all kissed Mother before we went to bed she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

b) Paraphrase the following sentences so as to use ought to / should to express probability referring to the present or future. Model:

In all probability you will have a special celebration of your Mother's birthday this year. She is fifty.	You ought to (should) have a special celebration of your Mother's birthday. She is 50.
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1. I expect you will make this day a holiday for your mother, not for yourselves.
2. Most likely you will prepare a big dinner for such an occasion.
3. Very likely you will dress in your very best on that day.
4. It's likely you will buy some souvenirs to present your mother with.
5. If the weather is fine, I think it's probable you will take your mother away into the country to have a picnic lunch.
6. Most probably it will be the most wonderful day in your mother's life.

c) After the day described in the story the children of the family are telling how they celebrated their Mother's Day. Reproach them for failing to do their duty or fulfil their obligations.

Model:

Student A	We decided to have a special celebration of Mother's Day. It was our plan to make it a day just like Xmas or any big holiday, and so we decided to decorate the house with flowers and with mottoes, and all that kind of thing. We got mother to make mottoes and arrange the decorations, because she always does it at Xmas.	Student B	Shame on you! You should have made mottoes and arranged the decorations yourselves. It was your mother's Day, not yours!
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Go on working in pairs as shown in the example. Find in the text as many places to reproach as possible.

9. Read the dialogue and try to solve the problem situation described.

A problem situation

Jane: Sylvia is having trouble with her parents. They say she ought to do more at school. She knows she should work harder for the exams, but she's angry because her parents don't like her friends. Although she's almost sixteen, she's supposed to be home every night by 8 o'clock.

Nick: Perhaps her parents ought to trust her more. They shouldn't treat her like a child. Why don't they like her friends?

Jane: I'm not sure. Sylvia's mother says that they are very rude. They don't do any schoolwork.

What do you think Sylvia, her parents and her friends should do to improve the situation ?

Say sentences from the table.

Sylvia	should	talk to her parents
Her parents	shouldn't	work harder listen to
Her friends	ought to	Sylvia leave home
		leave school
		be more tolerant

be rude to her
parents ask her
friends home
be so strict
trust Sylvia

Expand your statements to give reasons for your choice. Say what else you think Sylvia, her friends and Sylvia's parents should I ought to or shouldn't do. Give your suggestions.

> Sylvia's parents should try to get to know her friends better because

10. Work with a partner. Choose the role of a partner or son/daughter. Imagine that you have a problem, e.g. about friends, clothes, spending money, etc. Describe the problem from your point of view in a short paragraph. Look at the example, then think up your own.

Father: My son is fourteen. He smokes and doesn't care about his health. He doesn't listen when I tell him it's bad for him.

Son: I smoke because all the boys at school smoke. I don't really like it, but if you don't smoke you are an outsider. My father won't listen. He just criticizes. *Read both your points of view to the class. The class give!, advice with should I ought to, shouldn't.*

The father shouldn't criticize the son. The son ought to try to understand why his father criticizes him.

11. a) Act as a guide and give some instructions to your visiting friend who has never been to a big city.

Model: You should get over your fear of a heavy traffic. You should keep to the right side of the road. You should remember the rules of crossing the street. You should be careful stepping on the escalator. You shouldn't smoke inside a bus or a trolley-bus.

b) Act as a doctor. Give some instructions to your patient.

c) As a teacher. Give some corrections to your pupil.

d) As the directing manager of a firm. Give some instructions how to organize the work in it.

e) As a supervisor on university practice. Give some instructions to your students.

12. Act out the following dialogues.

1. - Good morning. My name is Brown. I have an appointment with Mr Smith for 10.30.

- Yes, certainly, Mr Brown. Mr Smith said you'd be coming over. But would you mind waiting a few minutes? Mr Smith's on the phone just now. You *shall be called in* as soon as he's finished with the call.

2. - When are you having the English exam?

- The day after tomorrow. I'm trembling at the thought. What shall I do?

- Calm yourself. Relax. Are you really so scared?

- No, I'm not. Just excited. That's all. 3.

Doctor: Well, Mr Park. After examining your heart and lungs, I suggest the following. Firstly, you should give up smoking!

Bill: Oh, but Doctor ...

Doctor: Secondly, you should avoid drinking beer. I recommend milk instead.

Bill: Milk, but I hate it!

Doctor: Well, your blood pressure is much too high. You

should stop drinking coffee in the mornings. Bill: No coffee either! Doctor: You are too fat.

So you should take long walks in the fresh air. And you should keep to a strict diet for a month.

Bill: Oh, I don't fancy that at all! Doctor: And how about sports! Well, you should play football

or go swimming. Bill: Oh! Doctor: And you should follow all my instructions if you don't want to lose even your present state of health.

13. Memorize the following proverbs and use them in short situations of your own. Find their Russian equivalents.

1. Those who live in glass houses should not throw stones.

2. He who laughs at crooked men should need walk very straight.

3. Love should not be all on one side.

4. As you sow, you shall mow.

5. If the blind lead the blind, both shall fall into the ditch.

6. He who doesn't work, neither shall he eat.

14. *Read the following jokes and act them out.*

1.

Man: I don't like these photos at all. I look like an ape.

Photographer: You ought to have thought of that before you had them taken.

2. Father: Look here, Jackie, didn't you promise me that you wouldn't stay in the playground after school for hours to play games. Jackie: Yes, father.

Father: And didn't I promise to punish you if you stayed? Jackie: Yes, father, but as I hadn't kept my promise, why should you keep yours?

3.

Poet: Do you think I should put more fire into my poems?

His Friend: No, I really think you should put more of your poems in the fire.

4.

Aunt Aggie: When I use a hammer I always hurt my thumb with it. What should I do to prevent that?

Workman: The only thing that I can think of, Madam, is that you should hold the hammer with both hands.

Practice

1. *Analyze the form of the modal verb. Say in which meaning it is used. Translate the sentences into Russian.*

1. She would sit there for hours waiting for the telephone to ring.

2. Now and again a dog would bark.

3. You will have heard that I'm leaving by the end of the month.

4. The animals would not stir. They were too tired to move.

5. I won't leave you. I promise.

6. Will you tell me why you are so certain?

7. I said, "Would you lend me your car?"

8. No matter what time of day I went to the store, I would find him sitting there on the steps.

9. Will you do me a favour and meet her at the station?

10. Would you drop in two days? I'm sure we will have a good selection of overcoats then.

11. That would be about four years ago.

12. "You will give me my bill?" I said to the clerk.

13. You will permit me to examine the papers.

14. Please, will you tell me the time?

15. That will have been someone she knows.

16. "You've got a letter from Canada". "It'll be from my aunt Freda".

17. Leave the meat in the oven. It won't be cooked yet.

18. "I wonder what Sarah's doing".

19. "Well, it's Monday morning, so I guess that right now she will be taking the children to school".

20. My mum said she wouldn't give me any money. Isn't she said?

2. **Use *won't* (present) or *wouldn't* (past) to express that a person or an object persists in not doing something you want him or it to do.**

Model: The box is really heavy, it won't move (= no one can move it).

The rain went on and on, it wouldn't stop. The first time Mr and Mrs Wilson went abroad, they were on their honeymoon - lots of things went wrong. They still laugh about it, though at the time it was not so funny! Complete Mr Wilson's story with **won't** or **wouldn't** and the following verbs: accept / let / light / move / start / stay / stop

"We were going to leave at 6 a.m. on the day after our wedding to get the 9 o'clock ferry from Dover to France". Then the first thing went wrong - the car *wouldn't start!* Dad got quite angry, and kept shouting: "Why ... it ...?" In the end he had to call a garage, and the mechanic wanted £ 20. We'd changed all our money into foreign currency, and in those days people ... normally ... cheques from someone they didn't know. "What shall I do?" Dad cried. "He.....a cheque!" At last

the mechanic agreed, and we just got to Dover in time for the boat. "And why ... the car ...?" asked Stephen. "Your dad had forgotten to buy petrol", Mrs Wilson replied. "Anyway, we got a campsite in France and tried to put up our tent, but it was so windy that it ... up. We ended up sleeping in the car. Next morning, we found that all our cooking things were wet. "The stove.....!" your Dad kept saying. So, we had a cold breakfast! But the funniest thing was a few days later, when we were in the mountains. There was a flock of sheep in the road, and they..... us pass. "Sheep unless you make a loud noise!" Dad said, and he pressed the horn. But the horn got stuck, and it.....! It was terribly embarrassing, but at least the sheep got out of our way!"

3. *Imagine you are in one of the following situations. Communicate with each other in role-playing dialogues.*

1. You are travelling in a train with another person. He is an elderly, angry looking man. It's very stuffy in the compartment and you feel uncomfortable. You ask your neighbor if he objects to your opening the window. He says that:

a) he likes the windows in the compartment to be closed; he doesn't want to catch his death of cold;

b) he doesn't mind, you try to open the window but can't do it, something has gone wrong with it.

Use the following patterns in your conversation:

a) Would you mind ...; I won't let you ...;

b) I won't open ...

2. You are doing some shopping. You want to get a blue pullover with a V-neck, short sleeves and a pattern. But they haven't got such pullovers at the moment. The salesman is trying to convince you that brown pullovers are in fashion too and insists on your trying one on. But you don't want even to listen to him.

Use the following patterns in your conversation:

a) Would you show me ...;

b) I won't try it on. This isn't what I want.

4. *Instead of the words given in brackets use **will/would** to denote a habitual or recurrent action.*

Model: He (often) sits in the garden basking in the warm sunshine. He *will* sit in the garden basking in the warm sunshine.

1. She (sometimes) spends a whole evening listening to music.

2. They (occasionally) leave work earlier to catch an early train.

3. He (frequently) fishes for hours without catching anything.

4. They (sometimes) look at each other without saying a word.

5. She (usually) listens to him with breathless attention.

6. They (often) have dinner in the garden in summer.

5. *Use **used to + Infinitive** for thing that happened regularly in the past or for things and states that were true but are not true now; **would + infinitive** to talk about repeated actions in the past; **be used to + Gerund** to say that something is familiar or usual.*

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

1. I... have lots of free time before I started working here.

2. In the long summer holidays, we ... go out somewhere with a picnic every day.

3. When I was a newly-trained teacher I ... work till late every night preparing lessons.

4. They ... be happy together but they're not now.

5. When they came to London, they ... (never) travel anywhere on the tube.

6. When I had a car, I ... drive everywhere, but now I'm much fitter because I always walk or cycle.

7. During my last year at university, I ... go to the library to start work at 9 o'clock every morning.

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

b) *Use **used to, would and be used to**.*

Sharon, Jerry, Marion and Joe are talking about what they used to be like a few years ago. Try to guess who is speaking. Make your deduction using **can, may, must** or **will**. Compare it with

your fellow-students.

"I used to be very quiet. I'm an only child, so I'm used to being alone. I would spend hours in my room, reading and daydreaming. I didn't use to go out much and I never used to wear fashionable clothes or make-up. Things have changed. Look at me now!"

"At fifteen I used to be a rebel and I always wore an old T-shirt and ripped jeans. I would go to pop concerts every week. I was crazy about music. I used to walk around all day carrying a radio. I was used to being told off at school because I didn't do enough work".

"My friends and I used to dress all in black. At the time we thought it was great. We would go round the clothes stores buying weird outfits and hats. My hair used to be green or pink - or both. We were used to people staring at us, but we didn't use to care about what others thought".

Who doesn't say anything?

c) *Speak about yourselves. Say what you used to do, would do or were used to doing in the past. Maybe, you had some unusual habits.*

6. *Translate into English.*

1. Окно не отворялось. 2. Сейчас же иди домой и принеси тетрадь. 3. Дайте мне, пожалуйста, эту книгу. 4. Он, бывало, всегда приносил нам конфеты. 5. Должно быть, это была её младшая сестра. 6. Она не говорит, в чём дело. 7. Скажите, пожалуйста, который час. 8. Приготовьте упражнение в устной форме. 9. Этот нож не режет. 10. Она, бывало, всегда опаздывала. 11. Он ни за что не сознавался. 12. Должно быть, это наш автобус. 13. Встаньте, пожалуйста, в сторонке. 14. Передайте ей, пожалуйста, привет. 15. Он не желает меня слушать. 16. Ты сделаешь то, что тебе велят. 17. По-видимому, это её мать. 18. Она, бывало, всегда сначала отказывалась. 19. Расскажите мне, пожалуйста, об этом. 20. Должно быть, они оставили ключи у соседей.

7. *Act out the conversation. Then retell it.* Two old men are sitting on a bus and talking.

A: Things aren't what they used to be, are they?

B: No, they aren't. Everything's upside down these days. People used to have got good manners. Now they haven't got good manners any more. Look at the way children act.

A: That's right! Why don't they teach the girls to behave like ladies and the boys to behave like gentlemen?

B: Exactly.

Bus conductor: Excuse me. Would one of you give a passenger your seat? She's a mother with a baby and you are nearest to the door. It'll only be for a few minutes!

A: What? Give up my seat? Me!

B: Tell her to stand! I won't give up my seat to anyone.

8. *Think of situations of your own using will/would in different meanings:*

1. to invite somebody to one's tea-party; to treat smb. to; to eat like a bird; to be on a diet (would - polite request);

2. to invite to a dinner party; to cook delicious meals; to be a big eater; not to find smth. to one's liking (will / would - refusal to perform an action);

3. to look forward to; to have smth. for dinner; to be on the menu; to be a surprise to smb. (will / would - intention, volition);

4. to prepare sandwiches; to be unable to cut the sausage; to be not sharp (about the knife); to be late for classes (would - refusal to perform an action with lifeless things).

9. *Memorize the following proverbs and use them in situations of your own. Find their Russian equivalents.*

1. A drowning man will catch at a straw.

2. None so blind as those who won't see.

3. The cat would eat fish and would not wet her feet.

4. He that would eat the fruit must climb the tree.

10. *Read the following story. Then retell it using the patterns under study. Act the story out.*

April, 1 is the day on which in some countries people try to play tricks on others. If one succeeds in tricking somebody, one laughs and says "April Fool!" And then the person who has been tricked usually laughs too.

On April 1, a country bus was going along a winding road when it suddenly slowed down and stopped. The driver anxiously turned switches and pressed buttons, but the bus wouldn't move. Then he turned to the passengers with a worried look on his face and said, "This poor bus is

getting old. It isn't going as well as it used to go. There's only one thing to do if we want to get home today. If you will lean forward suddenly as hard as you can, that should get the bus started again. "All the passengers obediently said", "We will try", pressed back against their seats and waited anxiously.

Then the driver turned to his front and asked, "Are you ready?"

The passengers hardly had enough breath to answer, "Yes!" "One! Two! Three!" counted the driver. The passengers swung forward suddenly - and the bus started forward at a great rate. The passengers breathed more easily and began to smile with relief. But their smiles turned to surprised and then delighted laughter when the driver merrily cried, "April Fool!"

GENERAL REVIEW OF ALL MODALS

1. Work in pairs. Discuss the difference in meaning between these sentences.

1. They might tell me but ... They may have told me but... They might have told me but... They may tell me but...

2. You mustn't tell her that ... You don't have to tell her that... You needn't tell her that ... You oughtn't to tell her that ...

3. I should have trusted him but ... I had to trust him but... I shouldn't have trusted him but ... I didn't have to trust him but... I needn't have trusted him but...

4. She can't have lunch because ... She can't be having lunch because ... She couldn't have lunch because ... She can't have had lunch because ...

5. We could have tea early because ... We were able to have tea early because ...

6. He may not have seen her, so ... He can't have seen her, so ...

He may not be seeing her, so ... He can't be seeing her, so ... He may not see her, so ... He can't see her so ...

12. Work in pairs. Match the sentences on the left to the ones on the right closest meaning.

1. I can't help you to find accommodation.

2. I don't have to help you to find accommodation.

3. I won't help you to find accommodation.

4. She can't be joking.

5. She can't tell jokes.

6. She must be joking.

7. She mustn't tell jokes.

8. You can't leave now.

9. You could leave now.

10. You don't have to leave now.

11. You needn't leave now.

12. You shouldn't leave now.

a) It's not my responsibility to help you.

b) I'm unwilling to help you.

c) I'm unable to help you.

d) I'm sure she is.

e) I'm sure she isn't.

f) She isn't allowed to.

g) She is no good at it.

h) It's not a good idea to

go-

i) I won't let you go. j) It's unnecessary to go. k) It would be possible to

go-

3. Read the article and put the correct expressions of obligation and permission into the gaps.

Discuss the text.

cannot ride / will not marry / will dress / shall sweep /

may not visit / may not travel / must be / must be at horns

/ should command / can only keep

At the beginning of the 20th century female teachers had a very restricted life. There was a set of "golden rules" that they had to abide by or risk instant dismissal. The rules were there to make sure teachers commanded authority and respect, but for women it meant sacrificing a lot of personal freedom. Nowadays it seems quite incredible that such strict rules should be enforced on female teaching staff.

1. You ... during the term of your contract.
2. You ... company with other women.
3. You ... authority and respect from your pupils at all times.
4. You ... between 8 p.m. and 6 a.m. unless attending a school function.
5. You ... ice-cream parlours at any time.
6. You ... in a carriage or automobile with any man unless he is your father or brother.
7. You ... the schoolroom floor at least once daily.
8. You ... in plain colours of grey or black and your dress ... no more than 1 inch above the ankles.
9. You ... beyond the city limits without the permission of the chairman of the board of school governors.

4. a) *Read the following story about Nancy Wilson and put the correct words from the box into the gaps.*

had to didn't have to was allowed (to)
 couldn't weren't allowed to were forbidden to

Nancy Wilson was a teacher in Valley Road School, Sunderland from 1920 to 1929. Here is her story:

"I was the youngest of six daughters and like many middle class girls, I ... become a teacher. I had no choice. I ... earn a living in any other way. My day started at seven o'clock in the morning, when I ... sweep and dust the schoolroom, and we ... leave at the end of the day until this task was repeated. I had two grey dresses and I wore one of them every day. It ... be grey. Black ... also, but we ... were anything fashionable or colourful. We ... ride in automobiles with any men except our father or brothers. This was no hard ship because our family had no car. The most ridiculous rule of all was the one about visiting ice-cream parlours. I can't imagine why we ... go there. Eventually, when I was 229, I did meet and marry a young man, Jack. Then, of course, I ... give up teaching. You ... continue as a married woman."

b) *Discuss Nancy's story in pairs.*

c) *Think of any other rules you (your friends, your parents, etc.) had to follow. Use the words from the box in a).*

5. *Work in groups. Look at the "rules for office staff" from a 19th century office notice board. Discuss these questions and the questions after the text with your partners.*

- What were clerks allowed / forbidden to do in that office in 1852?
- Why were the various rules applied?
- What might have happened if any rules had been broken?

Office Staff Practices

1. Godliness, cleanliness and punctuality are the necessities of a good business.
2. This firm has reduced the hours of work, and the clerical staff will now only have to be present between the hours of 7 a.m. and 6 p.m.
3. Daily prayers will be held each morning in the main office. The clerical staff will be present.
4. Clothing must be of a sober nature. The clerical staff will not disport themselves in raiment of bright colour.
5. Over-shoes and top coats may not be worn in the office but neck scarves and head wear may be worn in inclement weather.
6. A stove is provided for the benefit of the clerical staff. Coal and wood must be kept in the locker. It recommended that each member of the clerical staff bring 4 pounds of coal each day during cold weather.
7. No member of the clerical staff may leave the room without permission from Mr Rogers. The calls of nature are permitted and clerical staff may use the garden beyond the second gate. This area must be kept in good order.
8. No talking is allowed during business hours.
9. The craving for tobacco, wines, or spirits is a human weakness and as such is forbidden to all members of the clerical staff.
10. Now that the hours of business have been drastically reduced the partaking of food is allowed between 11.30 a.m. noon, but work will not on any account cease.
11. Members of the clerical staff will provide their own pens. The owners will expect a great rise in the output of work to compensate for these near Utopian Conditions.

- *What is allowed /forbidden now in an office (or classroom)? Why?*

- *What might happen if any of these rules are broken?*
- *Suppose you could change the rules in the place you work or study in, what changes would you make to the things people could / could not do and would have to / would not have to do.*
- *Do you find any common rules in Ex. 6, Ex. 7 and this one? What are they?*

Drawing Conclusions with might, could, can't, must + Perfect Infinitive

6. *Past modal verbs: **may have, might have, could have, must have, can't have.***

Now you see me, now you don't.

1) *Work in pairs. Here there are some true stories about people appearing or disappearing.*

Look at these questions about the first story and predict what the answers might be.

1. Where was the old Spanish woman looking after her grandchild?
2. Why did the grandchild cry out?
3. Where was the strange, sad face?
4. What appeared three weeks later?
5. What did they hear at the same time?
6. What happened in the end?

2) *Read the story and put the paragraphs in the right order. The ending is missing.*

- a. For what had frightened the child was a strange, sad face staring up from the faded pink tiles of the kitchen floor. When the woman had recovered from the shock, she tried to rub away the face. But the eyes only opened wider, making the expression of the face even sadder.
- b. When the kitchen was locked and sealed, four more faces appeared in another part of the house and microphones set up by investigators recorded sounds the ear could not hear -moans and voices which were speaking in a strange language. The faces and sounds both disappeared, as mysteriously as they had arrived, leaving no clue as to what they were or why they had come.
- c. After the incident, in August 1971, the old woman sent for the owner of the house, who lived in Belmez near Cordoba. He removed the tiled floor and replaced it with concrete. But three weeks later another face appeared, its features even clearer. Now faces appeared all over the kitchen floor - first one, then another, then a whole group.
- d. An old Spanish woman was looking after her grandchild in the kitchen of her tiny village home when the youngster suddenly cried out. The grandmother turned round - and got the shock of her life.

3) *Now work in pairs and check your answers to 1.*

4) *Work in pairs. Talk about what might have happened in the story. Give possible explanations. Use **could have, might have, must have and can't have.***

5) *Read the following to find out what had happened in the story.*

They were very puzzled by what they had seen, so they called the local authorities. They were told that the house was built on the site of a medieval cemetery.

6) *Work as Student A and Student B.*

Student A: *Read the story and guess the missing words and phrases.*

In 1889, an English woman and her daughter, ... checked into one of the most lavish hotels... . The daughter wanted to take in the sights and sounds of the city immediately, but her mother, ... , wanted to sleep. The girl went out alone, ... , and saw the Eiffel Tower. Six hours later she returned to her other's room, only to find it empty, and no sign of her mother ever having been there. When she checked with the front desk, they insisted that they had never seen her The mother had disappeared. The desperate girl searched for weeks She died several years later in a mental hospital, having gone mad

Here are the missing phrases. Decide where they go in the story.

- a. Each had her own room.
- b. ... on a visit to the Great Paris Exhibition ...
- c. ... strolled down the Champs Elysees ...
- d. ... because of the loss of her mother.
- e. ... tired after the trip ...
- f. ... before finally returning to England.
- g. ... or her mother.

Student B: *Read the story and guess the missing words and phrases.*

An English journalist was walking ... in Torremolinos with a friend, ... but not paying much attention to what the other was saying. At one stage the friend turned round to say something to

the journalist and was astonishedHe assumed his companion must have disappeared into a side street ... , so he returned to their hotel, expecting the journalist to turn up Four hours later, ... when the friend was thinking about contacting the police, the journalist turned up at the hotel,

Here are the missing phrases. Decide where they go in the story.

- a. ... in time for dinner ...
- b. ... along a small street ...
- c. ... with a bandage around his head.
- d. ... to explore something of interest ...
- e. ... long after the meal was over and ...
- f. ... Chattering happily ...
- g. ... to find that he had disappeared.

Discuss the stories in pairs. Ask each other questions. Say what might or must have happened to them in your opinion.

7) Read the following text to find the explanations to the stories.

After the daughter had gone sightseeing, her mother complained to the hotel doctor that she felt ill. She had contracted the plague. The hotel officials were instructed to keep the news quiet in case everyone left the city and the Great Exhibition ended in disaster. The mother's room was quickly cleaned and another guest moved in. No one knows what happened to the mother, but it is assumed she remained in France until she died.

It turned out that the journalist had been so busy looking at the sights he had not noticed that a manhole cover had been removed from the pavement and had simply fallen down it while his friend carried on talking, completely unaware of what had happened.

8) Work in groups of two or three. Do you know of any other strange stories like the ones in this lesson? Think about:

ghosts, crimes, ships lost at sea, strange things in the sky, wild animals, fortune telling, voices from the past, reincarnation, curses.

Do any of your stories have simple explanations ?

7.

Must Should Ought to Can / could May / might
+ Perfect Infinitive Compared

1) Find in the text sentences with modal verbs + Perfect Infinitive. Define the meanings of the modal verbs. Arrange a dramatization on the story.

Martin had been one of the winners named in a magazine crossword competition and was waiting impatiently for the postman to deliver his cheque.

"It ought to have been delivered by now", he said to Jillian one breakfast time. "The results were published over a week ago, so the prizes must have been posted before this. Even if they were sent off on the day the results were published, they should have been delivered by now. It can't have been lost in the post, can it?" he asked doubtfully.

"Do you think", Jillian suggested, "that your form might have been wrongly filled in? If you didn't write our address clearly enough, the cheque could have been misdirected".

Martin was about to explain that the address must have been correctly written, because he had checked the form twice when he heard the sound of letters falling through the letter-box onto the front-door mat. He came back to the breakfast table with two bills, but no cheque. "It must have been mislaid", he said. "I'll ring the magazine during the day".

"Well, what's your news?" Jillian asked when she met Martin on their way home that evening.

"Oh, I rang the magazine", he told her, "and they said the cheques should have been received because they had been posted a week ago. So I rang the post office, I said I wondered if a letter could have been lost or if it might have been wrongly delivered. They said it couldn't have been mislaid in the post office and that if it had been sent to the wrong address, it would have been returned to them. So I rang the police and told them that a cheque should have been delivered to me but hadn't. They said that an envelope might have been dropped in the street by the postman, but it's unusual, and that it ought to have been handed in to them as lost property if it had been picked up. It would certainly have been there if anyone had found it".

"Then I met Tom at lunchtime", Martin said, as they were approaching the front door. "He suggested it might have been pushed under the door mat. Let's see", he said, opening the door

and bending down. Red-faced, he showed Jillian a dusty envelope.

"It must have been there for days", she laughed. "Come on, how much have you won?"

The cheque was for one pound. "It'll pay for the telephone calls", Martin said. "I'd better ring Tom, and let him know he was right".

"It might have been lost for years", Tom said, when he heard, "if I hadn't suggested looking under the mat. You don't mind if I write a little story about it for my paper, do you?" And two days later Martin read in the local paper for which Tom worked:

A valuable letter to Mr Martin Fry was thought to have been lost or misdirected. After two months the letter was discovered to have been pushed under the front-door mat. Perhaps Mr Fry's mat will get cleaned more often in future.

"Your friend", said Jillian, when she read it, "has got a misplaced sense of humour".

2) Single out from the dialogues sentences with modal verbs + Perfect Infinitive. Define the meanings of the modal verbs. Act out the dialogues.

Dialogue 1 Mr Fielding: Sorry to hear about the fire, Charles. Not too

much damage, I hope? Mr Williams: No, it wasn't too bad. We've had to redecorate the whole of the living-room, but the rest of the

house wasn't damaged. Mr Fielding: I suppose it must have been a cigarette-end.

Mr Williams: Probably. We ought to have checked for that sort of thing after the party.

Mr Fielding: I wonder who the culprit was? It couldn't have been me - I don't smoke.

Mr Williams: It might have been Ted Redman or Bill Cole-man - the more they drink, the worse they get.

Mr Fielding: It could well have been old Bill. He was standing by the big window flicking his ash all over the place.

Mr Williams: So he was! Still, it could have been anyone, and the insurance company's paying the bill.

Dialogue 2

(Maggie has been shopping. She has just come back.) Robert: Oh, there you are at last, Maggie. We're absolutely starving.

Maggie: Luckily I found a self-service store. Here you are: two tins of herring in tomato sauce and a tin of wild boar! Robert: Wild boar! Oh, Maggie, you might have brought some nice pork chops instead of wild boar. Maggie: Don't be ungrateful, Robert. Now pass me the tin-opener.

Robert: Where did you pack the tin-opener? Maggie: I may have put it in the cooker. Robert: No, it isn't with the cooker. You must have forgotten

to take it. Maggie: No, I can't possibly have forgotten the tin-opener. I

must have put it in some very safe place. Robert: Oh, women! Now think hard, Maggie: where could

you have put it?

Maggie: I might have put it in the glove compartment of the car, but no, that's not very likely. Oh, I might have put it with the first-aid kit. No that's not very likely either. Robert: Don't tell us where you might have put it. Tell us where you did put it. And we should have brought a spare one.

Maggie: Now, let me think where else I could have put it.

Mmm ... I know, I may have put it together with the tent-pegs.

Robert: No, I would have noticed it when I put up the tent. Maggie: I know! I remember Jim using it this morning. He

ought to have pocketed it by mistake. He's always

doing things like that. Robert: Where is Jim, by the way? Maggie: He must have gone to town. Robert: Well, there's nothing for it, Maggie. You'll have to

go and buy another tin-opener. Maggie: We'll have bread and cheese for lunch. I refuse to do

any more shopping, and that's my last word.

Dialogue 3

Mr Green: How did you enjoy your stay in Britain last year?

Mr Krolik: Oh, very much indeed.

Mr Green: Did you stay in one place or did you move about?

Mr Krolik: We moved around a great deal. We had our car with us. We saw London, Brighton,

Salisbury, Oxford and Cambridge, Stratford-on-Avon and Leeds. We also visited the Lake.

Mr Green: I hope you went to the Trossachs. Did you?

Mr Krolik: The Trossachs? Let me think ... No, I don't think we did. I seem to remember the name though. It's a beauty spot near Glasgow, isn't it?

Mr Green: Yes, that's right. You must have read about the Trossachs in the guide book. You may have seen some photographs, too. That's one of the most beautiful places in Britain. Have you read Walter Scott's poem "The Lady of the Lake?" Mr Krolik: No, I haven't.

Mr Green: You should have read it. It's all about that district. What a pity you didn't go to the Trossachs. You ought to have seen that wonderful scenery.

Mr Krolik: Yes, I'm very sorry I didn't. We were to have gone, but the weather wasn't very good and we put it off. Then there were so many other places to visit.

Mr Green: You shouldn't have missed the Trossachs though.

8. *Famous for fifteen minutes.*

1. *Read the newspaper headlines paying attention to modal verbs of probability. What do you think may have happened to the man and the woman? Read the ideas below. Which do you agree with?*

A. "Excuse me ... I've just jumped off the Empire State Building!" He must be Superman! He can't be serious. He must be joking. He might be a bungee-jumper. He could have come down by parachute. He might have been trying to commit suicide. He may be acting in a film. He must have injured himself. His story will be in all the newspapers. He may become famous.

B. 40 Years in Bed - With Flu. (Rewrite the ideas using the modal verb in brackets).

- 1) She probably doesn't have flu. (can't)
- 2) It's likely that she has had a more serious illness, (must)
- 3) Perhaps she is just very lazy, (might)
- 4) It's not possible that the doctor told her to stay in bed for so long, (couldn't)
- 5) Surely someone has been looking after her. (must)
- 6) She will probably find it very difficult to walk again, (may)

2. *Read the complete newspaper stories. Which of the ideas in A and B were correct? Answer these questions.*

a. Why did Jason jump off the Empire State Building? Why has Mrs Teppit spent forty years in bed?

b. Who are the other people in the stories? What did they do?

"Excuse Me... I've just Jumped off the Empire State Building!"

On Christmas Eve, Bob Stichman was working in his office

on the 85th floor of the Empire State Building in New York, when he heard a knock at the window. He looked up and saw a "man standing on the window ledge asking to come in. "I thought I was dreaming. You don't meet a lot of guys coming in through the window of the 85th floor!" The guy was Jason Hosen, a young, unsuccessful artist, who was so broke and alone that he had decided to kill himself. He had taken the elevator to the 86th floor and then hurled himself towards the tiny cars 1.000 feet below on Fifth Avenue. However, strong winds had blown him onto the window ledge of the 85th floor, which is where he met Bob Stichman. His story appeared on TV, and hundreds of people have offered to have him stay for Christmas.

Other uses of modal verbs.

All of the comments below were made by people in the two newspaper stories. Who do you think is speaking to who?

"Excuse me. *May I* come in?"

"You *must* stay in bed until I return".

"I've *had* to look after her since I was 14".

"I *couldn't* believe my eyes".

"You *should have been* examined years ago".

"She *won't* get up".

"I *can't* find anything wrong with you at all".

"I *ought to* call the police".

"*Can I* get up soon?"

"You *should* try to lose weight".

"She told me that I *couldn't* get married and that I *had to* look after her".

"*Will* you spend Christmas with us?" "You// *have to* have physiotherapy". "You *mustn't* do

anything like this again". "You *don't have to* do everything for her".

What concepts do the verbs in italics express? Permission? Obligation/advice? Ability? Willingness/refusal?

40 YEARS IN BED - WITH FLU

Doctor Mark Pemberton, who has just taken over a medical practice in rural Suffolk, visited a 74-year-old widow, Mrs Ada Teppit at her home in the village of Nacton. Mrs Teppit has been bedridden for 40 years. The doctor examined her but couldn't find anything wrong. He questioned her daughter, Norma, aged 54, and to his amazement discovered that 40 years ago the village doctor had ordered Mrs Teppit to bed because she had influenza and told her not to get up until he returned. He never returned so she never got up. Her daughter has been looking after her ever since. She has never married nor had any job other than taking care of her mother. Now Mrs Teppit's muscles have wasted, and she has put on a lot of weight. She may never walk again.

9. *Talking about obligation, permission and prohibition using **have to, be obliged to, be supposed to, don't have to, can, be allowed, can't, not to be allowed, not to be supposed to.***

1. a) *Read the text "The Way of St James ". Find all the places the modals mentioned in the task are used. Translate them into Russian.*

The Way of St James

IF YOU DRIVE across the south-west of France and into northern Spain you'll begin to notice groups of walkers. Most are carrying backpacks and long sticks, and somewhere they're wearing a scallop shell. You can stop and talk to them, but you're not allowed to give them a lift. They're on a guided tour, but they're not ordinary tourists. They're pilgrims walking the *Camino de Santiago*, the Way of St James, to Santiago de Compostela, the route that millions of people have taken over hundreds of years. The pilgrimage to Santiago, where St James is believed to be buried, was extremely popular, especially among the French and other north Europeans because it was easier to get to than the pilgrim routes to Rome or Jerusalem.

In the Middle Ages, pilgrims were rather like today's package tourists. The season began in April or May, and they travelled in groups because it was safer and also more enjoyable. To prove they had done the pilgrimage, the rules were quite strict. They had to follow a well-planned route and visit important places of culture where they bought souvenirs - scallop shells, for example - to prove where they had been. They had to travel on foot or by horse and they stayed in special hostels. For some, the pilgrimage was an important religious experience, but for many it was a chance to have a holiday and do some sightseeing-

These days the rules are less strict. You only have to travel 100 km on foot or horseback. You can go by bicycle as well, but you're not supposed to drive or hitchhike, so to prove you have resisted this temptation, you're obliged to obtain a "passport" from the Confraternity of St James and get a stamp at various offices along the route.

You don't even have to be very religious. Many people see it as an alternative to package tours and beach holidays. But the *Camino* is getting very popular and if you want to do it in the peace and quiet which the pilgrims in the past enjoyed, you should travel out of season and avoid the fiesta of St James in July.

When you arrive in Santiago, you have to show your passport at the Pilgrim's Office by the cathedral. A church official checks the dates on the stamps and if he is satisfied, he gives you a *compostela*. The *Hotel de los Reyes Catolicos*, where the pilgrims used to stay and which is now a modern hotel, is still obliged to give up to ten pilgrims one free meal a day for three day, although they can't eat it in its main, very fashionable restaurant. Finally, you're supposed to enter the magnificent cathedral and touch the statue of St James. With this last gesture you have become part of the pilgrim tradition that has attracted believers and tourists for many hundreds of years.

b) *Correct these false statements about "The Way of St James". Say full sentences.*

1. You don't have to give the pilgrims a lift.
2. You are not allowed to talk to them.
3. They didn't have to travel in groups.
4. They weren't allowed to stay in special hostels.
5. They were supposed to travel on foot.

6. You are supposed to get a stamp at various places.
7. You are allowed to show your passport in Santiago.
8. Pilgrims have to eat in the main hotel restaurant.

c) *Discuss the text.*

2. *Think of a situation which involves a number of rules in your country. Make notes on:*

- What you have to do
- What you are allowed to do
- What you aren't allowed to do
- What you aren't supposed to do

3. *Write a description of the situation you chose in 1(b). Use the linking words in bold for a list of points.*

When you do your military service, you are obliged to join the army for a year. *Firstly*, you're obliged to stop your studies. *Then* you have to leave your family. *What's more*, you aren't supposed to go home very often. And *worst of all*, you aren't allowed to have long hair.

Use **however** to introduce contrasting points.

Remember to separate in from the rest of the sentence with a comma.

However, you're allowed to go out at weekends.

10. *Asking for and giving advice: **must, should, be supposed to, do I have to, should I, am I supposed to ...?***

1. *Read the text "Do it in style" and decide if the writer's advice is mainly for men or for women.*

Do it in style

Aix is a university town, and there is clearly something that attracts pretty students. The terrace of the Deux Garçon cafe is always full of them, and it is my theory that they are there for education rather than refreshment. They are taking a degree course in cafe behaviour, with a syllabus divided into four parts. **One: the arrival.** You must always arrive as conspicuously as possible, preferably on the back of a crimson Kawasaki 750 motor cycle driven by a young man in head-to-toe black leather^x and three-day stubble. You mustn't stand on the pavement and wave him goodbye as he drives off down the street to visit his hairdresser. That is for naive little girls from the Auvergne. The sophisticated student is too busy for sentiment. You are concentrating on the next stage.

Two: the entrance. You must always keep your sunglasses on until you see a friend at one of the tables, but you should not appear to be looking for company. Instead, the impression should be that you're heading into the cafe to make a phone call to your titled Italian admirer, when - what a surprise! - you see a friend. You can then remove the sunglasses and toss your hair while your friends persuade you to sit down.

Three: ritual greetings. You must kiss everyone at the table at least twice, often three times, and in special cases four times. Your friends are supposed to remain seated, allowing you to bend and swoop around the table, tossing your hair, and getting in the way of the waiters.

Four: table manners. When you have sat down, you should put your sunglasses back on to allow you to look at your own reflection in the cafe windows - to check important detail of technique: the way you light a cigarette, or suck the straw in a Perrier, or nibble daintily on a sugar lump. If these are satisfactory, you can adjust your glasses downwards so that they rest charmingly on the end of the nose, and attention can be given to the other people at the table.

This performance continues from mid-morning until early evening, and never fails to entertain me. I imagine there must be the occasional break for academic work in between these hectic periods of social study, but I have never seen a textbook on any of the cafe tables, nor heard any discussion of philosophy or political science. The students are totally involved in showing form, and the cafe terrace is all the more decorative as a result.

2. *Is the style of the passage serious or humorous? Do you think the writer approves or disapproves of the student's behaviour?*

3. *Discuss the text. Find unusual pieces of advice. Do you think you should or shouldn't follow such pieces of advice.*

4. *Work in pairs. What advice would you give to someone in your country who wanted to make a stylish impression, about:*

1. the arrival
3. ritual greetings

2. the entrance 4. table manners

You must arrive in a Porsche.

5. Give your pieces of advice in how to do the following things in style.

- a. travel to Venice
- b. attract someone's attention
- c. entertain important guests
- d. spend the weekend
- e. go shopping
- f. give a party

Model: You should take the Orient Express and you must dress in clothes from the thirties.

6. Give some advice to visitors to your country about clothing, accessories and behaviour in the following situations.

- in an office - in church - on the beach
- at weekends - at school
- in a bar - at a dinner party

You are not supposed to wear jeans in an office.

Practice

1. Report the following using reporting verbs in the Present Tense beginning with **she says ...or she asks** Then reproduce the whole story in the reported speech.

One day Ben is at Aunt Ivy's house when the telephone rings. As Aunt Ivy is cooking lunch and can't leave the kitchen. Ben takes the call and tells Aunt Ivy what the caller says. It's Mrs Watkins from the grocery store.

Say what Ben reports, beginning with *She says ... or She asks ... Models:* 1. Mrs Watkins: I'm ringing about the shopping list.

Ben: *She says she's ringing about the shopping list.*

2. Mrs Watkins: Does your aunt want ham or jam?

Ben: *She asks whether you want ham or jam!*

- 1. Does she want potatoes or tomatoes?
- 2. I've sold out of baked beans.
- 3. I don't know whether the list says a tin of pears or a tin of peas!
- 4. The chocolate biscuits have gone up 5p a packet. Does she still want them?
- 5. We haven't got any boxes of chocolates for less than £1!
- 6. I've only got Danish bacon today, but it's not smoked.
- 7. There aren't any special offers in cooking oil at the moment!
- 8. I haven't got any large bottles of gin. Does she want two small ones instead?

2. Report the following using the Past Tense in reported speech. Refer to ex. 1.

Aunt Ivy was too busy to listen exactly to what Ben was reporting, so over lunch, she asked Ben again what Mrs Watkins had said on the telephone.

Say what Ben reports to Aunt Ivy, this time beginning with *She said... or She asked...* Models:

1. Aunt Ivy: What did she say she was ringing for?

Ben: *She said she was ringing about your shopping list.*

2. Aunt Ivy: What was that about the ham?

Ben: *She asked whether you wanted ham or jam!*

- 1. And did she say something about tomatoes?
- 2. And what was so difficult about the peas?
- 3. I heard that the chocolate biscuits have gone up again! What did she ask about them?
- 4. What did she say about my bacon?
- 5. And what about the oil?
- 6. Did she say something about gin? She ought to know I don't touch the stuff! Er ... What did she say about it, anyway?

3. Report the following using Future-in-the-Past in reported speech.

Bill is going to a firm's party again. Helen is afraid that he will do things he may regret! Here is their conversation before he goes.

Helen: And don't drink too much this time! Bill: All right, Helen! I'll only drink a couple of beers. I promise!

Helen: And do think about your stomach! Go easy on the food! Bill: I assure you that I won't

eat too much, honestly! Helen: And leave your cigarettes at home, or you'll be smoking too much!

Bill: I promise that I'll only smoke two or three. Helen: And for goodness' sake, don't start telling your jokes

again! Bill: There's nothing wrong with a good joke now and

again! But if you insist, I won't tell them! Helen: And be careful not to say anything tactless about the

boss's wife, as you usually do! Bill: OK, I'll try not to!

Helen: And don't forget to behave yourself properly! Bill: Of course I won't! I promise! Helen:

And don't come home too late! Bill: No, I won't. I'll make sure that I'm on the last bus! Helen:

Well, good-bye then! Have a good time!

Model: What did Bill *tell/promise/assure* Helen that he would or would not do?

He promised Helen that he'd (he would) only drink a couple of beers. (Continue)

4. Report the following using Past Perfect in reported speech.

a) Direct: Past Tense Reported: Past Perfect

Refer to ex. 3.

Here's the conversation between Bill and Helen at the breakfast table on the morning after the firm's party. Helen: Did you have a good time last night?

Bill: No, not particularly. It was rather boring.

Helen: Did you have a good meal?

Bill: I didn't eat as much as last time.

Helen: I hope you didn't smoke too heavily!

Bill: Oh, no! I only had two or three all evening!

Helen: I suppose you made up for it by drinking more!

Bill: Not at all! I didn't drink as much as Stan!

Helen: Were any of the wives there?

Bill: The wives weren't invited.

Helen: What time did you get home? I didn't hear you come in.

Bill: Oh, about half past eleven, I think.

Helen: I hope you didn't talk too much!

Bill: I didn't tell my jokes, if that's what you mean.

Helen: What time did Stan leave?

Bill: We both left at the same time.

Helen meets Stan by chance, and his version of the party is rather different! Helen tells Stan what Bill had told her. Give Helen's corresponding remarks to Stan from the above conver-

sation. Beginning with *He told me that...* *Model:* Stan: Has Bill sobered up yet?

Helen: He told me that he hadn't drunk as much as you!

1. We really had a good time at the party last night!

2. Bill really has a healthy appetite!

3. Some of the wives were asking where you were!

4. Where does Bill get all his jokes from?

5. I hope he didn't wake you up in the middle of the night!

6. And tell him not to forget that packet of cigarettes he borrowed from me!

b) Direct: Present Perfect Reported: Past Perfect

Sue's mother rings up. Here's the conversation: Mother: I've been intending to ring you all the week, but your

father's had such a terrible cold!

Sue: Peter's had a cold, as well, and he's been feeling pretty awful with it.

Mother: Have you tried giving him hot lemon drinks with honey?

Sue: The doctor has prescribed him some tablets and cough medicine. He's told Peter to stay indoors for a few days.

Mother: Hmm! Tablets and medicine! No good! Nothing from the doctor has ever done your father any good! I've been wrapping his head up in hot damp towels all the week! He's had vapour rubs, and I've been feeding him on thick porridge and spinach! It's done the trick!

Anyway, in view of Peter's cold. I've just decided to come and visit you for the weekend! Tell Peter I'll have him cured in no time!

Sue then reports the conversation to Peter, who immediately begins to feel even worse! *Report* the conversation, changing pronouns, etc. where necessary and using the reporting phrases *She said ... She asked me if/whether ... I told her ...*, etc. Omit the last sentence. *Model:* That was Mother on the phone. She said she had been intending to ring us all the week, but my Father had had such a terrible cold. (Continue)

5. *Indirect speech.*

a) *Statements.*

1. "I have something to show you", I said to her.
2. "Nothing grows in my garden. It never gets any sun", she said.
3. "I'm going away tomorrow, mother", he said.
4. "I have been in London for a month but so far I haven't had time to visit the Tower", said Rupert.
5. "It isn't so foggy today as it was yesterday", I remarked.
6. "The new underpass is being officially opened the day after tomorrow", said the BBC announcer.
7. "We have moved into our new flat. We don't like it nearly so much as our last one", said my aunt.
8. "We have a lift but very often it doesn't work", they said.
9. "From one of the windows of my flat I can see the Eiffel Tower", he said.
10. "I have no idea what the time is but I'll dial 8081 and find out", said his daughter.

b) *Attention! Some tense forms do not change when direct speech becomes indirect. Use notes from the rule.*

Model: "I wish my children would eat vegetables", she said. She (said she) wished her children would eat vegetables.

1. "I couldn't get into the house because I had lost my key, so I had to break a window", he said.
2. "If the ground is dry on the day of the race, my horse might win", said the owner.
3. "If it rains this afternoon it will be too wet to play the match tomorrow", the captain said.
4. "Bill should do very well at the university, Mrs Smith", said the headmaster, "He's done very well here".
5. "They couldn't open the safe on the spot so they carried it away with them", the night watchman reported.
6. "If you saw my father, you'd recognize him at once. He is the most extraordinary-looking man", she said to me.
7. "I found an old Roman coin in the garden yesterday", he said, "and I'm going to take it to the museum this afternoon".
8. Then Macbeth enters and says, "I have done the deed".
9. "I was intending to do it tomorrow", he said, "but now I don't think I'll be able to!"
10. "I don't think your father likes me", said the young wife. "You mustn't think that", said her husband,

"It is just that he is old and finds it hard to get used to new people".

c) *Questions.*

1. "Who put salt in my coffee?" he asked.
2. "How can I run in high-heeled shoes?" she enquired.
3. "Whose car did you borrow last night?" I said to him.
4. "What was she wearing when you saw her last?" the policeman asked me.
5. "Have you done this sort of work before?" said his new employer.
6. "Is he a scientist or an arts graduate?" Mary asked me.
7. "Are there playing fields near the school?" the parents asked the headmaster.
8. "Are you sorry for what you did?" the mother asked the little boy.
9. "Why do you think it may be dangerous?" he asked her.
10. "Do you know that the shoes you are wearing aren't a pair?" I asked him.

d) *Commands, requests, advice, invitations, offers.*

1. "Don't forget to thank Mrs Jones when you are saying good bye to her", said his mother.
2. "Will you help me, please?" she said "I can't reach the top shelf."
3. "This is a horrible room. Why don't you ask for something better?" he said.
4. "Remember to switch off when you've finished", he said.

5. "If the police stop me, what shall I say?" She asked.
6. "Don't drive too fast or the baby '11 be sick", she said to her husband.
7. "Don't touch it. You will only make it worse", he told me.
8. "Don't use bent coins in a slot machine", I warned him.
9. "Wear a wig if you don't want to be recognized", I advised him.
10. "Could you sew on this button for me?" Tom asked Ann. "You'd better sew it on yourself, said Mary. "Buttons sewn on by Ann usually come off the next day".

6. *Indirect questions.*

Stan has been to the marriage agency and is now telling Bill some of the things they asked him there. *Models:*

1. Interviewer to Stan: What are your chief hobbies?
Stan to Bill: *They asked me* what my chief hobbies *were*, (or *are*) Have
2. Interviewer to Stan: you travelled abroad much?
Stan to Bill: *They asked me* if I *had travelled* abroad much.

1. Have you been married before?
2. What do you consider are the essentials of a good marriage?
3. Do you think you'll make a good husband?
4. Will you be prepared to give up smoking?
5. How often do you go out in the evenings?
6. Will you expect your future wife to work?
7. Can you play a musical instrument?
8. Are you satisfied with your present job?
9. Can you give an indication of your financial standing?
10. Would you mind paying the first instalment of the agency fee?

7. *Commands.*

Ben is going to do some shopping for Aunt Ivy. She wants him to go to Mrs Watkins' grocery store and tells Ben exactly how she wants things to be, Ben tactlessly repeats these instructions to Mrs Watkins!

Give Ben's conversation with Mrs Watkins! *Models:*

- 1 Aunt Ivy to Ben: Ben Feel the bread to see if it's fresh!
. to Mrs Watkins: Aunt Ivy *told me to feel* the
- 2 Aunt Ivy to Ben: Ben bread to see if it's fresh! Don't let
. to Mrs Watkins: Mrs Watkins give you fatty bacon ! Aunt Ivy *told me not to let* you give me fatty bacon !

1. make sure you are not cheated!
2. Don't buy any cheese if it's hard!
3. Be careful that Mrs Watkins doesn't give you last week's eggs!
4. Don't let her give you soft biscuits!
5. Look at the apples carefully before you buy any!
6. Check the change, as Mrs Watkins might not have her glasses on!
8. a) *Choose the best verb underlined in the direct speech sentence.*
 1. Helen asked me if I liked visiting old buildings.
"Do you like/Did you like visiting old buildings?" asked Helen.
 2. Bill asked Mary if she had done anything the previous weekend.
"Have you done anything/Did you do anything last weekend?"
 3. The policeman asked me if the car belonged to me.
"Does this car belong/Did this car belong to you?" asked the policeman.
 4. Fiona asked me if I had seen her umbrella anywhere.
"Did you see/Have you seen my umbrella anywhere?" asked Fiona.
 5. Joe asked Tina when she would get back. *"When will you get/ have you got* back?" asked Joe.
 6. Eddie asked Steve who he had been to the cinema with. *"Who did you go/had you been to* the cinema with?" asked Eddie.

7. My parents asked me what time I had got home the night before.

"What time *did you get/have you got* home last night?" my parents asked.

8. David asked a passer-by if it was the right road for Hastings.

"Is this/Was this the right road for Hastings?" asked David.

b) Match each reporting in A with the actual words in B. A.

1. Jim admitted that he might have taken it.

2. Sue denied that she had taken it.

3. Harry doubted whether he had taken it.

4. Diana explained that she had taken it.

5. Bill insisted he had taken it.

6. Mary suggested that she had taken it.

7. Ted confirmed that he had taken it.

8. Ruth claimed that she had taken it.

9. Charles repeated that he had taken it.

10. Sally reassured us that she had taken it.

B.

a. No, I've definitely taken it.

b. I don't think I took it.

c. Don't worry, I've taken it. It's all right!

d. What about me? Perhaps I took it?

e. OK, perhaps I did take it after all.

f. Yes, I took it, I tell you!

g. Yes, that's quite correct. I took it.

h. No, I certainly didn't take it. I can assure you.

i. You may not believe me, but actually I took it.

j. You see, it's like this I've taken it.

9. Report the following using the verbs suggested + to + infinitive.

1. "Hurry up". He told me ...

2. "Don't leave the door unlocked". She warned them ...

3. "Would you like to come to my party?" He invited her...

4. "Don't be stupid". She told me ...

5. "You should stop smoking". The doctor advised my brother...

6. "Could you change the light bulb for me?" She asked me ...

7. "Can I do the washing-up?" I offered ...

8. "Don't touch the wire". He warned me ...

9. "Could you speak more slowly?" He asked her ...

10. "Shut the door". She told me ...

11. "Don't touch my camera". He told me ...

12. "I think you should take another English course". My teacher advised me ...

13. "You may use the phone". Mar Jacobson permitted me ...

14. "Make an appointment with the dentist". My mother reminded me ...

15. "I think you should take a long vacation". My friend encouraged me ...

16. "Would you like to come to our house for dinner?" The Smiths invited us ...

17. "You should see a doctor about the pain in your knee". My friend advised me ...

18. "Don't buy a used car". Sue advised me...

19. "Take these letters to the post, will you?" The boss asked me ...

20. "Don't shelter under a tree in a thunderstorm". He warned

us ...

21. "Remember to switch off when you've finished". He reminded his son ...

22. "You must see the exhibition". My friend advised me ...

23. "Shall I buy you some cigarettes?" He offered ...

24. "Answer this letter for me, will you? And remember to keep a copy". He asked me ... and reminded me ...

10. Report the following using different reporting verbs.

a) 1. I... you that you had to be on time. Why are you late? 2. When you ... her if she's work late, what did she ... ? 3. I think that Alan ... us a lie about his qualifications.

4. When I ... him what he was doing there, he ... me it was none of my business. 5.1 ... I would help you, so here I am.

6. Did you hear what Sheila ... about her new job.

7. What did Carol ... you about her holiday?

8. There, you see! I... you the bus would be on time.

b) 1. "Why don't we go to the cinema this evening?"

Peter ... going to the cinema/that they went to the cinema.

2. "Yes, of course, I'll give you a lift, Helen".

Liz ... to give Helen a lift/that she would give Helen a lift.

3. "I've broken your pen. I'm awfully sorry, Jack". David ... for breaking Jack's pen.

4. "Don't forget to post my letter, will you, Sue?" Diana ... Sue to post her letter.

5. "Let me carry your suit case, John".

6. "All right, it's true, I was nervous".

The leading actor ... to being nervous/that he had been nervous.

7. "I don't think Liverpool will win". Vanessa ... whether Liverpool would win.

8. "If I were you, Bill, I'd buy a mountain bike". Stephen ... Bill to buy a mountain bike.

9. "Don't worry, Martin, I'll bring your book back". Leslie ... to bring Martin's book back/Martin he would bring his book back.

10. "Right, I'll take the brown pair". Andrew ... to take the brown pair.

11. "No, sorry, I don't want to lend you my camera". Alex ... to lend me his camera.

12. "Why don't we go to the cinema this evening?"

Peter ... going to the cinema/that they went to the cinema.

13. "I've broken your pen. I'm awfully sorry, Jack". David ... for breaking Jack's pen.

11. *Adverbials in reported speech.*

Sally bumped into Margaret one day in town. Margaret's part of the conversation was as follows:
Margaret:

"Oh, hello! Haven't seen you for ages! How are things? I'm very busy *at the moment*, I'm afraid! I'm going to visit my boyfriend's parents *next weekend*. So I bought a new dress yesterday. I'm not wearing it now, of course! Nigel's parents have invited me to stay with them in Monte Carlo this summer! He just got back from America last week. He flew out for the company six weeks ago. He's thinking of getting himself posted to the States, he doesn't like working here very much, says there's more opportunity in his branch over there than in this country. But I haven't much time now, must be off! I'll ring you up tomorrow for a chat! Bye!"

Margaret didn't ring Sally. A month later, Sally was chatting to Jane. Sally told Jane what Margaret had said the last time she's seen her.

Report what Sally tells Jane about Margaret. Change the adverbials where necessary.

*Statements can be introduced by **She said I she told me that** and may be joined by **and, but, as, etc.** where suitable.*

Model: Sally: "The last time I saw Margaret was about a month ago in town. She said she was very busy *at the*

time. She told me she was going to visit her boyfriend's parents *the following weekend ...*"

(Continue)

*12. Reporting verbs + **that**. Put the following conversation into reported speech, using suitable verbs + **that**. Use paraphrasing verbs, omitting redundant phrases where possible.*

Peter: I know! Let's go to the cottage for the weekend!

Sue: Yes! That would be a good idea!

Peter: I'll make sure that I take the keys this time! That's a promise!

Sue: But Mother's arranged to come for the weekend! Peter: Oh, no! But I didn't know about your mother coming! Sue: Yes, you did! I definitely told you! Peter: No, you didn't! I swear it!

Sue: Well, anyway, she's coming because we have to discuss

something. You see ... Peter: Well, look, darling, why don't you discuss it with her

on the phone? Sue: Well, yes, I suppose I could have persuaded her not to

come ... Peter: Now listen, I'll ring her up and tell her that we have

other plans! It's as simple as that! You must be firm,

Sue!

Sue: All right, Peter. What a fine idea! Five minutes later.

Sue: Well, Peter? Did you speak to Mother? Peter: Yes, ... she's arriving on the 10.30 train on Saturday!

Then she's driving to the cottage with us ... ! *Model:* Peter suggested to Sue that they might go to the cottage for the weekend. (Continue)

13. Reporting verbs without that. Report the following situations, using a verb which paraphrases the original and is (or can be) followed by a construction other than that. Model: Aunt Ivy said to Lien: "Give you 50p! I never promised anything of the sort!" Aunt Ivy denied having promised to give Ben 50p.

1. Ben said to Aunt Ivy: "I say, Aunt Ivy, I'm really sorry that I kicked my football through your kitchen window".

2. Aunt Ivy said to Ben: "You kicked the ball at my window deliberately!"

3. Ben said to his father: "Please, Dad, be a sport! You've simple got to lend me your camera for the match on Saturday! Please!"

4. Ben's father said to him: "All right. I'll lend you the camera on condition that you buy your own film".

5. Aunt Ivy said to Ben: "Be quiet! I don't like being disturbed when I'm reading the newspaper!"

6. Ben's mother said to Ben: "I simply won't let you invite the whole football team to tea!"

7. Ben's father said to Ben: "Just look at the mess in your room! I'll stop your pocket money if you don't tidy it up at once!"

14. Reporting verbs other than say. Put the following conversation between Helen and Bill into reported speech. Then reproduce it.

Bill: Helen! Where have you put the lottery ticket that I bought in the firm's annual lottery?

Helen: I haven't put it anywhere!

Bill: You must have put it in a drawer or in the writing desk!

Helen: Bill, I haven't even seen it! You don't look after your things properly!

Bill: Well, I ought to have put it in a safer place, I suppose ... But, you see, I'll have to find it because I think I've won the first prize and I won't be able to claim it without the ticket!

Helen: Perhaps you put it in your wallet after all!

Bill: Now I remember! I left it in my blue overalls!

Helen: Well, in that case we can say goodbye to the prize, because your lottery ticket's at the cleaner's where I took your overalls on Monday!

15. Choose suitable reporting verbs to fill the blanks in the following reported conversation, using a different verb each time. Do not use say and use wherever possible verbs expressing the mood of the speaker. Remember that there are several possibilities in some cases but not in others, according to the following construction.

Bill and Helen were going to spend a few days with Helen's sister in Scotland. They arrived late at the station. Bill wasn't very happy with all the luggage he had to carry!

As they clambered out of the taxi, Bill ... to himself that Helen wouldn't wear half the clothes that she'd packed! Helen went on ahead up the platform, ... loudly to Bill that if he didn't hurry they would miss the train! Bill ... that he couldn't possibly walk any faster with two cases, a hold-all, a shopping bag and his fishing equipment! Bill ... that Helen hadn't let him get a porter and Helen ... that it would certainly have been quicker! Bill ... that his back was aching. Just as they were about to get on the train, Bill ... that they ought to have brought the television, as well! Helen ... him that there was no need for sarcastic remarks and ... him to stop being funny! Bill ... that he wasn't being funny at all, but that he'd just realized that he'd left the tickets on top of it!

16. a) Reported speech may not show the tone of direct speech — but an appropriately chosen verb can reflect the tone that was used. How many of the following verbs can you use to fill each of the gaps in these sentences:

1. She ... that she came from Australia.

2. They ... us/me that they were feeling tired.

3. He ... me to lend him some money.

admit / allow / announce / ask / assure / beg / call out / claim / convince / cry out / deny / encourage / explain / imply / inform / insist / instruct / invite / mention / mumble / mutter / notify / order / permit / persuade / reiterate / repeat / reply / scream / shout / suggest / tell / urge / warn / whisper / yell

b) *Work in pairs. Highlight the ten most useful verbs in a), that you don't already use. Then compose five sentences, each including one of the verbs you have chosen.*

Compare your sentences with another pair.

17. *Work in pairs as Student A and Student B. When you've finished, compare your version with your partner.*

Student A

1. *Rewrite this passage as reported speech.*

My friend Max spoke to me last Tuesday and said: "It's my birthday today. I got a card from my aunt in Australia yesterday and one from my aunt in Canada today. I know you can't come to my party tomorrow, so would you like to join me for a drink now or maybe we can meet later this evening?"

2. *Now rewrite this passage using the exact words Susan used.* Last Wednesday, my friend Susan spoke to me on the phone

and told me that she wouldn't be able to see me this week. She had had a call from her brother ten minutes earlier and had heard her grandfather would be arriving there at the end of the week and this would be the first time she'd have seen him since he went to New Zealand in 1988. She hoped I wouldn't mind if we changed our meeting from this week to next week.

Student B

1. *Rewrite this passage using the exact words Max used.*

Last Tuesday my friend Max told me that it was his birthday that day. He had had a card from his uncle in Australia the day before and one from his aunt in Canada the same day he spoke to me. He knew I couldn't go to his party the next day, so he invited me for a drink then or suggested I could meet him later that evening.

2. *Now rewrite this passage as reported speech.*

My friend Susan spoke to me on the phone last Wednesday and said: "I won't be able to see you next week. I had a call from my brother ten minutes ago. I've heard from him that my grandfather will be arriving here at the end of this week and this will be the first time I'll have seen him since he went to New Zealand in 1988. I hope you don't mind but I'd like to postpone our meeting from next week to the week after".

18. *Work in pairs. Imagine that one of you has done.*

a) *Something newsworthy, and the other is a reporter. Role-play an interview.*

b) *Join another pair. Tell your new partners what was said in the interview. If necessary, correct each other.*

She told me that...

That's not quite right I think. I said that ...

19. *Situations.*

A. Give a one-minute impromptu speech. Your classmates will take notes, and then in a short paragraph, or orally, they will report what you said. Choose any topic that comes to mind (relatives, sports, books, etc.)

B. Work in pairs. Each pair should create a short dialogue (five to ten sentences) based on one of the given situations. Each pair will then present their dialogue to the class. After the dialogue, the class will report what was said.

Sample situation: Have a conversation about going somewhere in this city.

Sample dialogue:

Ann: Would you like to go to the zoo tomorrow? *Bob:* I can't. I have to study. *Ann:* That's too bad. Are you sure you can't go? It will take

only a few hours. *Bob:* Well, maybe I can study in the morning and then go to the zoo in the afternoon.

Ann: Great! What time do you want to go? *Bob:* Let's go around two o'clock.

Sample report: Ann asked Bob if he wanted to go to the zoo tomorrow. Bob said that he could not go because he had to study. Ann finally persuaded him to go. She said it would take only a few hours. Bob decided that he could study in the morning and go to the zoo in the afternoon. Ann asked Bob what time he wanted to go. He suggested going around two o'clock.

1. Have a conversation in which one of you invites the other one to a party.

2. One of you is a teenager and the other one is a parent. The teenager is having problems at school and is seeking advice and encouragement.

3. Have a conversation in which one of you persuades the other one to begin a health

program by taking up a new kind of exercise (jogging, walking, tennis, etc.)

4. The two of you are a married couple. One of you is reminding the other one about the things he should or has to do today.

C. *Money is the most important thing in life.* Do you agree with the given statement? Have a discussion. At the end of your discussion, make a formal written report of the main points made by each speaker in your group. (Do not attempt to report every word that was spoken, give an accurate idea of the speaker's words, you don't necessarily have to use his or her exact words. In your report, use the words such as *think, believe, say, remark* and *state* to introduce object clauses. When you use *think* or *believe*, you will probably use present tenses (e.g. *John thinks that money is the most important thing in life*). When you use *say, remark, or state*, you will probably use past tenses (e.g. *Ann said that many other things were more important than money*).

20. Read three stories about Steve Ellis, Mei-Yu Lin and Kate Hardy.

a) Report their stories.

Steve Ellis, 22

At first people don't believe me when I say I'm a secretary because secretaries just don't look like me. You know - young, black man. They have certain expectations of black people and expect me to have lots of kids, play in a reggae band and live in a high-rise that in the East End of London.

It's an interesting job. I work for a firm of solicitors. In fact, my boss is a woman - that's something else some of my friends find hard to understand!

Mei-Yu Lin, 35

People are often surprised to hear that I'm a hairdresser. I suppose it's partly because of my age and because there are hardly any Taiwanese women hairdressers in London. In fact, I've been a hairdresser for over fifteen years, first in Taiwan and then in Britain. I left Taiwan in 1983 and came to London with my husband. I've worked in a West End salon ever since and I really enjoy it. I'm the only Taiwanese hairdresser there. I work three days a week, and the rest of the time I'm busy looking after my son. I've been married for over ten years. My husband works for a computer company, so I'm financially secure. It would be difficult to go back to Taiwan because we've been living in Britain too long and have friends here.

Kate Hardy, 25

People often raise their eyebrows when I say I'm a vet and at first they wonder if I'm capable of doing the job properly. Most people's idea of a stereotypical vet is a clean-cut young man in a white coat. I'm female, I've had my nose pierced in the past, and I used to colour my hair. I've been qualified for a year now. It's an exhausting life style. I've been working almost sixty hours a week for the past month, so it's not very good for your social life. I haven't got a boyfriend. At the moment I'm sharing a house with three students.

b) Try to give imaginary pictures of these people.

c) *We are all guilty of judging people by their appearance. We glance at a stranger in the street and within seconds we calculate their age, note their colouring and decide whether or not we find them attractive. Why do we do this? Why do we persist in making snap judgements which are often wrong?*

Work in groups of three as Students A, B and C. Let Student A and B make up a dialogue on the above given task.

Discuss the following questions in your dialogue:

1. What do you notice first about a person when you meet him or her for the first time?
2. Can you ever tell what people do for a living from the way they look?
3. What is the problem with judging people from first impressions?

When your dialogue is ready, let Student C report it to the class.

21. a) Read the text "**While the Auto Waits**" after O'Henry. Then prepare questions on the text and let your fellow-students answer them.

b) Retell the text both in direct and indirect speech.

While the Auto Waits

(after O. Henry)

The girl in grey came to that quiet corner of the small park. She sat down on a bench and began to read a book.

Her dress was grey and simple. Her face was very beautiful. She always came there at the same hour and there was a young man who knew it.

The young man came near. At that moment her book fell on the ground. The young man picked up the book, returned it to the girl, said a few words about the weather and stood waiting. The girl looked at his simple coat, common face and said, "Sit down, if you like, the light is too bad for reading. Let's talk".

"Do you know", he said, "that you are very beautiful. I see you here sometimes". "Oh, let's change the subject. Don't forget that I'm a lady. You'd better tell me about the people passing by. Where are they going? Are they happy? I come here to sit because only here I am near the masses of people. I speak to you because I want to talk to a man not spoiled by money. Oh! You don't know how tired I am of money, money, money! And of the men who surround me! I'm tired of pleasure, of jewels, of travels!"

The young man looked at her with interest. "I've always thought that money is a good thing! I like to read about the life of rich people".

"Sometimes I think", the girl continued, "that I could love only a simple man. What is your profession?"

"I'm a cashier in the restaurant that you see on the opposite side of the street".

The girl looked at her watch and rose. "Why aren't you at work?" she asked. "I'm on the night shift. When shall I see you again?"

"I don't know. Now I must be going. Oh, there is a dinner and a concert tonight. Did you notice the white automobile at the corner of the park? The driver is waiting for me. Good night".

"But the park is full of rude men. May I accompany you to the car?"

"Oh, no. Stay on this bench for ten minutes after I have left".

And she went away. The young man looked at her elegant figure while she was going to the gate of the park. Then he stood up and followed her. When the girl reached the park gate she turned her head to look at the white car, then passed it, crossed the street and entered the restaurant. A red-haired girl left the cashier's desk and the girl in grey took her place.

The young man walked slowly down the street, then stepped into the white automobile and said to the driver, "Club, Henry!"

22. a) Read the text "*The Verger*" by W. Somerset Maugham.

The Verger

Albert Edward Foreman had been verger at St Peter's, a fashionable church in Neville Square, London, for sixteen years. Albert Edward was very proud of his job and his church. But there was one special feature about Albert: he couldn't read or write. When one day a new vicar discovered this, he told him

that unless he learnt to read and write within three months, he would lose his job. Albert Edward refused and the vicar gave him a month's notice to leave. That evening Albert sadly locked the church and began to walk home.

Albert Edward was a non-smoker and a total abstainer, but with a certain latitude; that is to say he liked a glass of beer with his dinner and when he was tired he enjoyed a cigarette. It occurred to him now that a cigarette would comfort him and since he did not carry them he looked about him for a shop where he could buy a packet of Gold Flake. He did not at once see one and walked on a little. It was a long street but there was not a single shop where you could buy cigarettes.

"That's strange", said Albert Edward.

To make sure, he walked right up the street again. No, there was no doubt about it. He stopped and looked reflectively up and down.

"I can't be the only man who walks along this street and wants a cigarette", he said. "A person who had a little shop here selling tobacco and sweets would do very well".

He stopped suddenly.

"That's an idea", he said, "Strange how things come to you when you least expect it".

He turned and walked home and had his tea.

Next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it, and when a month after that he left St Peter's, Neville Square, for ever, Albert Edward Foreman set up in business as a tobacconist and newsagent. His wife said it was a dreadful come-down after being verger of St Peter's, but he answered that you had to move with the times, the church wasn't what it

was. Albert Edward did very well. He did so well that in the course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings and took them to the bank.

One morning when he was there paying in a bundle of notes and a heavy bag of silver, the cashier told him that the manager would like to see him. He was shown into an office and the manager shook hands with him.

"Mr Foreman, I wanted to have a talk with you about the money you've got in deposit with us. Do you know exactly how much it is?"

"Not within a pound or two, sir; but I've got a pretty rough idea".

"Apart from what you paid in this morning, it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you would do better to invest it".

"I wouldn't want to take any risks, sir. I know it's safe in the bank".

"You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities. They'll bring you in a better rate of interest than we can possibly afford to give you".

A troubled look settled on Mr Foreman's distinguished face. "I've never had anything to do with stocks and shares and I would have to leave them all in your hands", he said.

The manager smiled, "We'll do everything. All you'll have to do next time you come in is just sign some forms".

"I could do that all right", said Albert uncertainly. "But how should I know what I was signing?"

"I suppose you can read", said the manager a trifle sharply.

Mr Foreman gave him a disarming smile.

"Well, sir, that's just it. I can't. I know it sounds funny, but there it is. I can't read or write, only my name, and I only learnt to do that when I went into business".

The manager was so surprised that he jumped up from his chair. "That's the most extraordinary thing I've ever heard".

"You see, it's like this, sir. I never had the opportunity until it was too late and then somehow I wouldn't. I got obstinate, if you know what I mean".

The manager stared at him as though he were a prehistoric monster.

"And do you mean to say that you've built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you now be if you had been able to?"

"I can tell you that, sir", said Mr Foreman, a little smile still on his aristocratic features. "I'd be verger of St Peter's, Neville Square".

b) Explain the meaning of the following in your own words: abstainer / latitude / come-down / takings / move with the times / a rough idea / disarming.

c) Report all Albert Edward's thoughts.

d) Work in groups of three as Students A, B and C. Student A is Albert Edward and Student B is Mr Foreman, the manager of the bank. Make up a conversation between them. Student C will report your conversation to the class.

e) Retell the text using reported speech.

23.

A Cup of Tea

by Katherine Mansfield a) About the Author

Katherine Mansfield was born in New Zealand in 1888. She went to London in 1908 to start her writing career. In 1909 she married and separated from her husband within a day. She spent an unhappy period in Germany, then met and married John Middleton Murry. Her brother was killed in the First World War, which turned her mind to her New Zealand childhood, which she wrote about. She developed tuberculosis in 1917 and died of its effects in 1923 in France. Her stories are mostly about events that might have happened within her own world, and describe experiences which could happen to anyone.

b) Speaking and Reading

1. Work in pairs. The story in this exercise is "A Cup of Tea" by a New Zealand writer, Katherine Mansfield (1888 -

1923), who lived in London for part of her life. Read the following and decide:

- where it takes place
- who the participants of the story may be
- what's happening

- why it's called "A Cup of Tea"

2. Here are two parts of dialogue taken from part 1 of the story. Can you add anything to your answers to 1?

1) "Madam, would you let me have the price of a cup of tea?"

"A cup of tea? Then you have no money at all?" asked Rosemary.

2) "You are not taking me to the police station?" the girl stammered.

"The police station!" Rosemary laughed out.

"No, I only want to make you warm and to hear - anything you care to tell me".

c) *Read part 1 of the story and check your answers to 1 and 2.*

Parti

Rosemary Fell was not exactly beautiful. Pretty? Well, if you took her to pieces ... but why be so cruel as to take anyone to pieces. She was young, brilliant, extremely modern, exquisitely well-dressed. She was married and had a lovely boy. And her husband, Philip, absolutely adored her. They were rich, really rich.

One winter afternoon, she was buying something in a little antique shop in Curzon Street. The man showed her a little box, an exquisite enamel box. Rosemary liked it very much. "Charming!" But what was the price? "Twenty-eight guineas, madam".

Twenty-eight guineas. Even if, one was rich ... "Well, keep it for me - will you?"

The door shut with a click. Rain was falling, and with the rain it seemed the dark came too.

Suddenly, at the moment, a young girl, thin, dark, shadowy - where had she come from? - was standing at Rosemary's elbow and said quietly.

"Madam, would you let me have the price of a cup of tea?" "A cup of tea? Then you have no money at all?" asked Rosemary.

"None, madam", came the answer.

"How extraordinary!" And suddenly it seemed to Rosemary such an adventure. Supposing she took the girl home? And she heard herself saying afterwards to the amazement of her friends, "I simply took her home with me", as she stepped forward and said, "come home to tea with me".

The girl drew back startled. "I mean it", Rosemary said, smiling. And she felt how simple and kind her smile was. "Come along".

"You're not taking me to the police station?" the girl stammered.

"The police station!" Rosemary laughed out.

"No, I only want to make you warm and to hear - anything you care to tell me".

Hungry people are easily led. The servant held open the door of the car and a moment later they were driving through the dusk.

"There!" said Rosemary. She had a feeling of triumph. She could have said, "Now I've got you", but of course she meant it kindly. She was going to prove to this girl that rich people had hearts, and that women were sisters.

d) *Put the words in order to make reported statements.* 1) her / she / come / to / along / told

2) him / she / for / keep / told / to / it / her

3) that / she / had / none / replied / she

4) asked / some / money / her / to give / she / her

5) she / tea / invited / home / for / her

6) her / she / promised / she / it / meant *Model: She told her to come along.*

e) *Underline the sentences in Part 1 of the story which match the reported statements in activity 4.*

f) *Here are some statements about Part 2 of the story. Using reporting verbs decide who the pronouns refer to.* 1) She invited her to sit in a comfortable chair.

2) She told her not to be frightened.

3) She apologized and said she was going to faint.

4) She told her to come and get warm.

5) She told her not to cry.

6) She offered to look after her. *Model: She - Rosemary, her - the girl.*

g) *Write down what you think the people actually said. Model: "Please sit down in this comfortable chair".*

h) *Here are some extracts from Part 2 of the story. Rewrite them in reported speech using a suitable reporting verb.*

- 1) "I'll arrange something, I promise".
 - 2) "Rosemary, may I come in?" It was Philip.
 - 3) Philip asked, "Explain. Who is she?"
 - 4) "Look again. I think you're making a mistake".
 - 5) "Philip", she whispered, "am I pretty?" *Model:* She promised to arrange something.
- i) Work in pairs. Look at your answers to Activities 4, 5 and 6. Can you guess what may happens in Part 2 of the story. Now read Part 2 of the story.*

Part 2

The car stopped, they rang the bell, the door opened, and Rosemary drew the girl into the hall. Warmth, softness, light, a sweet scent, all these familiar things she never even thought about. The girl seemed dazed.

"Come and sit down", Rosemary cried, as she walked into the drawing room. "Sit in this comfortable chair. You mustn't be frightened. Come and get warm. Won't you take off your hat?" The girl remained standing, but Rosemary gently pulled her towards the chair. The girl had moved only a few paces when she whispered, "I'm very sorry, madam, but I'm going to faint". Rosemary guided her into the chair, crying, "How thoughtless I am! Tea at once! And some brandy immediately!" She rushed to the bell to call a servant.

"No, I don't want brandy. It's a cup of tea I want, madam". And she burst into tears.

"Don't cry, poor little thing", Rosemary said, sympathetically.

Now at last the girl forgot to be shy and said, "I can't go on any longer like this".

"You won't have to. I'll look after you. Don't cry any more. I'll arrange something, I promise".

The girl stopped crying just in time for tea.

Some little while later, the door handle turned. "Rosemary, may I come in?" It was Philip.

"Of course. This is my friend, Miss".

"Smith, madam", said the girl, who was strangely still and unafraid.

Philip looked at the girl, at her hands and boots and then at Rosemary. "I wanted you to come into the library for a moment. Will Miss Smith excuse us?"

Rosemary answered for her: "Of course she will". And they went out of the room together.

Philip asked, "Explain. Who is she?"

Rosemary laughed and said, "I picked her up in Curzon Street. She asked me for the price of a cup of tea and I brought her home with me. I'm going to be nice to her. Look after her".

"My darling girl", said Philip, "you're quite mad. She's so astonishingly pretty".

"Pretty?" Rosemary was so surprised. "Do you think so?"

"She's absolutely lovely. Look again. I think you're making a mistake. But let me know if Miss Smith is going to have dinner with us".

Rosemary did not return directly to Miss Smith but went to her writing room and sat down at her desk. Pretty! Lovely! She opened a drawer and took out five £1 notes. She paused, then put two back and, holding three in her hand, went back to the girl in the drawing room.

Half an hour later, Philip was still in the library, when Rosemary came in.

"I ... only wanted to tell you Miss Smith insisted on going, so I gave the poor little thing some money".

Rosemary had just done her hair, darkened her eyes and put on her pearls. She touched Philip's cheeks.

"I saw a fascinating little box today. It costs twenty-eight guineas. May I have it?"

"You may", Philip said. But that was not really what Rosemary wanted to say.

"Philip", she whispered, "Am I pretty?"

j) Work in pairs. Try to remember as much as possible about the story. Use the words in the box to help you. Organize your work in the following way:

- Say what the words in the box mean.
- Reproduce how they were used in the story.
- Work in pairs and use the words to reconstruct the story.
- Let one student start telling the story.

If he/she misses out any information, another student can challenge with a question. If the first student answers correctly, he/she continues. If he/she doesn't answer correctly, the challenger takes over the telling of the story.

- Now read the whole story again and check.

adore / antique / shop / bell / boot / box / dazed / desk / dusk / enamel / faint / pearls /

pretty / prove / scent / servant / smile / softness / startled / tears / warmth / well-dressed

k) Retell the story as:

a) the author

b) Rosemary

c) the girl

Do not use direct speech.

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l) Writing.

Write a paragraph describing what happens in the story from the husband's point of view. Do not use direct speech

Begin like that:

My wife was out shopping one day when she met a beautiful young woman in the street...

Mood

Mood is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality.

In Modern English we distinguish three moods:

The Indicative Mood The Imperative Mood The Subjunctive Mood

The Indicative Mood shows that the action or state expressed by the verb is presented as a fact. (See the Tenses in the Active and Passive Voice.)

She went to college in the morning. The text was translated yesterday.

The Imperative Mood expresses a command or a request.

Please put the papers on the table.

Don't litter, please.

The Subjunctive Mood

The **Subjunctive Mood** shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired.

Fact: *I work in a restaurant, but I don't earn much.*

If I find a better job, I'll take it. Non-fact: *I wish I had a lot of money.*

If I had a lot of money, I would open my own restaurant.

In Modern English the Subjunctive Mood has *synthetic* and *analytical* forms.

The synthetic forms are as follows: the Present Subjunctive (a special kind of present tense which has no -s in the third person singular: I, he, she, it, we, you, they *be, have, speak*, etc.) and the Past Subjunctive only of the verb *to be* (I, he / she / it, we, you, they *were*). **The**

synthetic forms are sometimes used in *that-clauses* in a formal style, especially in American English, after words which express the idea that something is important or desirable and in certain fixed phrases. The same forms are used in both present and past tenses.

*It is important that Helen **be** present when we sign the papers.*

We considered it desirable that he *not leave* school before finishing his exams.

God bless you!

Long live the bride and the groom!

*If we have to pay \$2,000, then so **be** it. (-We can't do anything to change it.)*

The analytical forms consist of the mood auxiliaries *should, would, may (might) or shall* (which is seldom used) + the infinitive.

*It is important that every child **should have** the same educational opportunities.*

*I propose that you **shall come** along with me.*

The Subjunctive Mood is used:

In conditional sentences to express an unreal condition (in the subordinate clause) and an unreal consequence (in the principal clause).

There are three types of conditional sentences.

The First Conditional

If + present simple <i>If you drop it.</i> Or future <i>It'll break</i>	Future <i>It'll break.</i> If + present simple <i>If you drop it.</i>
---	---

Use:

*The first conditional refers to the future. It is used when there is a possibility that the if-event

happens.

If it rains, we'll go to the cinema. (= It might rain: it might not.)

If the sun shines, we'll go to the beach. (= The sun might shine: it might not.)

***going to** is sometimes used in the first conditional to describe a future plan:

If it rains, we're going to visit my mother.

The Second Conditional

If + past simple <i>If you dropped it, If they asked me to work for them, Or would/could/might + infinitive I would do a lot of swimming. I might accept.</i>	Would/could/might + infinitive <i>I would it would break, I might accept, If + past simple if I lived by the sea. if they asked me to work for them.</i>
---	--

* The "past" here is actually the subjunctive, which is the same as the past simple except for two forms -1 had **he/she + were**:

If I were you, I'd change my job.

If John were here, he wouldn't be very happy.

* In conversational English, these two forms can be replaced by the past:

If I was you, I'd change my job.

If John was here, he wouldn't be very happy.

* **would** is often shortened to 'd.

The Third Conditional

If + past perfect <i>If you had dropped it, If I'd worked harder, or would/could/might + perfect infinitive I wouldn't have married Jo. I would have passed the exam.</i>	Would/could/might + perfect infinitive <i>it would have broken, I would have passed the exam, If + past perfect if I'd met you earlier, if I'd worked harder.</i>
---	---

Use:

The third conditional refers to the past (it is sometimes called the past conditional):

I'd have warned you if I'd seen you last week, (but I didn't see you, so I didn't warn you.)

If I'd passed my exams, I would have gone to Art College. (but I didn't pass my exams, so I didn't go to Art College.)

Mixed Conditional

Sometimes we make sentences which mix Second and Third Conditionals, especially when a past event has an effect in the present:

*If you **hadn't invited me, I wouldn't have gone to the party.** (= I didn't go to the party - Third Conditional.)*

*If you **hadn't invited me, I wouldn't be here now.** (= I'm at the party now -Third + Second Conditionals.)*

NOTE: 1. Unreal condition may also be expressed in the following ways:

a) **But for the rain, we should go down to the country.** Если бы не дождь, мы бы поехали за город.

b) **If it were not for your help, I should not be able to finish my work in time.**

Если бы не ваша помощь, я не смог бы вовремя закончить работу.

2. Adverbial clauses of condition containing the verbs *had, were, could* and *should* are often introduced without any conjunction. In these cases we find inversion.

Should he come this way, I will speak to him.

Words other than if

Other words can be used instead of if in conditional clauses:

a) **unless = "if not":**

I'll go home soon if the film doesn't start.

I'll go home soon unless the film starts.

Unless is used in sentences of real and unreal condition.

b) **provided (that), on condition (that), as long as, so long as:**

Provided that everybody agrees, we 'll have the meeting on Tuesday.

These conjunctions are chiefly used in *Model*: sentences of real condition.

c) (just) suppose, supposing (that), what if, imagine: *Just suppose it didn 't rain for four months: would we have enough water?*

These conjunctions are more common in sentences of unreal condition.

Practice

1. Write these sentences, putting the verbs in brackets into the **Present Simple or the Future Simple**.

Model: If the train's late, we (walk). If the train's late, we'll walk.

1. If the water-melon costs too much, I (buy) a smaller one.
2. If the doctor can't see me, I (go) somewhere else.
3. If the class (be) full, we (find) another one.
4. What will we do if the taxi (not come)?
5. Will you phone me if there (be) any problems?
6. I (ask) Peter if I (see) him tomorrow.
7. I (go) next week, if I (can) get a train ticket.
8. If I (have to), I (complain) to the manager.
9. If he (see) me here, he (be) really angry.
10. Mary (be) worried if you don't come to the airport.

2. Put the verbs in the sentences below into the correct tense. *Model:* If you drove more carefully, you (not have) so many accidents.

If you drove more carefully, you wouldn't have so many accidents.

1. If we (have) more time, I could tell you more about it.
2. If you (sell) more products, you'd earn more money.
3. I could help you if you (trust) me more.
4. His car would be a lot safer if he (buy) some new tyres.
5. The children would be better swimmers if they (go) swimming more frequently.
6. I wouldn't mind having children if we (live) in the country.
7. If (be) you, I wouldn't worry about going to university.
8. If I (have) any money, I'd give you some.
9. Your parents (be) a lot happier if you phoned them more often.
10. Where would you like to live if you (not live) in Paris?

3. Write these sentences in full, using the words given. Put the verbs into the correct tense:

Model: What /would / you / done / if / not / lend / you / the money? What would you have done if I hadn't lent you the money?

1. I / not / marry / him / if / I / know / what he was like.
2. I / not / hire / a car / if / I / know / how expensive it was.
3. If / we / got / to the cinema earlier / we / not / miss / the start of the film.
4. If / I / be born / a year earlier / I / have to do / military service.
5. If / you / asked / me / I / would lend / you my car.
6. If / I / gone / to university / I get / a better job.
7. I /wouldn't / go out / yesterday /if/ you asked / me not to.
8. I / could / give you / a lift / if / my car / not broken down.
9. I / not go / to Berlin / if / I know / what was going to happen.
10. I / not come / to this school / if / I / know / what it was like.

4. Look at these sentences and explain the difference between them.

1. a. If you give me \$ 1, I'll spend it all.
b. If you gave me \$ 1000, I'd (would) spend it all.
c. If you had given me \$ 10,000, I'd (would) have spent it all.
2. a. I'll (will) give it to you, if you get here a 9 a.m.
b. I'd (would) give it to you, if you got here at 9 a.m.
c. I'd (would) here given it to you, if you had got here at 9 a.m.

5. Match the two halves of these sentences.

A	B
---	---

I	1. Would you marry me, 2. How would you feel, 3. You'd have a lot more friends, 4. Would you have left the firm, 5. What would you do, 6. I'd go out more often,	a. if you were not so mean. b. if someone gave you a diamond necklace. c. if I had more money. d. if I had a lot of money. e. if you hadn't been promoted. f. if you were in my position.
II	1. If you were promoted 2. If you lost your job 3. If you apologized 4. If you hadn't been promoted 5. If you had lost your job 6. If I were stronger 7. If I hadn't been so tired 8. If he hadn't telephoned	a. you'd be able to change the system. b. you wouldn't be sacked. c. would you have left the firm? d. would you be in despair? e. you wouldn't have bought such an expensive car. f. I would carry it myself. g. I wouldn't have felt asleep in the armchair. h. we wouldn't have got the message.

6. Express the ideas in the sentences below using *if... not*. The first one is done for you.

Model: You haven't signed the cheque. I can't cash it. If you don't sign the cheque I can't cash it.

- I bought a newspaper and so I was able to see the football results.
- She lost her passport and had to go to the embassy.
- We'll have to take a taxi to the station. The train leaves in fifteen minutes.
- The shops were closed so I couldn't buy any food.
- You have to show an identity card before you are allowed to enter the building.
- I can't understand. Please explain how the machine works.

7. Choose the correct word or words to replace the words in *italics* in these sentences:

Model: I'll give you \$100 if you say nothing about this, (*provided that, what if, unless*)

I'll give you \$100 *provided that* you say nothing about this.

- If your company went bankrupt, what would you do? (*just suppose, on condition, as long as*)
- If you had to live in another country, where would you go? (*on condition, unless, imagine*)
- We'll let him out of prison if he reports to the police station every day. (*supposing, as long as, unless*)
- I'll take them to court if they don't pay me what they owe. (*imagine, provided that, unless*)
- If you won a million pounds - what would you do with it? (*providing, as long as, unless, imagine*)
- If they keep to the agreement, I'll give them the money. (*what if, imagine, so long as*)
- You'll be alright if you take some travellers' cheques. (*provided that, imagine, what if*)
- I'll complain to the manager if you don't give me a different room, (*as long as, unless, imagine*)
- If all the hotels were full, where would we stay? (*provided that, as long as, suppose*)

8. Rewrite these sentences using the conjunctions in brackets. Model: If you gave me \$ 10, 000, I still (not go) down a coal mine, (even if)

Even if you gave me \$ 10, 000,1 still wouldn't go down a coal mine.

1. I (lend) you my book if you let me have it back by Monday, [on (the) condition (that)]
 2. If you look after it, I (let) you keep my bicycle till the weekend, [providing (that)]
 3. If you (not tell) anyone else, I'll tell you what happened, (so long as)
 4. If it (be) a holiday on Monday, we can drive to the seaside, [assuming (that)]
 5. The children were never scolded if they (do) what they were told, (so long as)
9. Put in the right conditionals.

The Secret of a Long Life

Grygori Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. The secret of a long life, Grygori said, is happiness. If you (be) happy, you will live a long time. "Are you married?" a reporter asked. "Yes", Grygori replied. I married my third wife when I was 102. If you are happily married, you (live) for ever. But for my third wife, I (die) years ago. "What about smoking and drinking?" a reporter asked. "Yes, they are important", Grygori said. "Don't smoke at all and you (feel) well. Drink two glasses of wine a day and you (be) healthy and happy". "If you (can / live) your life again, what (you/do)?" a reporter asked. "I would do what I have done. If I had had more sense, I (eat) more yoghurt", he chuckled. "Supposing you (can / change) one thing in your life what (you / change)?" "Not much", Grygori replied. "So you don't have any regrets?" another reporter asked. "Yes, I have one regret", Grygori replied. "If I (know) I was going to live so long, I (look after) myself better!"

The Subjunctive Mood is also used:

(A) in subject clauses after a principal clause

It	be	adjective	that	subject	Should + the infinitive
It	is / are	important		you	(should) be there
	was	necessary	that	he	
	will be	essential		she	
		desirable		I	
		ordered		we	
		suggested		they	
		required			

It is necessary that he (should) write an essay before taking an exam.

It is desirable that the students (should) take part in this research.

(B) in predicative clauses

1) introduced by *as if*, *as though*, when we find the link verbs *to be*, *to feel*, *to look*, *to seem*, etc. in the principal clause.

I feel as if you were my father.

It was as if he had done something wrong.

The Past Simple denotes an action simultaneous with the action expressed in the principal clause; the Past Perfect denotes an action prior to that of the principal clause

2) when the subject of the principal clause is expressed by *wish*, *suggestion*, *idea*, etc.

In this case the form *should + the Infinitive* is used.

(C) in object clauses

1) when the predicate of the principal clause is expressed by the verb *to wish*.

- We use *wish* with Past Tense forms (Simple and Continuous) to express regret about present situations:

I wish you were more helpful. (= but you are not)

- We use *wish* with the Past Perfect when we have regrets about the past:

I wish I hadn't taken your advice. (= but I did)

- We use *wish* with **would** to say how we would like somebody to behave in the future. This expresses annoyance with a person or situation and a desire for a situation to change, either now or in the future.

I wish you would stop talking. NOTE: If only

If only can be more emphatic than *I wish*. The verb forms after *if only* are the same as the patterns with *wish*: ***if only*** *I had more money!* (= but I haven't) ***if only*** *you could be here!* (= but you are not)

Here is a summary of patterns using *wish*:

Verb form after <i>wish</i>	Time reference	Example (+ meaning)
Past Simple	present	<i>I wish I knew the answer.</i> (= I don't know)
Past Simple	present	<i>I wish I was/were better at sport.</i> (= I am not)
Past Continuous	present	<i>I wish I was/were going with you.</i> (= I am not)
<i>could</i>	present	<i>I wish I could give you an answer.</i> (= I can't)
<i>would</i>	future past	<i>I wish you would be quiet.</i> (= Your talking irritates me)
Past Perfect	past	<i>I wish I had known you then.</i> (= but I didn't)
<i>Could have</i>		<i>I wish I could have explained.</i> (= I wasn't able to)

2) when the predicate in the principal clause is expressed by the following verbs:

ask prefer require
demand propose suggest
desire recommend
insist request

*I suggest that you **should** do it.*

*She insisted that they **should** give her a receipt.*

*He is anxious that everything **should be** ready by 5.*

3) when the predicate in the principal clause is expressed by the verb denoting *fear*.

In this case the Subjunctive Mood is introduced by the conjunction *lest*.

She fears lest she should be punished.

(D) in attributive clauses modifying the noun *time* in the principal clause *It is (high) time*.

It is (high) time we went home.

In this case the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Simple.

(E) in different types of adverbial clauses, in adverbial clauses of comparison (or manner) in particular after *as if, as though*.

She flushes as though he had struck her.

In this case the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Simple or the Past Perfect. The Past Simple denotes an action simultaneous with the action expressed in the principal clause; the Past Perfect denotes an action prior to that of the principal clause.

Practice A.

1. Explain the use of the verb forms in subject clauses subordinated to the principal clause with "it" as subject, translate the sentences into Russian.

1. It was important that he **should call** me as soon as possible. 2. It's absolutely essential that you **shouldn't say** a word. 3. It seemed necessary that his friends **should be kept** away from interfering with his work. 4. It was unlikely that he **would take** any steps against his brother. 5. After lunch it was proposed that they **should all go** to the lake. 6. It was important that they **should come** to an agreement. 7. It's not likely that they **should exchange** addresses. 8. It was agreed that he **should be** the first to speak. 9. It is advisable that she **should have** someone to look after her.

2. Change the sentences according to the model. Model: It is necessary to finish the work.

It is necessary that the work (should) be finished.

1. It is important to verify the date.
 2. It is not necessary to take entrance examinations to be admitted to an American university.
 3. It is important to speak with the dean immediately.
 4. It is desirable for you to be there on time.
 5. It is imperative for the Americans to file their tax forms by April 15.
 6. It is necessary to sign your cheque before you cash it.
3. *Supply the necessary forms for the verbs given in brackets in subject clauses subordinated to the principal clause with "it" as subject.*

1. It's wonderful that they (to give) you a present. 2. It was arranged that his friend (to join) him in six months. 3. It was all wrong that someone so young (to be) so ill. 4. It is obviously necessary that an investigation (to make). 5. It's not fair that the girl (to send) to bed so early on a day like this. 6. It had long been decided that I (to spend) a fourth year at Cambridge doing psychology. 7. It was advisable that she (to continue) the treatment. 8. It was demanded that I (to tell) them all that had passed at the conference.

B.

1. *Explain the use of the verb forms in the following predicative clauses.*

1. He looked as if he **knew** it to be true. 2. His wish was that his mother **should come and live** with them. 3. His idea was that they **should** go on vacation to the Crimea. 4. It was as if she **were** angry with him. 5. His father's suggestion was that Mike **should** go on a tour of France. 6. The publisher sent me a letter with the request that I **should write** a review of the book. 7. But the most drastic demand the new owner made was that half the workmen **should be fired** at once. 8. I feel as if we were back seven years. 9. She felt as if she **had done** something wrong.

2. *Supply the necessary forms for the verbs given in brackets in the following predicative clauses.*

1. It was as if she (to be) angry with me. 2. The trouble was that he (to move) out of the house. 3. The impression was that his family (to be) rather indifferent to him. 4. My desire was that he (to leave) off his work and go on a holiday. 5. Dick's suggestion was that she (to dismiss) her taxi and ride back with him. 6. He felt uneasy as if he (to do) something wrong. 7. His only request was that he (to allow) to visit his son. 8. She was filled with a great desire that her husband (to see) her new dress. 9. The house looked as though it (to be empty) for years.

C.

1. *Rephrase these sentences using I wish + past simple. Model: I'd love to live in Australia. I wish I lived in Australia.*

1. Why don't we go away more often?
2. I'd love to be a film star.
3. Why don't we have a bigger house?
4. I'd love to speak more languages.
5. I'd love to be able to cook.
6. Why *is* the school so expensive?
7. I never have enough money: it would be nice to have more.
8. I hate having to do homework every night.

2. *Rephrase these sentences using I wish + past perfect. Model: I decided to work in London. I wish I hadn't decided to work in London.*

1. We went to live with my parents in Surrey. 2. I decided to stop working as a bus driver.
3. We put our money into a grocery shop.
4. We borrowed £3,000 to start the business.
5. We didn't realize that a supermarket was opening nearby.
6. The grocery shop closed down.
7. We lost all our money.
8. It was a mistake to leave Manchester.

3. *Mr and Mrs Reynolds are worried about their children. Say what they want them to do, using I wish + would.*

Model: John never comes home before twelve o'clock.

I wish John would come home before twelve o'clock.

1. Peter doesn't wash very often.

2. Susan isn't working very hard for her exams.
3. John doesn't help with the housework.
4. I'd like Peter to give up smoking.
5. Sheila takes too many days off work.
6. I don't like John playing football all the time.
7. Sheila and Susan are very unkind to Peter.
8. John doesn't wear a tie very often.

4. Match the description with the correct form.

1. To talk about something in the past which you can't change now you use.
 - a. Wish + simple past (*I wish you did X*)
 2. To make a request for change in the future or to talk about possible future change you use.
 3. To express a dream about changing something which exists you use.
 - b. Wish + past perfect (*I wish you had done X*)
 - c. Wish + would (*I wish you would do X*)

5. Read the sentences. Which tense is used to express unreality about the present? Which tense expresses unreality about the past?

1. I wish I had been born more intelligent.
2. I wish I lived in a warmer climate.
3. I wish I had listened to my mother's advice.
4. I wish I were stronger.
5. If only I had never started smoking!
6. If only I were more lucky!
7. I wish you could speak to me.

6. Here are some wishes for the present or future. Choose three that you share, and add one or more.

I wish it was cooler/warmer. I wish it was the end of the lesson. I wish I was at home. I wish I could dance/play the piano. I wish I had more friends/time. If only I spoke better Russian! If only I knew more people! If only people were more honest!

If only the government would do something about unemployment!

7. Match the two halves of these sentences.

1. Henry wishes a. that they didn't have to move so soon because they haven't found another place yet.
2. I wish b. that you could change your mind about leaving tomorrow.
3. Mary wishes c. that we would have invested our money in the stock market last year.
4. They wished d. that he got better grades, but he isn't willing to study harder.
5. We wish e. that she studied law instead of history when she was in college.
6. We wish f. that snow would stop soon.

8. Write these sentences, choosing the correct verb tenses. Model: I wish it (stopped / would stop) raining. I wish it would stop raining.

1. I wish (I knew / I'd know) the answer to your question.
2. I wish you (wouldn't be / aren't) so rude.
3. I wish (they visited / they'd visited) us when they were in town.
4. I wish (I'd speak / I spoke) better French.
5. I wish they (hadn't been / wouldn't have been) so unfriendly.
6. I wish (I've refused / I'd refused) when you suggested the idea.
7. I wish (I had / would have) more time to do this job.
8. I wish she (would / had) come to work on time in future.

9. Match each wish with the most appropriate ending, a or b.

1. I wish it didn't rain so much in Belarus.
2. I wish it hadn't rained so much in Belarus.
3. I wish you would listen to me;
4. I wish you had listened to me;
- a. then we could have seen much more.

b. then we could spend our holiday there.

a. I could help you so much.

b. I could have helped you so much.

10. What would you say? Use **I wish ... would/wouldn't** to give an appropriate sentence for each situation. Model: Your brother plays very loud music while you are doing your homework. You say, "I wish you wouldn't play loud music while I'm doing my homework".

a. You are on a long walk. Your sister is walking very slowly.

b. A friend has got you into trouble by talking to you in class again.

c. One of the students in your class always speaks softly when he answers a question and you can't hear the answer.

d. Your brother always borrows your favourite jeans when you want to wear them.

11. Imagine that you are the people in these situations and make sentences with **I wish + simple past or I wish + would** for each of these situations.

a. Tom is miserable because his sister has new sneakers but he hasn't.

b. Alison read in the papers that they are still killing whales. She wants them to stop.

c. John is unhappy. He hates his job.

d. Ann wants a job in a hotel but they want someone who speaks German. She can't.

e. Andrew is a painter but he wants to be a famous singer.

f. Jack is a farmer. The weather is hot and dry and it hasn't rained in months.

g. Tom wants to be able to play the guitar.

h. Ann smokes thirty cigarettes a day. She wants to give up.

12. Give situations in which you can use the following wishes.

1. I wish you could speak to me.

2. I wish you would speak to me.

3. I wish you would buy me a walkman.

4. I wish you had bought me a walkman.

5. I wish you would get your hair cut.

6. I wish you had shorter hair.

13. Read about Tom's Monday morning blues in column A. Join a regret in A with a wish in B. One line in B is used twice.

I've got those Monday Morning Blues!

A	B
a. It's Monday morning.	it had. there was. I could. it wasn't. I had. I hadn't. I didn't. he wouldn't.
b. I've overslept.	
c. My alarm didn't go off.	
d. I drank too much last night.	
e. I feel sick.	
f. There isn't any coffee.	
g. My flat mate <i>will</i> play his music very loudly.	
h. I haven't ironed my shirt.	
i. I can't go back to bed.	

14. Alex, aged 4, is staying with his grandmother. He arrived about a week ago. In some ways she is finding his visit rather difficult. Look at some of the problems and then complete what she says using the verb in italics. Model: Alex is very noisy. I wish he were not so noisy.

Problems

He <i>misses</i> his parents. He doesn't <i>put</i> his toys away. He <i>plays</i> with his food. He doesn't do what I say. When he arrived, he <i>said</i> he didn't want to stay!	He doesn't <i>like</i> vegetable. He can't <i>dress</i> himself. On Monday, he <i>hit</i> the dog! Last week, he <i>broke</i> a very expensive vase.
---	--

75. Read the reality and add some wishes. Express them in as many ways as you can.

Model: We went to Blackpool for our holiday and it rained the whole time.

I wish we hadn't gone to Blackpool. If only we'd gone to Spain! We shouldn't have gone to Blackpool. If we'd gone to Spain the weather would have been hot and sunny. I'd rather we'd gone to Spain.

- a. We didn't have any pets when I was a child because we lived in a flat.
- b. I have mousy-brown hair and I'm short-sighted.
- c. My parents really wanted me to become a doctor, not a teacher.
- d. They think that my youngest brother's a layabout. He won't even look for a job.
- e. I come from a huge family. I've got seven brothers and one sister.
- f. I can't remember my grandmother because she died when I was only three.
- g. I didn't start learning a foreign language until I was fifteen.
- h. I didn't get the job I applied for in Barcelona because I can't speak Spanish.

16. *Supply the necessary forms for the verbs in brackets in the following object clauses:*

1. He suggests that I (to try) something of a more serious nature. 2. Brady proposed that they (to walk) down to the sea wall. 3. He was annoyed that they (to choose) the day of his departure for the party. 4. Charles insisted that we (to keep) secret even the most remote mention of the idea. 5. He was determined that his enemies (to pay). 6. Rupert was anxious that there (to be) no appearance of coldness on Hilda's part. 7. She feared lest it (to be) too late.

17. *Translate the following into English using the appropriate verb forms in object clauses.*

1. Затем он порекомендовал, чтобы мы прекратили дискуссию и поговорили о чём-нибудь другом. 2. После ужина он предложил пойти в кино, но она отказалась. 3. Отец хотел идти пешком, но мама настояла, чтобы мы поехали на машине. 4. Он предложил, чтобы они встретились в парке. 5. Он настаивал, что я должен взять отпуск. 6. Она посоветовала, чтобы мы поужинали и потом пошли в театр. 7. Я был встревожен, что он не позвонил мне. 8. Я предложил, чтобы мы вместе выбрали подарок для нашего друга.

D

1. *Explain the use of the verb forms in attributive clauses after "It is time" and translate the sentences into Russian:*

1. Don't you think it's time you got a job? 2. Come along. It's time we **had** lunch. 3. It's high time we **started** putting our own house in order. 4. They were saying in the office that it was about time Walker **retired**. 5. "It's high time you **were** sacked, boy", the foreman said angrily.

2. *Translate the following into English using the appropriate verb forms in attributive clauses after "if is time":*

1. Нам пора идти. 2. Ему давно пора бы объяснить, что он задумал. 3. Его давно пора проучить. 4. Когда я проснулся, я почувствовал, что мне самое время вызвать доктора. 5. В самом деле нам пора бы обедать. 6. Ему было сказано, что пора бы ему научиться делать так, как ему велят. 7. Тебе бы давно пора выбросить эту старую мебель. 8. Как ты думаешь, не пора ли нам вернуться к гостям?

E.

1. *Explain the use of the verb forms in the following clauses of comparison and predicative clauses introduced by "as if" and "as though". Translate the sentences into Russian:*

1. He was throwing his things into a suitcase as if the place **were** on fire. 2. She always looked as though she **had been** at the hairdresser's all afternoon. 3. Mary is always saying she believes in her friend, and at the same time she always behaves as if he **were** her enemy. 4. Our life goes on as if nothing **had happened**. 5. He sat in his chair looking as if he **were going** to be sick. 6. His head ached terribly. It felt as though all sorts of little savage things **were beating** inside it, trying to get out. 7. It

seemed as though the water drew her irresistibly. 8. He felt as if he were being reprimanded.

2. *Supply the necessary forms for the verbs given in brackets in the following clauses of comparison and predicative clauses introduced by "as if" and "as though":*

1. Her lips were parted as if she (to be) out of breath. 2. Hugh laughed awkwardly, as if he (to say) something indecent. 3. He looked down at his feet as though he (to be) unconscious of the company. 4. She sounded as if he (to talk) to an enemy. 5. He leaned back as if he (not to have) a care. 6. "It sounds as though there (to be) three or four men down there," said my father. 7. She spoke of this and that as though she (to make) conversation with a stranger. 8. He looked as if he already (to decide) on some action.

Translate the following sentences into English.

1. Он смотрел на меня так, словно не понимал.
2. Она продолжала оглядывать комнату, как будто искала кого-то.
3. Он застегнул пальто, как будто ему было холодно.
4. У неё обычно был такой вид, словно она только что плакала.
5. Жаль, что я не видела его вчера.
6. Тому очень хотелось бы иметь более высокие оценки.
7. Мне бы хотелось, чтобы ты не ехал так быстро.
8. Требуется, чтобы вы вернули книги в библиотеку вовремя.
9. Преподаватель настаивал, чтобы она училась более прилежно.
10. Если ты мне поможешь, я сдам экзамен.
11. Ему давно пора сдать этот экзамен.
12. Если бы он был здесь, он бы помог нам.
13. Если бы вы посещали лекции, вы бы легко сдали экзамены.
14. Важно, чтобы студенты приняли участие в этом исследовании.
15. Если бы он не ехал так быстро, аварии бы не произошло.

Read the texts and do the tasks that follow: Text 1

In the President's Chair

Every week we ask someone what they would do if they were the president. This week it is the turn of Heather Pearce, university lecturer.

I would import more high technology for our industries and transport systems instead of relying on cheap labour. I would pay for this by exporting more of our agricultural produce and cutting down on our food imports. I would work hard for international peace instead of making aggressive speeches, and at home I would put more money into our health and social services instead of cutting taxes.

Task 1.

Which of the following would Heather Pearce choose to do if she was president?

1. import high technology
2. rely on cheap labour
3. export more agricultural produce
4. cut down on food imports
5. work hard for international peace
6. make aggressive speeches
7. put more money into health and social services
8. cut taxes

Task 2.

Write your own version of *In the President's Chair*. What would you do if you were the president of your country?

Text 2

A Foggy Story

One Sunday Mary decided to go sailing with her friend Juliet, but Juliet was away. Mary's boyfriend John did not know anything about sailing but he asked her if he could go with her instead. Mary agreed and they set off out to sea. Soon they found themselves in thick fog. Mary was sure that they would be hit by a big ship but suddenly, through the fog she saw a large buoy. She decided to tie the boat to the buoy for safety. She got onto the buoy, but she dropped the rope. The boat drifted away in the fog and John did not know how to get it back. He did not know how to use the radio, either, and was only rescued twelve hours later. Mary, meanwhile, spent the

night on the buoy. At dawn she fell asleep, and she was about to fall into the sea when a shout woke her up. The fog had cleared a little and a ship had seen her. She climbed aboard and thanked the captain. He told her that John had been rescued by a lifeboat and the lifeboat captain had sent out a message. Without the message the captain would not have seen her on the buoy.

Task 1.

Game: In small groups make as many *type 3 conditional* sentences as you can about the story. The group with the most correct sentences wins.

Example: If Juliet had not been away, John would not have gone sailing.

Task 2.

Make up a story that can be finished with one of these sentences.

If the woman hadn't woken me up, I would have missed my station.

If I hadn't had the accident, I would never have met the most important person in my life.

If I'd realized the truth, I would never have done what I did.

If I hadn't read the paper that morning, I wouldn't have become so rich.

Example: Yesterday I took a train to visit a friend. I was very tired and on the way I fell asleep. I woke up when a woman asked me, "Is the next stop Canterbury?" and we were at my station! I just managed to get off the train in time. I was very lucky because if the woman hadn't woken me up, I would have missed my station!

Text 3

Jody Major, Female Clown

I haven't always been a circus clown. When I was younger, I was going to be an engineer. I was doing well at school, the teachers were pleased with me, and it was all fixed. But then my mother got a job in Algeria, and the whole family moved. If we hadn't moved, my life would have been very different.

I didn't enjoy it. Algeria was fine, but I missed my friends. If I'd studied French or Arabic earlier, it would have been easier, but I didn't speak either and my school work suffered. Instead of going into further education, I left school. I would have gone back to Sydney if there had been somewhere for me to stay, but instead I went to Scotland and started working in a funfair. I became a clown three years later.

I sometimes think that things would have been different if we had stayed at home in Australia, but maybe not. Who can say?

Task 1. True or false?

1. Jody's an engineer.
2. She wanted to be an engineer when she was younger.
3. She comes from Algeria.
4. She would have been an engineer if her family hadn't gone abroad.
5. She didn't speak French or Arabic.
6. She became a clown after working in a funfair.
7. Her life might have been different if her family had stayed in Australia.

Task 2.

Write three paragraphs about your life, explaining what you are doing now. Describe three events that happened which meant that your life could have been different.

Text 4

Butterflies

A major artist of world importance is discovered after being ignored by the art world for forty years. An Indian teacher of English risks everything for his belief in someone's paintings. These are the facts of an incredible story of coincidences that stretches over three continents - and ends happily!

New York

Harold Shapinsky, now in his sixties, has lived in New York all his life. He has occupied a very small flat with his devoted wife, Kate. While he painted she knitted sweaters to pay for his art. But, because he couldn't afford large canvasses, he did his great paintings on small pieces of paper. And for forty years the art world ignored him.

Bangalore, Southern India

Akumal Ramachander, a teacher of English, grew up in his home town of Bangalore. As a child he used to play in the fields where he chased butterflies. "I would never destroy a butterfly", he says, "just chase them and wonder at their great profusion of colours". Akumal was always looking for a painter who would remind him of those butterflies, and when he saw Harold Shapinsky's work he knew that he had found one.

New York

One day in 1984 while Akumal was on holiday in the USA, he went to a party in Chicago. Quite by chance he met David Shapinsky. Harold's son, Back at David's flat Akumal saw some of Harold's work. He loved the paintings immediately and soon went to New York where he met Harold and Kate Shapinsky. Akumal made slides of all Harold's pictures.

London

Akumal was desperate. He had told Harold Shapinsky that he would find a gallery to exhibit his paintings. But the English teacher had no more money left and nobody had shown any interest in Shapinsky's work. Akumal went to London's famous Tate Gallery. At the reception desk they wanted to send him away, but Akumal wouldn't go and made a fuss. The receptionist called Ronald Alice, the person in charge of modern paintings. Alice saw the slides, liked them and

contacted his friends in the art world. Only a short time later, in the summer of 1985, Harold had his first major exhibition.

Task 1.

Find out as much as possible about one of the following people:

Akumal Kate David Ronald

Task 2. True or false?

1. Akumal Ramachander chased butterflies as a boy.
2. Kate Shapinsky painted for money.
3. Akumal went to a party in New York.
4. Akumal left the Tate Gallery quietly because nobody would see him.
5. Akumal didn't like Shapinsky's painting when he first saw them.

Task 3.

Match phrases from column A with phrases from column B.

A	B
If Akumal hadn't chased butterflies	he wouldn't have met David Shapinsky.
If Kate hadn't knitted sweaters	he wouldn't have seen Ronald Allee.
If Akumal hadn't gone to the party in Chicago	Harold wouldn't have been able to paint.
If Akumal hadn't liked the paintings	he wouldn't have taken the slides to the Tate Gallery.
If Akumal hadn't made a fuss	he wouldn't have liked Shapinsky's work.

The questionnaire

Work in groups of two or three and talk about your answers to the questionnaire. Do you all have similar answers or different attitudes and tastes?

Do you eat to live or live to eat?

1. When you buy food, which is most important? a. appearance b. price c. quality
2. If you buy apples, which kind do you choose?
a. red b. green c. the cheapest
3. When you have a meal, what do you enjoy it most for? a. the food b. the company
c. the relaxation
d. the television
4. If you were stranded on a desert island what food would you miss most?
a. chocolate b. steak c. bread
5. If a waiter suggests water, which do you ask for? a. sparkling b. still c. tap
6. When you look at the menu in a restaurant, what do you usually choose?
a. a dish you know b. a dish you don't know
7. If you're having dinner in a restaurant, will you always have a dessert?
a. yes b. no
8. If someone offered the following unusual food, which would you try?
a. cheese-flavoured ice cream
b. strawberry flavoured crisps c. neither
9. If someone suggested a quick meal, what would you choose?
a. fast food b. a sandwich c. a picnic
d. something more substantial
10. What would you be happiest to leave out of your present diet?
a. meat b. vegetables and fruit
c. desserts
11. If you could put a flavour on stamps what would you choose?
a. chili b. cheese c. banana
d. another e. none

12. If someone said "Never eat anything you can't pronounce" what would you:

a. I couldn't agree more

b. Nonsense

The Non-Finite Forms of the Verb (The Verbals)

There are three verbals in English: **the Infinitive, the Gerund and the Participle.**

The verbals (or non-finite forms of the verb), unlike the finite forms of the verb, do not express person, number or mood; therefore they cannot be used as a predicate of a sentence.

Like the finite forms of the verb the verbals have tense and voice distinctions, but the forms that are called tense in the verbals do not show whether the action they denote refers to the present, past or future. They show only whether the action expressed by the verbals coincides with the action of the finite forms of the verb (in the present, past or future), or if it is prior to the action of the finite form of the verb.

The verbals have a double nature, nominal and verbal. The infinitive and the gerund combine the characteristics of a verb with those of a noun; the participle combines the characteristics of a verb with those of an adjective.

All the verbals can form predicative constructions, consisting of two elements, a nominal (noun or pronoun) and a verbal (infinitive, participle or gerund). In most cases predicative constructions form syntactic units, serving as one part of the sentence.

The Infinitive

Verb Characteristics of the Infinitive

The infinitive is a non-finite form of the verb which has the following verb characteristics: *tense, aspect and voice distinctions:*

	Active	
Simple	to do	to be done
Continuous	to be doing	
Perfect Perfect	to have done to	to have been done
Continuous	have been doing	

To form the negative, we simply put **not** immediately before the infinitive:

*She warned me **not to be** late. (To-infinitive)*

*She should **not be** told about it. (Bare infinitive)*

The simple infinitive indicates that the action expressed by the infinitive is **simultaneous** with the action of the finite form of the verb in the sentence:

*I **know him to be** a very good student. He **helped me to carry** the box.*

When associated with modal verbs and their equivalents, the simple infinitive may also refer to a future action: *It **may rain** tomorrow.*

The continuous infinitive lays the emphasis on the duration of the action that is simultaneous with the action of the finite form of the verb in the sentence:

*I was pleased **to be driving** the car again.*

The perfect infinitive shows that the action expressed by the *infinitive precedes* the action indicated by the finite form of the verb:

*I am glad **to have taken** your advice.*

The *perfect continuous infinitive* denotes an action in progress which lasted for some time before the action (or state) expressed by the finite verb:

*I am pleased **to have been doing** this work all the time.*

After the past tense of verbs expressing *hope, expectation, intention* the perfect infinitive is used to indicate that the action *was not carried out*.

*I meant **to have called** you but I didn't have time.*

*He hoped **to have come**.*

In common with the finite forms of the verb, the infinitive of a transitive verb has a *direct object* and is *modified by an adverb*:

I saw him drive a motorcar.

*Her aim is **to speak English** fluently.*

Uses of the Infinitive

1. The infinitive may be the *subject* of a sentence.

To save money now seems impossible. To know how to drive is useful. Or It is useful to know

how to drive. (It is more usual to place the pronoun *it* first.) Note the use of introductory *it* in interrogatives: *Would it be safe to camp here ?*

2. The infinitive may be the *complement of the verb.*

His plan was to keep the affair secret.

3. The infinitive may be *the object* or *part of the object* of a verb. It can follow the verb directly:

He wants to pay now. Or follow verb + question words:

Please show me what to do. = What should I do? Please show me. *Can you tell me how to get there?* = How do I get there? Can you tell me? Or follow verb + object.

She wants Peter to come on Monday.

NOTE: The infinitive as object or complement of the verb is used after the verbs:

want need

would like would love would prefer would hate

hope

expect

plan

intend

mean

long

decide

choose

promise

propose

agree

refuse

seem

appear

pretend

attempt

help

claim

etc.

4. The infinitive can be used **after certain nouns and pronouns:**

Many nouns that correspond to verbs can be followed by a to-infinitive:

Ida not wish to see you. I have no wish to see you.

He refused to help me. His refusal to help me was a surprise.

We agreed to meet later. We made an agreement to meet later.

Other verb / noun pairs like this are:

to apply - an application to attempt - an attempt

to decide - a decision to propose - a proposal

to determine - determination,

to plan — a plan, etc.

5. The infinitive can be used **after adjectives:**

Adjective + to infinitive is used:

1) to express simple emotions and attitude:

to be anxious / determined / pleased / happy / easy / sure / (un) likely, etc. + to-infinitive

I'm pleased to be here.

He is sure to do the work.

2) to praise / to criticise people:

to be right / wrong / silly / generous / selfish / stupid, etc. (of smb.) + to-infinitive

It was kind of you to ask them to come.

Wasn't it clever to do that!

3) after comparative or superlative of adjectives and expressions with adverbs *too* and *enough*:

It would be more interesting to go out.

The piano is too heavy to move.

He is not strong enough to move this box.

6. The infinitive can express **purpose.**

We use ***to do, in order to do*** and ***so as to do*** to express purpose. They answer the question

"Why?" or "To do what?"

to get I went to college **in order to get** a better job later.

so as to get

Note the negative forms:

I went to the city **not to** see the sights, but to find a job. Phone for details of our holidays immediately **in order not to miss** this wonderful opportunity!

They exchanged addresses **so as not to** lose touch with each other.

7. The infinitive can be used with **introductory or final set expressions**.

To put it mildly, you are not very polite. I've never met him, **to tell you the truth**. **To be honest**, I liked it greatly. etc.

Infinitive without Particle to. (Bare Infinitive)

Rules	Examples
Bare infinitive is used: 1 . after auxiliaries and modal verbs except <i>ought, have, be</i> .	<i>Do you know what time it is now? You must come and see us one day. You ought to have come earlier.</i>
2. after the verbs denoting sense perception such as <i>to hear, to see, to feel, to watch, to observe, to notice</i> , etc. in the active voice.	<i>I saw him enter the shop. But: He was seen to enter the shop.</i>
3. after the verbs <i>to let, to make, to have</i> (in the meaning <i>to get</i>), <i>to know</i> (in the meaning <i>to see /to observe</i>) in the active voice.	<i>Don 't let the children annoy you. She made me do this test again. I'll have an electrician repair it. I have so often known a change of medicine work wonders. She made me do this exercise again. But: I was made to stand in the corner.</i>
4. after modal expression <i>had better, cannot but, would rather, nothing but, would sooner, cannot choose but</i> .	<i>I'd rather be told the truth. You 'd better not make a mistake next time. He couldn 't but go there.</i>
5. in infinitive sentences beginning with <i>why (not)</i> .	<i>Why not cook fish tonight? You look tired. Why not take a holiday?</i>
6. We use both bare infinitive and to-infinitive forms after the verbs <i>need, dare, do and help</i> . (Bare infinitive is preferable after positive forms and <i>needn't</i> . To-infinitive after <i>doesn't / don 't need, dare not and help not</i> .)	<i>You needn't do this washing up. You don 't need to clean the floor. Does he dare (to) refuse you ? All I did was (to) give him the information. Mother helped me (to) do my homework. How can I help my children not to worry about their exams?</i>

Omitted to

We can join ideas with *and*, *except*, *but* and *or*. The particle *to* is usually dropped before the second infinitive.

*She wanted to go and *see the film.*

*He wanted to do everything except *study for his exams.*

*She didn't know whether to laugh or (to) *cry.* Note: When two infinitives are joined by *and*, the second is almost always a bare infinitive. When they are joined by *but* or *or*, a *to*-infinitive is possible, but a bare infinitive is more common.

Reduced Infinitive

Sometimes the whole infinitive needs not to be repeated if it is understood from the context.

A: *Can you and Mary come to lunch next Sunday?* •

B: *I'd love to.*

A: *Can I smoke in here?*

B: *No, you aren't allowed to.*

A: *Why aren't you coming to the film?*

B: *I don't want to.*

Practice

7. *Read and translate the sentences. Analyse the forms of infinitives:*

1. I intend *to start* immediately. 2. They happened *to be discussing* something when I came in. 3. The patient wanted *to be examined*. 4. She didn't want *to bother* anyone and she didn't want *to be bothered* either. 5. Ann appears *to have been typing since morning*. 6. The child seems *to be sleeping* now. 7. She turned out *to have been cleaning* the house since morning. 8. My doctor told me *to be thinking* about something else while the plane was taking off, but it didn't do much good. 9. I am quite ashamed *to have given* you so much trouble. 10. It's great *to have finished* our exams! 11. This palace is said *to have been built* in three years. 12. Don't talk too much if you want *to be listened to*. 13. They may *have telephoned* while you were out. 14. I meant *to have bought* a newspaper on my way home, but I forgot about it. 15. It seems *to have been snowing* ever since we came here.

2. *Use the correct form of the infinitive of the verb in brackets.*

1. Robert hopes (select) *to play* in next week's football match. 2. Sue and Richard are always arguing. They seem (have) a few problems. 3. I sent my suit (dry-clean). 4. I'm sorry (disturb) you, but could you tell me the time? 5. It is ever so kind of you (send) all those lovely flowers when I was ill. 6. If he is seriously ill, his wife wants (tell) immediately. 7. The money for charity is supposed (raise) by the organisers of the party. 8. The police are looking for a missing boy. He is believed (wear) a white pullover and blue jeans. 9. Everything is just the way it used (be). Nothing seems (change). 10. When we got to the airport, we found all the flights (cancel) that day. 11. I meant (telephone), but I forgot. 12. You were silly (not lock) your car. 13. Why is she so late? - She can still (work). 14. You should (tell) you were coming. 15. I'm sorry (not come) last Thursday. 16. If you go out like that you're certain (recognise) sooner or later. 17. We hope (finish) the job by next Saturday. 18. I would (go) to university if my parents had had more money. 19. Well, I am not sorry (miss) that train. I should not have met you otherwise. 20. There were always four little boys (pick up) balls and at least three dozen balls (pick up). 21. She is known (refuse) better offers than that.

3. *Paraphrase the following sentences using the infinitive active or passive.*

1. She was sorry that she had missed so many classes before the exams. 2. Emma was surprised when she heard of his sudden arrival. 3. She was extremely happy when she found her children safe and sound. 4. David was afraid that he would put on weight if he gave up smoking. 5. She was lucky enough that she'd been given another chance to admire the masterpiece. 6. The girl was out of breath. It seemed that she had been running. 7. When he felt worse, he was sorry that he hadn't consulted the doctor before. 8. You should give this matter top priority. 9. We expect they will invite us to the meeting with the management. 10. It is nice when someone is waiting on you at dinner. 11. I hope they will interview me for this job. 12. Go and talk with George. He believes that we have unfairly treated him.

4. *Read the newspaper report about the racing driver Chuck Lodder. Do the task below.*

Lodder out of Hospital Soon

Racing driver Chuck Lodder, who had a bad accident in last year's Grand Prix, is likely *to come* out of hospital soon. He agreed *to be interviewed* by our sports reporter, although he has

refused *to be photographed*, as his face still shows the marks of the accident. Chuck was very cheerful when he spoke to us. His health now seems *to be improving* very slowly. He expects *to sit* at the wheel once again before very long. Many people think that last year's race at Bruckheim ought never *to have taken place*. It was the last race on the old track, which is going *to be rebuilt* soon. The owners of the track expect *to complete* the work in time for next season.

A: Agree or disagree with the following:

1. Chuck Lodder is likely to stay in hospital for several months.
2. Chuck agreed to be interviewed and photographed by the sports reporter.
3. Chuck seems to be getting better slowly.
4. Many people think that last year's race at Bruckheim should have been cancelled.
5. The old track is going to be used again in two years' time.
6. Chuck has given up the idea of taking part in Grand Prix Race.

B: Retell the article as Chuck Ladder / as sports reporter / as one of the owners of the track. You may add some details of your own.

C: Tell a similar story about a yachtsman called Brendan Stiles who was badly injured when his experimental new yacht overturned and sank during an international yacht race which is held every year off the west coast of Australia.

Uses of the Infinitive

5. Define the infinitives in the functions of a subject, predicative, part of a predicative and object in the following sentences. Translate the sentences into Russian.

1. To drive fast in such weather is pretty dangerous. 2. What is more pleasant: to love or to be loved? 3. Her habit is to put five lumps of sugar in her tea. 4. Sociable people are easy to deal with. 5. I asked her to explain everything. 6. It's a funny thing about life: if you refuse to accept anything but the best, you very often get it. 7. It is necessary to be patient when you get in a traffic jam. 8. To take money from him was like robbing a child. 9. The only way to get the best of an argument is to avoid it. 10. Everything comes to him who knows how to wait. 11. To let his friends down is not characteristic of him. 12. Man's true vocation is to cultivate the ground. 13. The dentist recommended the patient to have the tooth out. 14. Her method is to make a child think and find his own solution. 15. It is very pleasant to look after a baby.

6. Combine the two ideas into one sentence, using verb + (not) + to-infinitive, as in the examples given. Model: He says that he'll never tell another lie. He's promised. He's promised never to tell another lie.

1. John won't help me any more. He's refused. 2. We're going on holiday to Spain. We've decided. 3. You needn't come with me to the station. Don't bother! 4. He says he doesn't know what I mean. He's only pretending. 5. Bill says he'll lend me the necessary money. In fact, he's promised. 6. How about inviting Robert this weekend instead of next. I'd prefer it. 7. I caught the last train after all. I just managed it. 8. I wish I could visit my aunt in New York. I can't afford it. 9. We'll be staying with friends in Munich at Easter. We've arranged it all. 10. Jim will give me a lift to work tomorrow morning. He's already offered. 11. We tried to make the management understand our point of view. We failed. 12. Mary and John say they won't break the bad news to the family until later. They've agreed.

7. Two people are visiting a castle built in the eighteenth century by a famous duke. One asks questions about the duke, which the other, who has just bought the guidebook, does his best to answer. Use verb + (not) + to-infinitive, as in the model given.

Model: A: Was he rich? (very.)

- a) B: Yes, he seems to have been very rich.
- b) B: Yes, he appears to have been very rich.
- c) B: Yes, he is said to have been very rich.
- d) B: Yes, he is supposed to have been very rich.

1. Did he live here? (most of his life.) 2. Did he marry? (several times.) 3. Did he have children? (a lot of.) 4. Did he build any other houses? (several.) 5. Did he own large estates? (enormous.) 6. Did he employ a large staff? (huge.) 7. Was he a good land lord? (excellent.) 8. Did he hunt? (when he was a young man.) 9. Did he lose money gambling? (a fortune.) 10. Did he fight duels? (two.)

8. Make the necessary changes to use infinitives after a noun phrase.

Model: I thought I had lost my purse, so I ran back home to look for it, and there it was (such a

relief.)

- It was such a relief to find my purse. Or

- What a relief (it was) to find my purse!

1. As I was walking through town I bumped into an old friend, (a pleasant surprise.) 2. Bill was offered a promotion with his firm, but he refused it. (a mistake for Bill.) 3. Someone ought to eat these pears because they are going soft. Otherwise, I shall have to throw them away, (a shame.) 4. Bob got into financial difficulties because he didn't accept his father's advice, (mistake for Bob.) 5. John has failed his final examination. He says he's not going to bother trying it again, (nonsense for John.) 6. Janet was sure she had got the job. Then a letter of refusal came, which she certainly wasn't expecting, (a shock for Janet.) 7. The teacher hasn't shown up. We can go to the cinema, (fun.) 8. Last summer he spent his holidays at the Black Sea coast, (a pleasure.) 9. He wants to take his exams in autumn, (an unwise decision.) 10. I learned German at evening class, (a problem.) 11. We have booked to go on holiday next week, but now my friend is ill, so we'll have to cancel the trip, (a pity.)

9. Study the table below. Paraphrase the following so as to use a to-infinitive after nouns /pronouns.

1. There is / there are + noun /pronoun + to-infinitive.

There are ten letters to write / to be written.

Note: The active to-infinitive has a passive meaning here.

2. Have / Have got + noun /pronoun + to-infinitive

She had nowhere to sleep. = She didn't have a bedroom or bad.

Note: You cannot use the passive infinitive here.

3. Note the idioms:

He is nowhere to be seen/ to be found. Nobody's to blame.

1. There are so many books that must be read. 2. I have no money which I can spend. 3. There is nothing that we might do

now. 4. There was nothing that might keep him at home that night, and he gladly accepted the invitation. 5. She had no one who could take care of her. 6. We've got no time that we can lose.

7. I have three exercises that I must do. 8. There are still a lot of things that must be packed. 9. There is nothing that we can say. 10. She must type twenty letters. 11. You can't blame anybody for this.

10. Study the example then change the sentences, using adjective + to-infinitive.

When the Dales visited the old house to see how far the workmen had progressed with the repairs, they were disappointed to see that several jobs had not been done to their satisfaction.

Model: They were annoyed when they saw that the shower still hadn't been installed.

They were annoyed to see that the shower still hadn't been installed.

1. Peter was alarmed when he found out that the central heating couldn't be turned off. 2. Sue was horrified when she found that the kitchen had been painted red instead of white. 3. They were shocked when they found a pile of building bricks in the kitchen! 4. Sue was angry when she saw black tiles in the bathroom instead of blue! 5. Peter was furious when he found that the new wiring system fused all the lights! 6. Sue was upset when she learnt that three panes of glass were still missing from the kitchen windows! 7. They were infuriated when they discovered splashes of red paint all over the kitchen floor! 8. They were horrified when they realised that the new garage wasn't wide enough for the car! 9. Sue was dismayed when she found that the roof was still leaking. 10. They were relieved when they noticed that at least the cellar was still unspoilt!

A: Work with your partner. Share your impressions about decorations in your flat / house. Use the pattern above.

11. Change the following sentences using It + to be + adjective + of+ noun /pronoun + to-infinitive or How + adjective + of + noun /pronoun + to-infinitive as in the examples.

Model: They bought an old house (unwise).

It was unwise of them to buy an old house.

Sarah invited Jane and Sally to her dinner party (kind).

How kind of Sarah to invite Jane and Sally to her dinner party.

1. They expect to move house before Christmas (optimistic). 2. Sue learnt to drive (sensible). 3. Peter thinks management will reject his application (pessimistic). 4. Aunt Ivy criticises Ben all

the time (unfair). 5. Tim goes to football matches without paying (dishonest). 6. Ben doesn't do his homework regularly (foolish). 7. Stan sent Helen and Bill a postcard from Italy (nice). 8. Bill didn't send the cheque to the travel bureau (forgetful). 9. Your brother is planning a trip through the African deserts (brave). 10. He wants to make the trip alone (unwise). 11. Ben doesn't do his homework regularly (foolish).

12. Jane and Sally thanked Sarah again by telephone (polite).

12. Complete the passage using *enough* or *too* on their own or together with the verbs in brackets.

Two young sailors are recovering in hospital today, after their boat overturned. Jason Potter, aged nine, told their story:

"We tried to turn the boat the right way, but we just weren't strong a) ... *enough to do* (do) it. Then we tried to get to the beach, but it was b) ... far c) ... (swim). The wind blew us back and we couldn't swim hard d) We saw another boat, and shouted for help, but they were e) ... far away f) ... (hear) us.

The children swam to the foot of the cliffs, where they were noticed by a Mr Frank Payne. The cliffs were much g) ... high for the kids h) ... (climb), so I called the lifeboat". The lifeboat captain commented: "Children that age aren't experienced i) ... (sail) in high winds. The weather conditions were much j) ... dangerous k) .., (go) outside the harbour".

A: Say whether the statements are true or false.

1. The young sailors were experienced enough to turn the boat the right way.
2. The beach was quite close to swim.
3. The wind was too strong for the people on another boat to hear the young sailors.
4. The children were lucky enough to be noticed.
5. The weather conditions were favourable enough to sail outside the harbour.

B: Retell the passage in indirect speech.

13. Sandra has just joined a health club. Read her thoughts. Say what she actually says. Use infinitives after question words.

Note: 1. The word *why* cannot be followed by a to-infinitive: *Please tell me why I should stay here.* 2. We can use *whether* but not *if*: *We'll have to decide whether to go ahead with the project (or not).*

Model: Where should I go first? I can't remember. I can't remember where to go first. Should I ask someone or work it out for myself? I can't decide whether to ask someone or (whether) to work it out for myself.

1. Where should I get changed? I can't remember.
2. What should I wear on my feet in the gym? I'd like to know.
3. Who should I talk to about the fees for the course? I'm not sure.
4. How do I switch on the running machine? I'm afraid I don't know.
5. Which exercise bike should I use? Who can show me?
6. Anna told me to put my things in a locker. Who can show me where it is?
7. I ought to look for the instructions, but where? I don't know.
8. Should I ask the coach? I'm not sure.

A: Speak about Sandra's problems on her first day in the health club.

'/

B: Say what problems you had when you found yourself in a new city / wanted to send a postcard / to exchange your money.

14. Study the examples, then combine the statements into one sentence using **so as to** and negative **so as not to**. Use **the infinitive of purpose**.

Remember!

*The to-infinitive of purpose cannot be used in the negative. The long form **in order not to** is rather too formal in speech. **So as to** and the negative **so as not to** are usual when the ideas of purpose and result are combined.*

Jane and Sally work in different departments of the same large company. They are chatting casually about work.

Model: Jane: I left home at eight this morning. I didn't want so arrive late again! I left home at eight this morning **so as not to arrive** late again!

Sally: I drove into town earlier, too. I wanted to avoid the rush-hour traffic. I drove into town earlier, too **so as to avoid** the rush-hour traffic.

1. Jane: I sometimes walk to work. It keeps my weight down.
2. Sally: I'm living on fruit juice and cheese this week. I don't want to put on weight before the film's annual dinner!
3. Jane: I'm going on a diet, too. I don't want to have to buy a new dress for the dinner!
4. Sally: I'll go to bed early tonight. I want to be fresh for our foreign visitors tomorrow!
5. Jane: And I'm going to the hairdresser's after work. I want to make a good impression on my new boss!
6. Sally: I came up to the office by the stairs. I didn't want to bump into the marketing manager in the lift!
7. Jane: I'm taking the day off on Friday. I want to have an excuse for not attending another boring Board meeting!
8. Sally: And I'm taking Friday off, too! I want to have enough time to prepare for our office party on Friday evening.

Say what you learned about Jane and Sally. Use the infinitives of purpose.

15. Here are some common **set expressions with the to-infinitive**. Match them with their meanings or explanations.

1. To tell you the truth,.... / To be frank with you,...
2. To cut a long story short,
3. To get to the point,
4. To begin with, / To start with
5. To put it another way,
6. To hear him / her talk,
7. Needless to say
- a. From what he /she says,
- b. The first thing is / was,
- c. I'm going to say what I really think.
- d. I'm going to say this in different words.
- e. Now I'm going to tell you the important thing.
- f. I'm going to try to shorten the whole thing.
- g. It's clear that

16. Write the most appropriate set expression from the previous exercise in each of the blanks in these short conversations. Practice the dialogues.

- What was your holiday like?
- Not very good, I'm afraid.
- Why? /
- Well, (1)____, the flight out was delayed. Then, when we arrived, the hotel had no record of our booking.
- Listen to her! (2)____, you'd think she'd just won the Businesswoman of the Year Award!
- Well, hasn't she?
- No! The management has given her a "Bright Smile" award!
- Why isn't Mark with you?
- Well, it's all a bit complicated, but (3)____, he had an accident and we had to take him to hospital.
- This report is highly confidential, so (4)____ that you mustn't show it to anyone. No one can say what might happen if people found out what was in it. (5)____, I'm worried that Mr Smith has a copy. Let's just hope he keeps his mouth shut.

17. Translate the sentences into English. Use different patterns with infinitive.

1. Я не знал, вызвать врача или нет. 2. Я полагаю завершить эксперимент в пятницу. 3. Он, кажется, сердится на меня. 4. Я случайно услышал, как он спросил её об этом. 5. Очень глупо с его стороны было вести себя подобным образом. 6. Она всегда найдёт над чем посмеяться. 7. Товары непременно будут доставлены в конце недели. 8. Я случайно повстречал Майкла в городе. 9. Не похоже, чтобы она была влюблена в него. 10. Ваш почерк трудно читать. 11. Он достаточно умён, чтобы найти выход из этой ситуации. 12.

Было неразумно с твоей стороны идти туда, не позвонив заранее.

13. Очень важно вовремя посещать зубного врача. 14. Уже ничего нельзя было предпринять по поводу отсрочки командировки. 15. Он попросил совета, какой костюм купить. 16. Объясните, пожалуйста, как добраться до ближайшей станции. 17. Ему было некуда пойти. 18. Он предпринял ещё одну попытку получить права на вождение. 19. Было уже слишком поздно идти в банк, и он решил одолжить деньги у соседей. 20. Я встал в 6 часов, чтобы не опоздать на утренний поезд. 21. Он пригласил лучших архитекторов, чтобы построить действительно современный дом. 22. Не стоит и говорить, как важно сегодня хорошо знать английский язык и уметь работать с компьютером. 23. По правде говоря, это моя ошибка.

18. Read the story and say what you would likely feel in Mrs Johns' place.

The Brave Old Lady

Mrs Johns, a 75-year-old widow, woke up with a start. Peering into the darkness, she was astonished to see a man in her room. It was easy to see he was a burglar. At first, she was too afraid to move. Then she plucked up her courage and said, "We must talk about this over a cup of tea. Would you be so kind to help me with the tea downstairs?" To her surprise, the man meekly obeyed. He was eager to help and anxious to please the old lady. He prepared the tea and said he was sorry to have disturbed her. He was too frightened to run away. After a cup of tea, he said he would be glad to give Mrs Johns his name and address and left empty-handed. Of course, Mrs Johns informed the police, who commended her for bravery. Later, during the trial, the judge said it was his duty to send the man to prison, describing him as the most incompetent burglar he had ever met! A: Answer the questions:

1. How did Mrs Johns discover the burglar in her room?
2. What was her first reaction like?
3. How did the burglar behave in that situation?
4. What happened to him later?

B: Discussion:

1. What do you think of Mrs John's actions?
2. Do you feel sorry for the burglar? Why?

C: Retell the story in the name of Mrs Johns / the burglar / the judge.

19. Read the article and say whether the elk is likely to be removed from the roof.

Anything Goes!

When Mr Sam Quirky installed a huge plastic flying elk, about 8 metres tall, on the roof of his house, he said he was free to do what he liked on his own property.

However, the local council have other ideas. "Although we are always eager to support genuine modern art, local laws forbid this kind of installation", said a spokesperson.

The first person to notice the elk was a neighbour, Mrs Me-nendez, who told me: "I was surprised at first, but now I'm quite happy to see it there. It makes the view from my window more interesting".

The last thing Mr Quirky told me was: "Whatever the local council says, I'm determined to keep the elk on my roof.

And a spokesperson for the Campaign for Civil Liberties said: "We are very anxious for Mr Quirky to be allowed to keep the elk".

And with so many views on the subject, this reporter is reluctant to express an opinion!

A: Answer the questions. Use adjective + to-infinitive.

1. What does Mr Quirky think of his property?
2. How did the local council react to the installation of the elk on the roof?
3. Is Mr Quirky going to remove it?
4. What is the reporter's view on the subject?

B: Make up conversations between a) Mrs Menendez and the reporter; b) Mr Quirky and the local council representative. Express their emotions and attitude to the installation of the elk.

You may use the following:

To be (un)likely 1 eager 1 reluctant 1 ...	+ to-infinitive
To find it easy / amazing 1 delightful 1	
... To feel free 1 not free... To be the	
last / the first person ...	

20. Read the jokes and retell them in indirect speech. Mind the use of *to* - infinitives after verbs.

Father told his schoolboy son to mail a letter he had written to an army friend.

"Daddy", the son reported, "I've dropped the letter into the mail box".

"Have you?" exclaimed the father. "Didn't you notice that I had forgotten **to write the address on the envelope?**"

"I did", answered the boy, "but I thought it was a military secret".

- Bob, your dream has always been **to be up to the ears in love**, hasn't it?

- Yes, it has. And now I'm head over in debt, that proves that my dream has come true.

Who Profits?

At a dinner party Charles Lamb, the famous English humorist, happened **to be sitting** beside a very talkative young clergyman. Observing that Lamb did not listen to him, the young man exclaimed, "You don't seem **to profit** from what I'm telling you!"

"No, sir, I don't", answered Lamb, "but the gentleman on the other side of me is certain **to profit** a great deal; because everything you tell me comes in at one ear and goes out at the other".

Infinitive without particle to

21. Read the article and fill in the gaps with the correct forms of infinitive **after modal verbs**.

The Videophone is Here at Last

Back in the 1940s scientists told us we would soon ... (be able) ... (see) the person we were talking to on the phone. People could hardly ... (believe) it then.

Now, fifty years later, the AT&T company in New York has demonstrated its Video Phone which will ... (revolutionize) communication around the world.

You will be able ... (buy) one this spring for 800 \$, but the price ought... (drop) if they become popular.

But if you feel you have ... (rush out) and buy one - just wait! There are one or two things I must ... (warn) you about. Firstly, you should ... (think) very carefully about your looks before answering a Video Phone.

Answer the questions to the article:

1. What company made it possible to see the person you are talking to on the phone?
2. At what price will customers be able to buy first samples?
3. What should people think very carefully about before answering the Video Phone?
4. Would you like to have a Video Phone at home? Why?

22. Practice the use of infinitive after verbs **to see, to notice, to hear, to feel**. Ask your partner if he (she) is sure somebody did it. Model: - The student sang a song.

- Are you sure the student sang a song?

- **Yes, I heard him sing** that song.

1. Mrs White accepted the invitation.
2. The driver apologized.
3. Peter booked the tickets.
4. The official explained how to fill in the form.
5. Mary turned off the water.
6. Tom invited his neighbours to the party.
7. Jane locked the door.
8. Sally warned Mike of the danger.
8. Jack told us lies.
9. The meeting of the board has finished.
10. He spoke about it on the telephone.
11. She consulted the time-table.
12. She was afraid to do it.

23. Change the following sentences so that to use the verbs: **to get, to have, to make** before infinitives. Mind the use of particle *to*.

Model: The coach insisted that I should go to the doctor to have my blood pressure tested.

a) My coach **got me to go** to the doctor to have my blood pressure tested.

b) My coach **had (made) me go** to the doctor to have my blood pressure tested.

1. My brother insisted that I should go and buy tickets for the football match.
2. His wife insisted that he should go in for weight lifting.
3. Judy's parents insisted that she should go to Lock Willow for her summer holidays.
4. The supervisor on school practice insisted that Nick should take part in the discussion.
5. The referee insisted that the football player should leave the field as he was extremely rude.
6. The coach insisted that the team should train harder before the coming hockey match.
7. His mother insists that he should go to the dentist twice a year.
8. The teacher insisted that he should attend the classes regularly.
9. Mother insisted that I should take the suit to the dry-cleaner's.
10. My doctor insisted that I should spend my holidays in the mountains.

24. Read the questionnaire and choose the correct form of the verbs after **make, let, allow, forbid** and *force*. Say whether you agree or disagree with the ideas.

Are We too Soft with our Children?

Many people today argue that half the problems with the young go back to their early years. Some say their parents and schoolteachers have been too soft, others that they've been too hard. What do you think?

1. Schools should make pupils *wear / to wear* uniform.
2. Parents should force their children *take / to take* regular exercise.
3. Young girls shouldn't be allowed *wear / to wear* make up.
4. Teachers shouldn't let their students *eat / to eat* in class.
5. Parents should cooperate with schools and force their children *do / to do* their homework.
6. Schools should make all pupils *do / to do* sports.
7. Parents should never allow their children *go / to go* on holiday with friends unaccompanied.
8. Parents are right to let their children *wear / to wear* what they want at weekends.
9. Parents are right to forbid their children *go / to go* out in the evenings during the week.
10. Parents should not make their children *study / to study* on Sundays.

A: Discuss your answers with the partner.

B: Work with your partner. Make up a list or recommendations for good students / teachers / parents. Use the verbs given above.

25. Read what Maggie James says about her childhood. Do the exercises below.

"Did I have a strict upbringing? No, I don't think so.

I remember my parents *made* me *promise* not to speak to strangers, and *they forbade* me *to go* to a friend's house straight from school. I always *had to go* home first. But then my mother usually *let* me *go* out and see my friends. When I was older, they *didn't allow* me *to go out* with a young man on my own, but they *let* me *go out* with a group of friends. And they never *allowed* me *to stay* out after midnight. But that was accepted at that time.

I think, if *you force* children *to do things* all the time, eventually they'll rebel. One of my friends did".

A: Say whether the following statements are true or false.

1. Maggie's parents made her go straight home from school.
2. Maggie's mother never let her go out and see her friends.
3. When Maggie grew older she was allowed to go out with a young man on her own.
4. Maggie's parents let her stay out after midnight.
5. Maggie believes that children should be forced to do things all the time.

B: Now report this article, using the verbs given. Each completion contains a passive form, Mrs Maggie James told me that she ... *make / promise* not to speak to strangers, and she ... *forbid / go* a friend's house straight from school. She ... *make/go* home first, and then she ... *allow/go* out. When she was older, she admitted, she ... *not allow / go* out with a young man on her own, but she ... *allow / go* out with a group of friends, although she ... never *allow / stay* out after midnight. Maggie thinks that if children ... *force / do* things by parents or teachers, then they'll rebel.

C: Say what you were *made, allowed, forbidden, let* and *forced to do* when a child. Use the ideas from the box below:

Have parties.	Spend lots of money on records.
Stay out late.	Get up early on Sundays.
Bring friends home.	Help at home.
Listen to loud music.	Buy your own clothes.
Wear whatever clothes you want.	Go on holiday with friends.
Watch late films on TV.	Talk on the telephone for hours.

26. Compare the way Martin and Janet like to spend their weekends. Say which they would rather, would sooner do this weekend or prefer not to do. Model: Martin would rather get up early. Janet would prefer

to sleep late.

Or Martin would rather not sleep late. Janet would prefer not to get up early.

Martin's preferences	Janet's preferences
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<i>Get up early.</i>	<i>Sleep late.</i>
Spend the day at home.	Visit friends.
Eat at home.	Go out to eat.
Wear old clothes.	Dress fashionably.
Watch TV all afternoon.	Go to museum and galleries.
Play sports.	Go to the cinema.
Go to bed early.	Watch a late night film on TV.

Work in pairs. Speak about your preferences at the weekends. Use the patterns above.

27. Read the text. Compare Sally's idea of having a good holiday with that of yours.

Sally Marshall's Holiday Column

Last year I spent my annual holiday in Florida. So this year I thought *I'd better try* somewhere nearer home. And I think, after just three days of this year's annual "escape", *I'd much rather be* here than anywhere else on earth. Yes, *I would much prefer to enjoy* a few days rest here than sample the delights of Paris. And from that you will have guessed that I am in France.

A friend advised me: "If you need a rest, *you'd better not go* to a city. Go to the country". And here it is - fields and cows, and hardly a car in sight.

I'd rather not say exactly where I am, because *I'd prefer to keep it secret*, but it's not far from Saint-Loo. I think *I'd prefer to recommend* Normandy in general.

Come to Normandy! Enjoy the peace and quiet! And don't tell anyone how to get here.

A: Answer the questions:

1. Where did Sally choose to spend this year's holiday?
2. Who advised her to go to the country?
3. What does she like about the place?

B: Speak about Sally's holiday. Say what kind of rest you would rather have in summer.

C: Work in pairs. Share some ideas with your partner of how to enjoy the week-end. Use the correct forms of bare and to-infinitives after had better, would rather, would prefer, would like/hate. Phrases from the box may help you.

Go out of town.	Play a roulette the ca- in
Stay indoors.	sino.
Go for a drive out into the country.	Go fishing.
Go on a package tour to	Go camping.
Go hitchhiking to	Go hunting mushrooms.
Go mountain skiing.	Play sports.
	Visit a museum.

Model: - You'd better go out for a lunch in the restaurant.

- Oh, no. I don't feel like it. I'd rather make a cake and get some friends at my place.

28. Join the ideas from the letter to produce sentences with omitted to.

Ben and Sandra have just come back from a disastrous holiday. Read the notes Ben has made to include in a letter to the travel agency. Then complete the beginning of the letter.

The Notes: a. *We didn't have a rest!*

b. *Hotel very dirty. Should we unpack? Should we leave?*

c. *Some friends asked us to go to their hotel. They asked us to see their hotel.*

d. *We decide to go back. We would stay one night.*

e. *The breakfast was terrible. Should we eat? Should we give it to the cats?*

The Letter: Dear sir,

I am writing to tell you about our holiday which was not the "restful experience" your brochure promised! Let me say right away that we managed to do everything a) _____ but I *except* have a rest!

Our hotel was so dirty that we didn't know

whether b) _____. Some friends asked us c) _____

their hotel. It was much better than ours, but it was

full, so we decided d) _____ one night. Breakfast in the morning was so bad that we didn't know whether e) _____ to the cats.
Speak about Ben and Sandra's "restful experience".

29. Complete the sentences with the words in brackets. Use any appropriate tense. Discuss the understood meaning of reduced infinitives.

Model: A: Is he coming to the meeting?

B: He would like to if he has time. (would like) 1. A: Can you go to the Bank for me before four o'clock? B: Well, ... (try) 2. A: Did Jane enjoy the play? B: She (seem) 3. I don't play with toys any more but I (use) 4. I haven't written my parents yet this week, but I (intend) 5. I've never eaten at the restaurant, but I (would like) 6. A: Are you planning to go to the market? B: No, but I suppose I

(ought) 7. A: Are you going to the historical society meeting? B: Yes, I (plan) And you? 8. Oh! I'm sorry I closed the door in your face! I (not mean) ... ! 9. I must go there whether I (want) ... or not. 10. A: You offended her, you know. B: I'm sorry. I (not mean) 11. I don't want to leave, but I (have)

30. Insert to where necessary before the infinitives in brackets.

1. Will you help me (move) the bookcase? 2. You needn't (say) anything. Just nod your head and he will understand. 3. They won't let us (leave) the Customs shed till our luggage has been examined. 4. He would sooner (die) than (betray) his friends. 5. Why not (start) out right now? 6. Have you ever heard him (complain) of difficulties? 7. He was never heard (complain) of difficulties. 8. Don't let us (waste) time. There are hundreds of things (be done). 9. I have never known him (do) such things. 10. He was made (do) his work independently. 11. I know him (have been) an actor once. 12. There is hardly anything (do) but (work) out an alternative plan. 13. I'd like him (go) to a university but I can't (make) him (go). 14. You can (take) a horse to water but you can't (make) him (drink). 15. I'm sorry (disappoint) you but I can't (let) you (have) any more money till the end of the month. 16. He was made (sign) a paper admitting his guilt. 17. He tried (make) me (believe) that he was my stepbrother. 18. I felt the house (shake) with the explosion. 19. It is better (be) sure than sorry. 20. There is nothing (do) but (wait) till somebody comes (let) us out. 21. The American said he had seen nine presidents (come) and (go). He must (be) a very old man. 22. Would you rather (be) more stupid than you look or (look) more stupid than you are? 23. The bank robbers made the cashier (show) them how (open) the safe. 24. Before he let us (go) he made us (promise) (not tell) anyone what we had seen. 25. How dare you (open) my letters! 26. Why (leave) so early? 27. The chairman was heard (second) his proposal. 28. I need scarcely (tell) you that I'm in trouble.

Infinitive Constructions Complex Object

General Note	Indicators	Examples
This Complex consists of a noun in the common case or a pronoun in the objective case and the infinitive. It is mostly translated into Russian	After verbs of: a) mental activity: <i>to know, to think, to consider, etc.</i> b) declaring: <i>to declare, to report, to pronounce, etc.</i> c) wish and intention: <i>to want, to wish, to desire, to mean, to intend, etc.</i> d) feeling and emotion: <i>to like, to love, to hate, etc.</i> e) sense perception: <i>to hear,</i>	a) <i>I believe it to have been a mistake.</i> b) <i>They reported the enemy to be ten miles away.</i> c) <i>I want you to come along with us.</i> d) <i>I hate you to be troubled.</i> e) <i>I saw him get on</i>

by an object clause.	<i>to see, to watch, to feel, etc.</i> f) order, compulsion and permission: <i>to order, to allow, to have, to make, to get, to let.</i>	<i>the bus this morning.</i> f) <i>What makes you think it was me?</i> <i>Let him sit here if he wants.</i>
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NOTE: Function in the sentence: part of a complex object. **Complex Subject**

General note	Indicators	Examples
The Subjective with the Infinitive Construction consists of a noun in the common case or a pronoun in the nominative and any of the six forms of the infinitive.	a) with the following groups of verbs in the Passive Voice: <i>to see to expect</i> <i>to hear to believe</i> <i>to think to suppose</i> <i>to consider to say to know to report</i>	<i>She was heard to laugh heartily.</i> <i>He is supposed to have left. He is said to be a good doctor.</i>
	b) with the following parts of synonyms in the Active Voice: <i>to seem to prove</i>	
In Russian equivalent it is in most cases a subordinate clause.	<i>to appear to turn out</i> <i>to happen to chance</i> c) with word groups containing adjectives / adverbs. <i>To be (un) likely To be sure</i> <i>To be certain 1 to be bound</i> <i>To be anxious</i> <i>To be pleased To be easy To be happy</i>	<i>The girl appeared to be everybody's attention.</i> <i>He is sure to come.</i> <i>He was not likely to have made a mistake.</i> <i>He is easy to deal with.</i>

NOTE: Function in the sentence: the subject of the sentence.

Far-Complex

General note	Uses	Examples
This construction is introduced by the preposition for. It consists of a noun or a pronoun in the objective case and an infinitive (or an infinitive word-	We use for + noun phrase + infinitive	<i>It will be best for her to continue this way.</i> <i>It is not the right</i>
	after: 1. <i>an adjective</i> 2. <i>a noun phrase</i> /	

group). <i>For</i> is not translated into Russian. The construction is translated by a subordinate clause or infinitive.	<i>pronoun</i>	<i>time for us to speak about it. There 's nothing for him to do about it.</i>
	3. <i>a verb</i>	<i>I have arranged for you to have a private room.</i>
	Note: often after a verb which has <i>for</i> after it.	<i>We are still waiting for them to reply.</i>

Practice

1. *Point out the Objective-with-the-Infinitive Constructions. Translate the sentences into Russian.*

1. We expect her to come tomorrow. 2. Everyone consider him to be a clever man. 3. I wish John to come to our place at the weekend. 4. We ordered a huge bunch of flowers to be brought by 7 o'clock. 5. I have never heard him play the piano. 6. Every spring we see the leaves on the trees come out again. 7. Usually English people don't like the strangers to ask personal questions. 8. I will let you use my car if necessary. 9. The nurse felt him tremble with cold. 10. You could have heard a pin drop. 11. You mustn't let it worry you. 12. What made you think so? 13. People know him to be an honest man. 14. He wished the specialist to cure him of his illness. 15. I know him to be working very hard. 16. What made you come so early? 17. I've never seen them talk together. 18. How can you let your son go there alone? 19. They borrowed the money, didn't they? Let them pay it back.

2. *Say what the warning advises I reminds I tells I warns you to do or not to do.*

Use sentences with Complex Object in your answers.

Beach Safety

Hawaii's beaches are breathtakingly beautiful, but they can be very dangerous for newcomers. The beaches are always open, even when there is no lifeguard protection. If you do not see a lifeguard on duty, swim on another beach. Remember:

- **Never turn your back on the ocean.**
- Enter the water slowly and carefully.
- Don't be caught off your guard.
- Never swim alone.
- Always have someone you can call to.
- Dive beneath breaking waves before they reach you.
- Do not stand in the path of a large wave.
- Do not swim over a large wave or turn your back against it.
- Avoid beaches with rocky coasts.
- Stay clear of areas with surfers.
- Look out for runaway surfboards that wash in with the waves.

Model: It advises you to swim on another beach if you don't see a lifeguard on duty. It warns you never to turn your back on the ocean. Continue ...

3. *Paraphrase the sentences using Complex Object. Make all the necessary changes.*

Model 1: People know that he is an honest man. People know him to be an honest man.

1. I know that she has an interest in the company. 2. I believe that she isn't guilty. 3. I found that the job was very challenging. 4. I imagine that he works very hard. 5. We didn't expect that he would arrive by plane. 6. The patient wanted that the doctor examined him. 7. He wished that the specialist cured him of his illness. 8. Do you mean that he should bring his girlfriend to the party? 9. I didn't mean that you should go there immediately. 10. Do you like when your guests leave your place late?

Model 2: She heard that he whispered something. She heard him whisper something.

1. I felt that it was true this time. 2. I saw that the man pulled the door open. 3. I felt that his hand was trembling. 4. I noticed that the woman passed him by and gave him a quick and strange look. 5. We heard that the actor was singing. 6. They forced us to sit and wait (make). 7. I hope you will tell her to sell the car (have). 8. Her parents wouldn't give her permission to go out with boys (let). 9. His parents didn't allow him to leave the home-town (let). 10. She heard some strange sound and stepped aside (make). 11. The teacher told him to complete the task (have).

4. *Identify the Complex Subject. Translate the sentences. Model:* 1. **The secret was believed to have been lost.**

Полагали, что секрет был утерян. 2. She appeared **to be supporting** the girl.

Оказалось, что она поддерживает девушку.

1. She is extremely likely to succeed. 2. We are not allowed to go out. 3. He had been asked to remain to lunch. 4. Tell him this next time you happen to be alone together. 5. The girl was not likely to have taken an overdose of sleeping tablets by mistake. 6. It was bound to happen. 7. They seem to be planning a new attempt. 8. The children are sure to be fighting again. 9. The facts are sure to become known next year. 10. She proved to know the subject. 11. It was silent in the room. Only the clock was heard to tick. 12. A young woman is supposed to have written this book. 13. She smiled broadly and waved her hand. She seemed to have recognised me. 14. Just look at his hands. He is sure to have been working in the garage.

5. *Change the sentences so that to use Complex Subject. Model:* It is said that he knows several oriental languages.

He is said to know several oriental languages.

1. It seems that she has forgotten her promise. 2. It is reported that the expedition left in June. 3. It was considered that he is one of the best pilots in the country. 4. It appears that they understood this rule very well. 5. The teacher expects that you will read an article on this subject. (You are expected ...) 6. You signed the document without reading it, which was very stupid. (It was stupid ...) 7. He rushed into the burning house, which was very brave of him. (It was very brave ...) 8. Is it likely that he will arrive before six? (Is he ...) 9. It is not likely that the captain will allow them to put these cases on deck. (The captain ...) 10. They will certainly conclude this agreement in the near future. (The agreement is certain ...) 11. It seems that nothing has changed. 12. You may miss the beginning of the performance if you don't hurry. (You are likely ...) 13. It appeared that the charges at the hotel were reasonable. 14. He was the only person who believed in the results of the experiment. 15. He will be pleased when he learns the news.

6. *Identify the Far-Complexes. Translate the sentences.*

1. It was easy for my brother to learn Spanish. 2. We are still waiting for him to come. 3. Have you bought something for me to read during the trip? 4. The day was much too cold and rainy for anyone to have a good time. 5. It's not the right time for us to speak about it. 6. Your attitude made it difficult for him to tell you the truth. 7. It will be best for you to see the doctor about the tooth. 8. I'd like to put forward a few suggestions for you to think about. 9. Harriet was anxious for the party to be a success. 10. It might be possible for you to sign the paper today. 11. He didn't mean for them to study in the library. 12. It was hard for the boy to read the book in the original.

7. *Practice the Far-Complex after adjectives.*

When Sue and Peter Dale visited the old house to see how far the workmen had progressed with the repairs, it was disappointing for them to see that several jobs had not been done to their satisfaction.

Study the examples, then rewrite the sentences. *Model:* Peter was impatient. He wanted the pile of bricks in the kitchen to be removed.

Peter was *impatient* for the pile of bricks in the kitchen to be removed.

1. Sue was eager that the black tiles in the bathroom should be replaced. 2. Peter thought it necessary that the missing panes should be put into the kitchen windows immediately. 3. They were anxious that the painter should remove the red splashes from the kitchen floor immediately. 4. Sue wasn't happy that Peter should pay the bill for the faulty central heating. 5. Sue thought it would be wrong if Peter paid the builders. The garage wasn't wide enough for the

car. 6. Sue thought it would be too dangerous if Peter tried to repair the wiring system himself.
7. They were impatient. They wanted the gardener to start his work.
8. They were eager that the workmen should be out of his house before Christmas.

8. *Practice the Far-Complex after a noun phrase.*

Someone in an advertising agency is writing an advertisement for a holiday abroad. Complete it from these rough notes

Holiday makers can

- *Holiday in 6 different countries.*
- *Pick from 10 different fortnights.*
- *Travel on 3 different airlines.*
- *Choose from 12 outward and return flights.*
- *Stay at 24 different hotels.*
- *See many fascinating national festivals.*
- *Take part in local music and dancing.*
- *Buy all sorts of gifts and bargains.*
- *Return home with lots of duty-free goods. And they don't have to*
- ***make any arrangements -fill in any complicated forms***
- *pay for any extra items*

Model: Six different countries **for you to holiday in!**

No arrangements for you to make!

Continue... *Give some sentences to advertise tourism in your region.*

9. *Combine the two ideas in the following into one sentence using the Far-Complex after verbs as in the examples given. Model:* You will need a taxi to take you to the airport. Ring one up!

Ring up for a taxi to take you to the airport!

1. Mrs Williams is looking for a baby-sitter to look after the baby on Saturday nights. She should advertise. 2. I'd like a firm to pick up my laundry every week. I'll arrange it. 3. You need a doctor to look at your sick child. Send for one! 4. Our new furniture hasn't been delivered yet. We are still waiting. 5. I'd like a student to give my son extra tuition in French. I'll advertise. 6. We needed a book to prepare for exams. We are looking for it. 7. The children want the holidays to come. They are longing for them. 8. John wants a place to study at the local technical college. He's still hoping. 9. His friends want to be admitted to the club. He will ask. 10. He hasn't called yet. I will wait.

10. *Change the sentences so that to use different constructions with infinitive.*

1. It is expected that the weather will improve. 2. It seemed that she was a very experienced teacher. 3. It appears that she likes her work very much. 4. It was very kind that you visited Janice in hospital. 5. Emma can't reach the top shelf. It is very high. 6. The guests can take part in lots of activities. (There are...) 7. I knew that he was a very careful driver. 8. Don't you find that the painting is a masterpiece? 9. I can't go to the party; I have nothing that I can wear. 10. He may not be invited to official opening of the Good Will Games. (He is unlikely...) 11. She held me out the telegram so that I might see it. 12. It's quite natural that you should think so. 13. Have you noticed how she flushed when you looked at her? 14. She called Peter names. I heard it. 15. He was the first person who came to the bar and the last who left it.

11. *Translate into English. Use the constructions with infinitive.*

1. Ты хочешь, чтобы я пригласила его к нам обедать? 2. Некому было присмотреть за детьми. 3. Кажется, вы думаете иначе. 4. Машина ехала слишком быстро, чтобы я смог рассмотреть лицо водителя. 5. Чернила очень трудно стереть. 6. У нас, кажется, уже был этот разговор раньше. 7. Когда вы ожидаете, что они приедут? 8. Вероятно, он выздоровеет. 9. Я договорилась, чтобы он провёл воскресенье у бабушки. 10. Ты действительно считаешь, что мне нужно заняться спортом? 11. Оказалось, что её ключи утеряны. 12. Надеюсь, вы понимаете, как мне неудобно отправляться туда на две недели. 13. Он говорил по-английски достаточно хорошо, чтобы мы могли понять, что он хотел. 14. Сообщалось, что делегация прибудет поздно вечером. 15. Кажется очень вероятным, что их предложение будет принято. 16. Они попросили, чтобы секретарь показала им оригинальные документы.

12, Read the dialogue and *мяты* what the editor expects Mike and Taza to do during the day. Use the Complex Object.

Mike: Why are you looking so pleased?

Tara: Well, we've got some American visitors today. And the editor has chosen me to give them a talk.

Mike: Are you definitely doing it? Has he asked you to do it?

Tara: Yes. Why? Do you want to do it?

Mike: No, you're welcome to it. But I hope you're not expecting me to help you - I'm busy all day.

Tara: But the editor wants us both to welcome them when they arrive!

Mike: OK, I can spare an hour.

Tara: Good. I'd prefer you to tell them about the way we work. Then he'd like them to have a tour of the building - I can do that.

Mike: What about lunch?

Tara: Well, the editor wants to meet them himself for lunch.

Mike: But he's got a meeting in Harrow all morning!

Tara: Well, he expects to be back by 12.30.

A: Say how Mike and Taza share their duties. B: Role-play the dialogue.

13. Read the article and identify constructions with Complex Subject.

Fears for Lone Missing Climber

Fears are growing here for a lone climber missing for the past 48 hours.

Jamie Biddals, 32, from New Zealand, is known to have left Kathmandu alone six days ago but has not been seen since. He is thought to have only a small amount of food and he is believed to be wearing only lightweight climbing clothes. As for equipment, he is known to be carrying a small rucksack and a lightweight tent.

He is said to have been heading for an old base camp.

The weather has deteriorated during the last 48 hours, and he is thought to have been trying to get to the camp when a severe blizzard started.

Jamie is considered to be one of the best climbers in the world but there are still fears for his safety in these conditions.

A: Answer the questions:

1. Is Jamie Biddals said to have left Kathmandu alone or with a group of other climbers?
2. How much food supplies is he thought to have taken with him?
3. What kind of clothes is he reported to be wearing?
4. Did he happen to take any tent to sleep in?
5. Where is he expected to have been heading for?
6. Why do people appear to be worried about Jamie?

B: Work in groups. Suggest any ideas about Jamie's escape. Exchange your ideas in the class.

Use the following patterns:

Jamie	is	sure	certain	to do smth.	to be doing
		(not)	likely	smth.	to be done, to
		bound		have done smth.	to have
				been doing smth.	to
				have been done.	

C: Think about the development of tourism in your country in the short, medium and long term. Include your views on the likelihood of certain things to happen or not to happen.

14. Read a story of a girl, Vicky by name, who is learning Japanese. Identify constructions with infinitive.

It is no uncommon thing today to go to evening classes to learn a foreign language. All members of my family did it. It was easy for my brother to learn Spanish and it was no trouble at all for my father to learn French at evening classes. But my mother found it quite difficult to learn German. As for me, it wasn't an easy thing to learn Russian at evening classes two years ago. Grammar rules were so complicated for me to remember!

Now I'm learning Japanese and it appears to be very hard for me again. It seems quite easy for our teacher to pronounce Japanese well. But it would be foolish for us (students) to expect to acquire perfect pronunciation. It takes a lot of time.

Gradually I get to understand that it is impossible for evening class students to learn to speak

Japanese fluently. It will be more reasonable for me to simplify aim at making myself understood. But it would have been wrong for me to give up the course half way through as it is unusual for me to get discouraged. But anyway I must admit it'll be a relief for me to finish the course next summer! In fact, it would be best for me to go on holiday to Japan afterwards!

A: Answer the questions:

1. How do most people learn a foreign language today?
2. How difficult was it for Vicky's family to learn foreign languages?
3. What problems did Vicky have when she was taking a course in Russian?
4. Vicky finds Japanese quite easy to pronounce, doesn't she?
5. Does she expect to speak Japanese fluently after the end of the course?

B: Say what is quite easy / difficult / interesting / boring / useful / (unnecessary / helpful for you about your English studies.

C: Work in groups. Give some advice for students to improve their English. You may use the following:

<i>It is important 1 useful 1 necessary</i>	for you + to-infinitive
<i>It will be a good idea 1 the best</i>	
<i>thing There are so many / different +</i>	
<i>noun</i>	

15. Read the following jokes. Retell them in indirect speech. Use constructions with infinitive.

A Sound Sleeper

John: Hello, Bob, old boy. It's ages I saw you last. I want **you**

to know that I even spoke to you in my dream. *Bob:* Sorry, but I didn't hear **you speak**.

A Cheep Secret

Young John: I saw **you kiss** my sister, Mr Brown. Would you like **me to keep silent** on the subject?

Mr Brown: Certainly, my boy. Here is a sixpence. And I expect **you to keep it a secret**.

John: A sixpence? Do you really mean I have to keep it

a secret for sixpence? I got two shillings for not telling I saw **Mr Johns kiss** her.

Passer-by (to a rider on horseback passing slowly along the road): Hey, young man, one of your spurs is missing. You have got a spur on your right foot and none on your left one.

Rider: Never mind! One spur will do. If I make **one side of my horse go, the other** is not likely **to lag behind**.

"Oh, Auntie!" cried little Annie, "Make **Freddie behave** himself. Every time I happen to hit him on the head, he is sure **to burst out crying**".

A group of people were talking about strange things which had happened to them.

"When I was in India", said one of them, "I saw **a tiger come down** to the water where some women were washing clothes. It was a very fierce tiger, but one woman, had **a presence of mind to splash** some water in its face - and it ran away".

"Gentlemen", said a man in an armchair, "**the story** is sure **to be true**. Some minutes after the accident I was coming down to the water. I happened to meet this tiger and stroked its whiskers. Gentlemen, I found those **whiskers to be wet**".

The Gerund

The Gerund is a non-finite form of the verb that has both verb and noun characteristics. Its noun characteristics are the following:

1. The Gerund can be the subject of the sentence, and object, a predicative.

Reading is his favourite pastime. I've finished working. My worst vice is smoking.

2. It can be preceded by a preposition. *He insisted on coming.*

3. It can be modified by a noun in the possessive case or a possessive pronoun.

Please, excuse my interrupting you. The teacher said that she wouldn't tolerate Peter's arriving late every day.

Its verb characteristics are the following:

1. It can be followed by a direct or an indirect object.

Closing the factory means putting people out of work. He hates speaking to strangers.

2. It can be modified by an adverb.

A teacher of English must avoid speaking too quickly.

3. The Gerund has voice and tense distinctions. The Indefinite Gerund expresses that the action denoted by the gerund is simultaneous with the action of the finite form of the verb in the sentence. The Perfect Gerund indicates that the action of the Gerund precedes the action of the finite verb in the sentence.

Study the forms of the Gerund

Form	Active	Passive
Indefinite (simple)	asking writing	being asked being written
Perfect	having asked having written	having been asked having been written

He avoided making the same mistakes again.

He admitted having made the same mistake again.

No one likes being thought a fool.

He resented having been criticized by the manager.

NOTES:

1. The Gerund can be rendered into Russian by a noun, an infinitive, by *деепричастие*, by a subordinate clause.

Repetition is the mother of learning.

Повторение - мать учения.

It's no use talking like that to me.

Бесполезно говорить со мной таким тоном.

My answering in the affirmative gave him great satisfaction.

То, что я ответил утвердительно, было ему очень приятно.

He left without saying good-bye.

Он ушёл не попрощавшись.

2. After the verbs *to want, to need, to deserve, to require* and

the adjective *worth* the gerund is used in the active form, though it is passive in meaning.

The child deserves praising.

Ребёнок заслуживает, чтобы его похвалили.

The book is worth reading.

Эту книгу стоит прочитать.

3. After the verbs *to remember, to excuse, to forgive, to thank*, and after the prepositions *on (upon), after, without* the Gerund Indefinite may be used to denote a prior action.

I don't remember hearing the legend before.

Я не помню, чтобы когда-нибудь слышал эту легенду.

You must excuse my not answering you before.

Вы должны извинить меня за то, что я не ответил вам раньше.

I'll never forgive her for abandoning the children.

Я никогда не прощу её за то, что она бросила детей.

On hearing the news he decided to set out for London at once.

Услышав (узнав) эту новость, он решил немедленно отправиться в Лондон.

After leaving the High School, he entered Oxford University. После окончания средней школы он поступил в Оксфорд.

The Functions of the Gerund in the Sentences

The Gerund can be:

1. *the subject* of a sentence when an action is considered in a general sense.

Talking mends no holes. Разговоры не помогают в беде. *Learning rules without examples is difficult.* Учить правила без примеров трудно. *It's foolish arguing over trifles.* Глупо спорить по пустякам. *It's no use talking like that to me.* Бесполезно говорить со мной таким тоном.

2. *the predicative.*

What he likes best in the world is travelling. Что он любит больше всего на свете - (так) это путешествовать.

Deliberating is not delaying. Раздумывать - не значит отложить. *All I want is getting out of here.* Всё, что я хочу - это выбраться отсюда. *Seeing is believing.* Увидеть - значит поверить.

3. a) *part of a compound verbal modal predicate* with verbs and verbal phrases expressing modality: *intend, expect, want, like, feel like, detest, dislike, can't help, can't bear/stand*, etc.
b) *part of a compound verbal aspect predicate* with verbs denoting the beginning, the duration, or the end of the action

such as *begin, start, go on, keep on, cease, finish, quit, commence, stop, give up, carry on, proceed, resume, continue*, etc.

We intend going there in summer.

Мы намерены съездить туда летом.

He couldn't help admiring the man.

Он не мог не восхищаться этим человеком.

I can't help thinking that I've seen you before.

Я не мог не думать о том, что видел вас раньше.

I can't stand her grumbling.

Я не выношу её ворчания.

He kept looking behind.

Он продолжал оглядываться назад.

He was wearing an old suit and his hair wanted cutting.

На нём был старый костюм, и его волосы нуждались в стрижке.

He resumed working.

Он продолжил работу.

In the night it started raining.

Ночью пошёл дождь.

4. a) *a direct object* after the following verbs: *admit, anticipate, avoid, consider, delay, deny, enjoy, escape, excuse, fancy(imagine), forgive, involve, mind, postpone, prevent, regret, remember, resent, resist, risk, suggest*, etc.

b) *a prepositional object* after the verbs with prepositions: *accuse of, aim at, approve of, assist in, complain of, depend on, decide against, dream of, inform of, insist on, prevent from, think of (about), succeed in, rely on, suspect of, warn against, look forward to, object to, devote to*, etc.; after the adjectives and adjectivized participles with prepositions: *be afraid of, be amazed at, be used to, be good at, be fond of, be tired of, be proud of, be sorry for*, etc.

1. *Do you mind my closing the door?*

Вы не возражаете, если я закрою дверь?

2. *It's nice to be with other people but sometimes I enjoy being alone.*

Хорошо быть в компании с другими людьми, но иногда я люблю побыть в одиночестве.

3. *I can't find my book. I remember having put (putting) it on the table.*

Я не могу найти мою книгу. Я помню, что положила её на стол.

4. *He admitted taking the money.* Он признался, что взял деньги.

5. *He resented having been criticized by the manager.* Он обиделся на критику менеджера.

6. *The situation calls for taking additional measures.* Ситуация требует принятия дополнительных мер.

7. *He insisted on being taken to the concert.*

Он настоял на том, чтобы его взяли на концерт.

8. *I hope you don't object to our singing.*

Я надеюсь, что вы не против нашего пения.

9. *Everybody was interested in getting additional information.*

Все были заинтересованы в получении дополнительной информации.

10. *We are engaged in discussing this problem.* Мы заняты обсуждением этой проблемы.

11. *Mary apologized for not phoning me earlier.* Мэри извинилась, что не позвонила мне раньше.

5. *an attribute.* In this function it is used after the nouns with prepositions - *of, for, in, about, at*. The most common nouns are: *reason for, an advantage / disadvantage of, a cause of, a chance / opportunity, fear, feeling, fact, gift, idea, way of, a difficulty, decrease, rise, fall in*.
Samuel Johnson was born in 1709. As his father was a book-seller he had early opportunity of becoming well acquainted with books.

Самюэль Джонсон родился в 1709 г. Так как его отец был торговцем книгами, у него рано появилась возможность, чтобы приобщиться к книгам. *He was born with the gift of winning hearts.* Он родился с даром покорять сердца.

There is no chance of their getting married for years. Нет никакой надежды на то, что они скоро поженятся. *After a while I began to have a feeling of being watched.* Спустя некоторое время у меня появилось чувство, что за мной наблюдали. *He felt irritation at being disturbed.* Он чувствовал раздражение от того, что ему мешали. *I saw no harm in asking a few questions.* Я не видел никакого вреда в том, чтобы задать несколько вопросов.

6. *an adverbial modifier of time, manner, attendant circumstances, condition, purpose and cause.* In this function it is preceded by the prepositions: *after, before, on (upon), by, in, without, at, for, through, in spite of, instead of, despite.*

She frightened her father by bursting into tears. Она напугала своего отца тем, что разрыдалась. *The day was spent in packing.* День прошёл за упаковкой вещей.

I was able to translate this text without using the dictionary. Я смог перевести этот текст, не пользуясь словарем. *The language develops slowly through a number of epochs, by modifying its vocabulary and grammar.* Язык развивается медленно на протяжении ряда эпох, изменяя свой словарь и грамматику. *Before going to the station I had to telephone my office on business.*

Прежде чем отправиться на вокзал, я должен был позвонить на работу по делу.

After having read hundreds of books, I came across one that made me think for myself.

После того как прочитал сотни книг, я натолкнулся на одну, которая заставила меня задуматься. *In spite of being ill, he came to the final discussion.* Несмотря на то, что был болен, он пришёл на последнее обсуждение.

One side of the gallery was used for dancing. Одна сторона галереи использовалась для танцев. *I feel much better myself for having spent a good deal of my time abroad.*

Я чувствую себя намного лучше оттого, что долго прожил за границей.

Practice

1. *State the form of the Gerund. Translate the sentences into Russian.*

1. I don't think the collection of essays is worth reprinting.

2. All of us enjoyed reading your letter. 3. She had the feeling of being watched. 4. I thanked her for having made a list of all the things we ought to take along with us. 5. I hate being disturbed in my seat when the performance has started. 6. She denied having seen them in the shop. 7. After having read hundreds of books I came across one that made me think for myself. 8. Before going to the station I had to telephone my office on business. 9. Swimming every day is a good way of keeping fit. 10. You'll enjoy being in London. 11. She regrets having said all this to you. 12. She apologised for not telling the truth. 13. There seems no reason for such a society being founded. 14. Volume Five wants binding. 15. Which do you like better -reading or being read to? 16. Joe resents being treated like a child. 17. I really object to driving on busy holiday weekends. 18. The guitar needs tuning. 19. She recalled having been taken there when she was young. 20. She has vague memories of having been knocked by a motorbike.

2. *Use the correct form of the Gerund of the verb in brackets. Translate into Russian.*

1. Why do you avoid (see) me? 2. He tried to avoid (see). 3. We insist on (send) him there at once. 4. He insists on (send)

there instead of me. 5. Do you mind (examine) the first? 6. He showed no sign of (know) them.

7. She showed no sign of (impress). 8. He had the most irritating habit of (joke) at the wrong moment. 9. I was annoyed at (interrupt) every other moment.

10. He hated (remind) people of their duties or (remind) of his.

11. In (discuss) the problem they touched upon some very interesting items. 12. The equipment must go through a number of tests before (install). 13. The water needs (filter). 14. The matter is not worth (speak of). 15. Excuse me for (give) you so much trouble. 16. You never mentioned (speak) to them on the subject. 17. I don't remember ever (see) you. 18. The boys were punished for (break) the window.

3. *Join two sentences to make one sentence using Gerund. Model:* Don't worry about it. It's no use.

It's no use worrying about it.

There is no point in worrying about it.

1. Don't try to escape. It's no use. 2. Don't smoke. It's waste of money. 3. Don't ask Tom to help

you. It's no good, 4. Don't hurry. It's no worth it. 5. Don't study if you are feeling tired. There's no point. 6. Don't get angry. It's not worth it. 7. Don't work if you don't need the money. There's no point. 8. Don't give him much money. It's no good. 9. Don't blame yourself. There is no point. 10. Don't follow her advice if you don't trust her. There is no point. 11. Don't buy a secondhand car. It's waste of money. 12. Don't threaten him. It's no good.

4. Answer the questions according to the model. Model: - Why didn't you tell him?

- It's no use telling him. It's no good telling him. or

- What's the point of telling him?

1. Why didn't you talk to him? 2. Why didn't you remind him? 3. Why didn't you complain? 4. Why didn't you suggest a remedy? 5. Why didn't you refuse? 6. Why didn't you offer a reward? 7. Why didn't you warn him? 8. Why didn't you go to the embassy? 9. Why didn't you demand compensation?

10. Why didn't you apply for that job? 11. Why didn't you leave? 12. Why didn't you oppose him?

5. Complete the sentences with a suitable word. Use each verb once only.

have	study	smoke	work	live	stop
go	get up	say	make	watch	help
write	see	learn	look	become	walk
use	travel	do	after	eat	go out
			pay		

Model: 1. ... is unhealthy but a lot people find it difficult to stop.

Smoking is unhealthy, but a lot people find it difficult to stop.

2. I'm fed up with ... in the city - it's too dirty and crowded. 3. I enjoy ... in the garden at weekends. 4. I ran ten kilometres without 5. He left the hotel without ... his bill.

6. I was surprised that she left without ... goodbye to anyone.

7. I'm not really interested in ... to university. 8. That machine? Oh, it's used for ... toasted sandwiches. 9. They don't like ... and go everywhere by car. 10. They've given up ... meat. 11. We were able to translate the letter into English without ... a dictionary. 12. It was a very long journey. I was very tired after ... on a train for 36 hours. 13. After ... the same job for ten years, I felt I needed a change. 14. ... children can be very tiring. 15. We are looking forward to ... you. 16. They are very keen on ... how to play chess. 17. ... television seems to be our national sport. 18. I have decided to stop ... in the evenings so that I can save some money for my holidays. 19. He's an artistic person - very good at ... poetry. 20. She is going to continue ... for another two years, until her exams. 21. They hate ... early in the morning. 22. Thank you for ... me organize the party. 23. We love ... parties.

6. Complete the sentences so that they mean the same as the sentences in brackets. Use the necessary prepositions. Model: (Why is it useful to have a car?) What are the advantages of having a car?

1. (I don't intend to lend you any money.) I have no intention 2. (Helen has a good memory for names.) Helen is good 3. (Mark won't pass the exam. He has no chance.) Mark has no chance 4. (Did you get into trouble because you were late?) Did you get into trouble 5. (We didn't eat at home. We went to a restaurant instead.) Instead 6. (Tom thinks that working is better than doing nothing.) Tom prefers working 7. (They got married. They didn't tell any of their friends.) They got married 8. (Our team played well but we lost the game.) Our team lost the game in spite of 9. (They wrote the list of guests then worked out the details of the party.) After 10. (He took the invitation. He didn't even thank her.) He took the invitation without 11. (I wanted him to help us. And he was standing there giving advice.) Instead of 12. (The astronauts received their final medical check then they boarded their spaceship.) After

7. Complete the sentences using the Gerund of the verb in brackets. Remember the usage of the preposition **to** in every case. In one case the perfect gerund is required. Translate the sentences into Russian.

1. The Prime Minister said he was looking forward to (meet) the US President. 2. He said he wasn't used to (speak) in public. 3. Having almost run out of money, we were reduced to (stay) in a cheap hotel. 4. He tried to limit himself to (smoke) five cigarettes a day. 5. Manufacturers were asked to devote all their energies to (increase) exports. 6. The policeman couldn't swear to (see) the accused man at the scene of the crime. 7. The committee could see no alternative to

(follow) the plan in its original form. 8. He should be accustomed by now to (eat) English food. 9. Hard work is the key to (pass) examinations. 10. Does he prefer traveling by ship to (travel) by train⁷

11. Having suggested the plan myself, I now feel committed to (try) to make it work. 12. The speaker said he would confine himself to (answer) four questions. 13. Most teachers agree that their duties should not be limited solely to (teach). 14. He came very close to (win) a gold medal for his country in the Olympics. 15. Unreliable delivery dates are one of the most important obstacles to (increase) our exports.

8. Complete the sentences using **by + Gerund**. Use one of the following:

borrow too much money; break a window; drive too fast; put

some posters up the walls; stand on a chair;

turn a key; follow her instructions; work day and night; slide

down ropes made of sheets;

explain the advantages of my plan; tell the truth; work regularly.

1. The burglars got into the house ... 2. I was able to reach the top shelf 3. You start the engine of a car 4. Kevin got himself into financial difficulty ... 5. You can put people's lives in danger ... 6. We made the room look nicer ... 7. We found the house ... 8. You can improve your English ... 9. They were able to escape from fire ... 10. He managed to finish his job in time ... 11. He surprised us all ... 12. I tried to persuade him

9. Write the correct preposition and write the correct form of the Gerund.

1. After a long time we eventually succeeded ... a flat, (find) 2. I've been thinking ... for a new job. (look) 3. His parents didn't approve ... him ... out so late, (stay) 4. I wonder what prevented him ... to the party, (come) 5. I'm getting hungry. I'm looking forward ... dinner, (have) 6. I don't feel ... today, (study) 7. Forgive me ... you but I must ask you a question, (interrupt) 8. The arrested man was suspected ... into a house, (break) 9. Have you ever thought ... married, (get) 10. I've always dreamed ... on a small island in the Pacific, (live) 11. The cold water didn't stop her ... a swim, (have)

12. Have you ever been accused ... a crime? (commit) 13. She apologized ... so rude to me. (be) 14. We have decided ... a new car. (buy) 15. The student apologized ... the previous lesson, (miss) 16. Concert-goers are asked to refrain ... in the auditorium, (smoke) 17. The police suspect the owner of the store ... the fire himself, (start)

10. State the functions of the Gerund. Translate the sentences into Russian.

1. It rained for three days without stopping. 2. I couldn't sleep despite being tired. 3. Having a lot of freedom is very important to me. 4. I'm not interested in discussing your problem. 5. Thomas Edison was well-known for working very long hours. 6. He accuses me of having destroyed all his hopes. 7. Can't you stay? I don't like being alone in the house. 8. She doesn't like being taken notice of. 9. After having been taught English for three years, he was now to take up French and Spanish. 10. Despite living in the same street, we hardly ever see each other. 11. He had the advantage of always having confidence in himself. 12. Denying the fact would worsen the situation. 13. It's no use being sorry now. 14. They had the gift of making you feel at home. 15. The young man didn't feel like laughing. 16. I wanted to go alone but they insisted on coming with me. 17. It's no good taking advantage of people's weakness. 18. The constant chatter of the children prevented him from working. 19. There's no point in having a car if you never use it. 20. I think you should apologize to Sue for being so rude to her. 21. I'm fed up with this work. I'm thinking of trying something else. 22. We have decided against having a new car because we can't really afford it. 23. I wanted to go out alone but Joe insisted on coming with me. 24. Speaking a language every day is the best way of learning it. 25. Our house needs painting. 26. Crying won't help matters. 27. We use knife and fork for eating meat. 28. You will only succeed by trying hard. 29. I don't want to force you into doing something against your will. 30. Being laughed at is never very nice. 31. Travelling abroad can be exciting enough, but just now it is more exciting being here. 32. She stopped answering my letters and I wondered what the matter might be. 33. Can we recall having mentioned the fact to anyone? 34. Thorpe was terrified, terrified of having to touch something, and even more, of being touched. 35. After having been rejected by dozen magazines, they (the stories) had come to rest in the Globe office. 36. I understand perfectly your wanting to leave. 37. I wonder at Jolyon's allowing the engagement. 38. People will talk, there is no preventing it. 39. The host broke the awkward silence by inviting the guests to proceed to the dining-room. 40.

This is laying the blame at the wrong door. 41. On being told the news she gave a gasp of surprise. 42. The idea is worth considering.

11. Complete the sentences using Gerund.

Model: You must be tired of ... —> You must be tired of doing the same things day after day.

1. The boy was severely reprimanded for ... 2. The public was warned of the dangers of ... 3. You seem to be very fond of ... 4. Who is responsible for 5. You ought to think about... , instead of ... 6. I would never think of ... 7. They saw no reason for not.... 8. My doctor advised me to give up ... 9. We had to put off ... 10. That company specializes in 11.1 told him not to bother about... 12. We asked the solicitor for advice before ... 13. By ... , he ran a risk of ... 14. The teacher decided against ... 15. On ... , he took off his hat. 16. Many people get a great deal of satisfaction from ... 17. Closing the factory means ... 18. They achieved good results by ... 19. The garden is so neglected, it needs ... 20. She is a very efficient secretary, she hasn't got any difficulty in

12. A friend has written to tell you he wants to give up his studies. You are writing a reply. Join pairs of sentences, beginning with the word in brackets.

1. Don't ask your college friends what they think. That's no good. (It...)
2. Don't be hurt by other people's comments about your studies. It's no worth it. Try to work harder. (It ...)
3. Discuss the problem with your parents. It would be worth it. (It ...)
4. Why go out and earn money now. It's no use. (It ...)
5. Why worry about exams? It's no use. (It ...)
6. Think thoroughly about your future prospects before giving up studies. It is worth it.
7. Why not finish your education and then think of some new ideas. It's worth it. (It ...)
8. Don't waste your education. There's nothing worse than that. (There ...)

Now write part of your own letter. Include ideas and sentences from exercise 12.

13. Do you mind doing these things? Ask and answer. Give full answers, please. Work in pairs.

Model: Do you mind getting up early?

I don't mind getting up early.

I object to getting up early.

getting up early, having a cold breakfast, walking in the rain to the bus / underground Do you mind station, travelling in crowded buses at the rush hours, going without regular meals, working with TV on, cooking your own meals, walking the dog early in the morning in all sorts of weather?

Team work. You're going to be teachers, lawyers, journalists, psychologists, economists, etc.

Find out whether your friends are fit for the job.

meeting different people every day, meeting

the same people every day, listening to peo-

Do you mind pie for many hours, reading documents all

day long, staying in the office after office

hours, writing articles, advising people on personal matters, travelling a lot, following

instructions, working at odd hours, thinking up new ideas, organizing things in advance,

persuading different people, caring for people, finding solutions both in abstract and practical

problems, influencing people, hiding your emotions, working on your own, working with children,

meeting new interesting people, doing dull routine work, doing paper work.

Think about the qualities which are necessary for a good journalist, lawyer, etc. Do it like this: A good journalist doesn't mind travelling a lot, etc.

14. Answer the questions using gerunds. Speak about yourself using Gerunds.

1. Do you mind getting up at 7 o'clock every morning? 2. When did you start working here? 3. Do you like going to discos? 4. Why don't you like going there? 5. Do you like to write "thank you" letters? 6. What is a good way of keeping fit? 7. Do you prefer travelling by plane or by ship? 8. Do you enjoy being challenged by new tasks? 9. Do you prefer doing practical things to reading or creative writing? 10. Do you enjoy talking to others about their opinions? 11. Do you like working under pressure? 12. Are you good at persuading others? 13. Is there any point in worrying about your friend's problems? 14. Do you keep in touch with your faraway relatives by dropping them a line or by giving them a ring? 15. Do you usually put much effort into doing the job you like? 16. Do you have any difficulties in fulfilling the job you don't like? 17. Do you usually postpone doing it till next time? 18. Are you good at socializing with different people? 19.

Are you good at using computers and learning languages? 20. Are you for or against learning things by heart?

15. Fill in the blanks with prepositions from the box + **Gerund**. Retell the story.

instead of, on, without, by, after

Two young doctors were speeding along a motorway in a sports car. They didn't notice a police car behind them. ... (When the police saw) the speeding car, the police tried to stop them. ... (They didn't slow down), one of the doctors waved his stethoscope to show that they were on an emergency call. So, ... (rather than stop) them, the police car dropped back. The doctors laughed, and drove even faster. However, ... (after the police had followed) for a while, the police moved up alongside the doctors' car. Again the doctor waved his stethoscope, but this time the police answered ... (and waved) a pair of handcuffs.

16. Fill each blank with the correct combination of the adjective and verb given. Imagine you are going to interview Pat and Anna for an article in your own college magazine. Write down 15-20 questions to ask them. In your questions try to use as many of the adjectives + *ing* as you can.

Your Own Business

Tired of working for somebody else - keen to work for yourself?

"Patana" is the name of a new pottery studio shop run by Pat Long and Anna Goode, both in their mid-twenties.

When they met a year ago they were both unemployed, and (bored / work) *bored with* working in nine-to-five jobs. They both loved pottery, and were (tired / work) for somebody else. And at first they were (afraid / start) their own business. As Anna told me: "We were (afraid / fail)".

Pat has always been (interested / make) pottery while Anna has always been (keen / collect) work by new potters.

Pat and Anna make a good partnership. Pat admitted: "I'm absolutely (hopeless / keep) accounts, (awful / file), and (useless / deal) with customers. Anna's (brilliant / do) all those things.

Anna told me: "We were both anxious to avoid a huge debt to the bank, but of course, we did have to borrow money. Anyway, Pat doesn't have to worry because. I'm (responsible / look after) the money side of things!" She laughed, but confidently.

17. Put in the correct forms of the Gerund. Read the text and express your attitude to the problem discussed. Ask and answer the questions on the text.

It Takes Your Breath Away

The art of (cook) requires the use of garlic. Of course, the eating of garlic is not generally approved of. (Work) beside someone who has eaten garlic is as bad as (sit) beside someone who smokes. But while (smoke) is definitely bad for you, there is no doubt that (eat) garlic is good for the health. We are likely to see more "No (smoke)" signs, but we won't see any "No (breathe)" signs for garlic eaters. (Cultivate) and (export) garlic has become big business now that so many people use it for (flavour) meat and (add) to different dishes. People often buy it when they do the shopping. You don't have to deny (use) it or (have/eat) it. (Be) a garlic eater is something to be proud of and shows you enjoy (live). The story of garlic is a breathtaking success!

18. Read the text and put in the correct forms.

A Case of Shake

It's hard (*appreciate*) *appreciating* some of the problems of (play) in an orchestra, especially if you are not a musician. While the orchestra is busy (play), all kinds of things are going on. Recently, my friend John, a horn player, told me about his experiences of (play) with the Philharmonic. One day without even (whisper) a word he got up in the middle of performance of "The Marriage of Figaro" and moved to another seat. After the performance, the drummer, who played behind him, insisted on (find) out why John had moved. John said that he didn't object to (sit) in front of the drummer: he was used to (sit) in this position, but often, after a loud burst on the drums, he couldn't prevent his teeth from (rattle) and couldn't play the horn!

19. Here are some common set expressions with the Gerund. Match them with the explanations below.

1. It's no use crying over spilt milk (proverb).
2. There's no knowing/telling (what he'll do).
3. It goes without saying

4. There's no accounting for taste.
 - a. No one knows/No one can tell.
 - b. I don't need to tell you.
 - c. People often have strange likes and dislikes.
 - d. There's no point in making a fuss about something we can't put right.

Write the most appropriate set expressions from exercise 19 in each of the blanks in these short conversations.

1. - Have you been to their house since they decorated it?
- Yes. Red curtains, yellow walls, and a blue carpet!
- Well, you know what they say: "...".
2. - What am I going to do? Just look at this dress! It's got some grease on it from the car!
- Well, You'll just have to buy a new one.
3. - This report is highly confidential, so ... that you mustn't show it to anyone. ... what might happen if people found out what was in it.
- To tell you the truth, I'm worried that G.D. Smith has a copy. Let's just hope he keeps his mouth shut.

Predicative Constructions with the Gerund

Like all the verbals the gerund can form predicative constructions in which the verbal element expressed by the gerund is in predicative relation to the nominal element expressed by a noun or a pronoun. The nominal element of the construction can be expressed in different ways:

- a) by a noun in the genitive case or by a possessive pronoun.

He likes Mary's reciting poetry.

Ему нравится, как Мэри читает стихи.

I remember his saying it.

Я помню, что он сказал это.

Do you mind my smoking here ?

Вы не против, если я закурю здесь.

- b) by the noun in the common case.

John's mother spoke with pride of her son being a pilot. Мать Джона с гордостью говорила о том, что её сын лётчик.

They objected to the conference being held in May.

Они были против того, чтобы конференцию проводили в мае.

- c) by a pronoun which has no case distinctions, such as **all, this, that, both, something.**

I insist on both of them coming in time. Я настаиваю на том, чтобы они оба пришли вовремя. Occasionally the nominal element of the construction is expressed by a pronoun in the objective case. *She doesn't approve of me gambling.* Она не одобряет того, что я играю в азартные игры.

A gerundial construction is nearly always rendered into Russian by a subordinate clause, introduced by "то, что"; "тем, что"; "как", etc.

His being a foreigner and an ex-enemy was bad enough. То, что он, бывший неприятель, и иностранец, было уже плохо.

We relied on your helping us. Мы рассчитывали, что вы нам поможете. *Never thought of his coming so soon.* Никогда не думала, что он придет так скоро. *He was against my going there alone.* Он был против того, чтобы я ехала туда одна. *I was very much surprised at his being so worried about it.* Я была очень удивлена тем, что он так беспокоился об этом.

NOTE: in formal English possessive + gerund can be used:

I have no objection to your arriving late.

Я не возражаю, если вы придёте поздно.

We are concerned about the company's trading in oil.

Мы обеспокоены тем, как компания торгует нефтью.

In conversational English the possessive is not used: the object form is used instead:

I don't mind him coming late.

Я не возражаю, если он придёт поздно.

We are worried about Jane working so hard.

Нас беспокоит то, что Джейн так много работает.

Practice

1. *Read and translate the sentences with gerundial constructions.*

1. Some parents don't approve of their children watching a lot of television.
2. I was annoyed because the decision was made without anybody telling me.
3. You can't stop me doing what I want.
4. I'm worried about Jayne getting to the airport on time.
5. I can't imagine your mother's approving of what you are doing.
6. He is often late. I don't mind him (his) being late.
7. I don't enjoy John's teasing.
8. Please excuse his not writing to you. (or) Please excuse him not writing to you.
9. Listen to those kids. Fancy them (their) being able to speak Spanish as well as that.
10. The job will entail (involve) your travelling to different parts of the country, often at short notice.
11. The teacher said that he wouldn't tolerate my arriving late every day.
12. The question is so trivial, it hardly justifies our taking up any more time.
13. His lawyer insisted on his dropping the case, since it was unlikely to succeed.
14. I vaguely remember him saying something like that.
15. Will the new job involve your being away from home a lot?
16. The public authorities should prohibit people begging in the streets.
17. I strongly resent your telling me to mind my own business.
18. Forgive my mentioning it, but don't you miss your friends now while you are living in England?
19. The headmaster suggested my trying the examination again the following year.
20. I don't recollect his actually promising to help you.

2. *Supply both the possessive and object form of the words provided. Translate into Russian.*

Model: I don't like ... asking him to stay, (you)

I don't like your asking him to stay.

I don't like you asking him to stay.

1. Do you mind ... smoking? (I)
2. They tried to stop ... singing, (we)
3. They don't understand ... leaving home when he did. (John)
4. I'm worried about... taking so much money, (she)
5. I didn't like ... lending the car to him. (you)
6. What do you think about ... resigning? (Tom)
7. I'm bored with ... complaining, (they)
8. Do you know the reason for ... stopping work, (they)
9. Who told you about ... being sacked, (he)
10. What do you think of... leaving the country like that, (they)
11. I can think of no reason for ... saying that, (she)
12. I don't like ... being out so late, (he)
13. She's worried about... being arrested, (we)
14. The firm doesn't mind ... arriving at ten o'clock. (I)

3. *Match A and B. Translate the sentences.*

A

1. We very much appreciate
2. He strongly denied
3. We enjoyed
4. The chairman suggested
5. I agreed to delay
6. He should consider
7. I can't excuse
8. You must pardon
9. Would you mind
10. I can't bear
11. They can't prevent
12. Please forgive

13. I really miss

14. Fancy

B

a) my leaving till the next day.

b) their meeting that afternoon.

c) her taking more responsibility.

d) the band's playing very much.

e) our postponing the question till later.

f) your helping us.

g) your meeting Miss Brown! h) our escaping.

i) Jim arriving so late, j) you / your bringing me breakfast in bed.

k) Jane practising in the room next to yours?

l) him / his whistling when I'm trying to concentrate, m) her not answering our invitation, n) my not getting up.

4. Write the story, put in the correct forms. Speak about Gillian Forbes.

A Flying Start

Gillian Forbes is only 17 and she has just got her pilot's licence. She is the country's youngest girl pilot. "How do you

feel, Gillian?" I asked her after her test. "Wonderful!" Gillian cried. "I enjoy (fly) more than anything in the world. I can't imagine (let) a week pass without spending some of my time in the air". "What started (you / fly)?" I asked. "I just love (travel) in planes. I started (learn) to fly when I was very young". "Would you consider (fly) as a career?" "I might, but I've got to pass my school exams now. There are some things you can't avoid (do)!" "Excuse (me / my / ask)", she said, "but does everyone in your family approve of (you / your / fly)?" "Of course not!" I said. "What's your greatest ambition now?" "I want to learn to drive a car!" Gillian said with a big smile.

The Participle

Study the forms of Participle I and Participle II

Form	Active	Passive
Simple	showing	being shown
Perfect	have shown	having shown
Participle II	shown	

Study the functions of Participle I

Functions	Patterns	Notes
predicative	<i>My friends story was amusing.</i>	<i>Participle I is usually rendered into Russian by an adjective</i>
attribute	<i>The smiling faces of children failed to cheer him up. The train arriving on the platform four is one hour late.</i>	In this function it corresponds to the Russian действительное причастие. In some cases it is rendered in Russian by a clause причастным оборотом.
part of a complex object	<i>I could hear the wind</i>	This construction with

		<i>whistling all night.</i>	Participle I corresponds to a subordinate object clause in Russian.
attendant circumstances (manner) cause (reason)		He was standing at the bridge admiring the beautiful view.	In this function Participle I indefinite corresponds to the Russian деепричастие несовершенного вида,
		The book being written in simple English is suitable for beginners.	Participle I Perfect corresponds to the Russian деепричастие совершенного вида. In some
	time	<i>While doing his homework John was interrupted several times. Having visited the museum we decided to have lunch at the park.</i>	cases Participle I in this function is rendered by an adverbial clause or деепричастным оборотом. Here we always find a participle phrase.
comparison	This <u>was said</u> as if thinking about.		
parenthesis	<i>Speaking frankly I consider the plan to be unwise. Judging by what critics say, the new play is worth seeing.</i>		

Study the functions of Participle II

Functions	Indicators	Patterns	Notes
predicative	After the link verbs: <i>to be, to seem, to look, to get to remain, to grow, to turn, etc.</i>	My question to him remained unanswered.	
		We were very shocked when we heard the news.	

attribute		Some roads were blocked by fallen trees The story <u>told</u> by the man fascinated me.	Participle П corresponds to the Russian страдательное причастие or действительное причастие if some verbs ending in -ся, or by a clause, or причастным оборотом.	
part of a complex object	a) after the verbs denoting sense perception: <i>to see, to hear, to feel, to find</i> , etc. b) after the verbs denoting wish: <i>to desire, to want, to wish</i> , etc.; c) after the verbs: <i>to have, to get, to make</i> .	He always found himself surrounded by admiring readers. We have never heard this opera <u>sung</u> in Italian. I want it done by tomorrow. Jill has her roof <u>repaired</u> yesterday. You must make your news known.	In the sentence this construction has the function of a complex object. It usually corresponds to a subordinate object clause in Russian.	
adverbial of	time	Usually after conjunction <i>when</i>	When <u>given</u> a dictionary he translated the article at once.	In this function Participle II is generally rendered in Russian by an adverbial clause or причастным оборотом.
	condition	After <i>if, when</i>	If insisted I will gladly come to your house. When seen in this light, the matter doesn't seem so serious.	
	comparison	After <i>as if, as though</i>	He stood as though struck by my words.	
	concession	After <i>though</i>	Though <u>impressed</u> by the news, he didn't show it.	

Practice

Participles I and II as predicative

Participle I is usually rendered into Russian by an adjective.

1. Analyze the following newspaper article by putting a circle round the correct word in brackets. The first one has been done for you.

Film review

When I first saw his work I thought David Lennox seemed a (promising / promised) young director. So I was (interesting / interested) to see his latest film "Vermilion". I was not (disappointed / disappointing). The story is very (exciting / excited) the special effects are (astounding / astonished), and I was most (impressed / impressing) by the photography. Unfortunately the same cannot be said of "Tell me another, Freddie" Dash's latest film. Advertised as "an original comedy" it is neither original nor (amusing / amused). In fact, some jokes are so bad as to be almost (embarrassing / embarrassed). I was not (surprising / surprised) that most of the audience appeared totally (boring / bored) by the end, as the story is most (confusing / confused). I am sorry to say that it is a most (disappointing / disappointed) film.

2. Complete the sentences using one of the words in the box.

<i>Amusing / amused, confusing / confused, exhausting / exhausted, annoying / annoyed, disgusting / disgusted, interesting / interested, boring / bored, exciting / excited, surprising / surprised</i>

1. He works very hard. It's not *surprising* that he is always tired.
2. I've got nothing to do. I'm
3. The teacher's explanation was Most of the students didn't understand it.
4. The kitchen hadn't been cleaned for ages. It was really
5. I seldom visit art galleries. I'm not particularly ... in art.
6. There's no need to get ... just because I'm few minutes late.
7. The lecture was ... I fell asleep.
8. I asked Emily if she wanted to come out with us but she wasn't
9. I've been working very hard all day and now I'm
10. I'm starting a new job next week. I'm quite ... about it.
11. Tom is very good at telling funny stories. He can be very
12. Liz is a very ... person. She knows a lot, she has travelled a lot and she's done lots of different things.

3. Use participles given in brackets as predicative. (**Convincing, touching, disconcerting, demanding, encouraging, mocking, disappointing, terrifying, humiliating, exciting, fascinating, thrilling, disappointing, astonishing.**) Translate the sentences into Russian.

1. He spoke of devotion to high ideals; he was in general quite ... and even ...
2. That she could not remember the origin of her information was neither ... nor unusual.
3. Her gravity was not severe and ... like a schoolteacher's, but warm and ... as a mother's.
4. His voice was ..., and as always the cruelty stood only partially covered, waiting to announce itself.
5. Last night's concert was extremely ...
6. The effect of his words was ...
7. The tone in which she spoke with me was ...
8. The film is ..., I advise you to see it.
9. The trip was very ...
10. To listen to the story of his adventures was ...
11. The story of his adventures was ... to listen to.
12. The weather the summer has been
13. It is ... to me that he should be absent.

Participles I and II as attributes

In this function Participle I corresponds to the Russian действительное причастие. In some cases in this function it is rendered in Russian by a clause or причастным оборотом. Participle II corresponds to the Russian страдательное причастие or действительное причастие of some verbs ending in -ся, or by clause, or причастным оборотом.

4. Analyze the following dialogues and texts.

<i>Present participle (as adjective)</i>	<i>Present participle (introducing an adjectival phrase)</i>
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<p><i>Jim:</i> That <i>banging</i> door is getting on my nerves. I haven't slept at all tonight. I might as well get up and make a cup of tea.</p> <p><i>Jean:</i> That's an <i>interesting</i> idea. You could close the door at the same time.</p> <p><i>Jim:</i> Oh! What's a <i>flashing</i> light over there? My goodness! It's a police car. What do they want?</p> <p><i>Policeman (at the door):</i> Sorry to disturb you, sir, but have you noticed the strong <i>burning</i> smell? I'm afraid your garage has already burned to the ground!</p> <p><i>Past participle (as adjective)</i></p>	<p><i>Forester:</i> Do you see those pine trees <i>standing</i> to the right of us? The whitish-looking ones with no leaves.</p> <p><i>Tourist:</i> Yes. Why do they look different from all the others?</p> <p><i>Forester:</i> The leaves <i>lying</i> on the ground give us the answer. And the little insects <i>running</i> around all over the tree trunks will kill off the trees here. Within the next six months you will be standing in a graveyard <i>containing</i> only a few rotten tree trunks.</p> <p><i>Tourist:</i> Can't the authorities do anything about it?</p> <p><i>Past participle (introducing an adjectival phrase).</i></p>
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<p><i>Charles:</i> I've said this before, I know, but look at this flat. It really is the last time we have a party here. There are four <i>smashed</i> glasses and three <i>broken</i> plates and there seem to be bits of <i>uneaten</i> food everywhere.</p> <p><i>David:</i> You are right - and look at the rug. It's <i>ruined</i>. There's red wine all over it. <i>Martin:</i> Come on - stop feeling so <i>disgusted</i>. We'd better get on and clean the place up.</p>	<p>The town almost <i>deserted</i> since the battles with the enemy, stood black and half-ruined. Many houses, <i>hit</i> and <i>destroyed</i> by bombs and gunfire, were nothing more than piles of stones. There were still a few people <i>left</i> amongst the buildings. Now, after the soldiers had gone away, they were beginning to creep out. <i>Shocked</i> by what they saw around, they stood silently.</p>
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5. *Change the sentences, using Participle I or Participle II attributively.*
Model: That girl is Australian, (she is talking to Tom) The girl talking to Tom is Australian.
1. A plane crashed into the sea yesterday, (it was carrying 28 passengers.)
A plane ... yesterday.
 2. When I was walking home, there was a man. (he was following me.)
When...
 3. I was woken up by the baby, (she was crying.) I...
 4. At the end of the street there is a path, (the path leads to the river.)
At...
 5. Some paintings were stolen from the palace, (they belong to the Queen.)
Some ...
 6. *Use the participles given in brackets as attributes (rushing, willing, being, rolling, pouncing, asking, describing, trying, arising, containing, holding). Translate the sentences into Russian.*
 1. She felt something like the mother lioness ... to the defence of her brood and she rather liked

the analogy. 2. Pancho proved to be a friendly enough boy and a ... and hard worker. 3. She smiled, but it was the smile of an adult ... tolerant with a child. 4. Except for the ... waves it was very quiet. 5. He listened

to the waves ... on the sand. 6. Herman Krey had left a note at the motel ... him to come. 7. He sounded like a small boy ... the prize that had come in his morning cereal. 8. At the end of that ... and terrible day the lawyer tried to avoid the Searles on the way out. 9. The class later discussed several points ... from the lecture. 10. He opened one of the bags ... registered letters. 11. The woman ... a baby in her arms is waiting to see the doctor.

7. Use the participles given in brackets as attributes: (*linked, named, excited, received, opened, buttoned, related, advanced, faced, written*). Translate the sentences into Russian.

1. They walked, one slightly ahead of the other, not touching and not looking at each other ... only by the thread of their conversation and twenty years of living together.

2. Olof Palme street in Moscow ... in 1987 in commemoration of the prominent Swedish statesman connects the Mosfilmovskaya and Dovzhenko streets.

3. To Gwendolyn he sounded more like a youngster ... over Dick Tracy than the earnest young man selecting a life's work.

4. Summer was a happy package ... and ... eagerly.

5. She had on a white dress with a form-fitting skirt and a bodice ... modestly up to the throat.

6. The chairman spoke of the problems ... by the British textile workers.

7. This guide, ... especially for students of English as a foreign language, demonstrates the basic sentence patterns of contemporary English.

8. We trust that this selection of books with their ... exercises will meet the need of ... students.

Participles I and II as adverbial modifiers

In this function Participle I Indefinite corresponds to the Russian *деепричастие несовершенного вида*.

Participle I Perfect corresponds to the Russian *деепричастие совершенного вида*. In some case Participle I in this function is rendered in Russian by an adverbial clause or *деепричастным оборотом*.

Present Participle (introducing an adverbial phrase)

Shouting loudly and *waving* his arms, the fat shopkeeper ran down the road. A few feet in front of him a small, thin man was sprinting away. *Laughing* loudly, he shouted back to the shopkeeper: "You'll never catch me. You'll never get your money back." *Concentrating* on his conversation with the shopkeeper, the thief had not noticed the small boy playing with his roller skates. *Bending* quickly, the boy unstrapped a skate and rolled it in front of the man. The thief put his foot on to it and fell flat on his back with a bang.

8. Make one sentence from two using an *-ing* clause. Model: Jim was playing tennis. He hurt his arm. - Jim hurt his arm playing tennis.

1. I was watching television. I fell asleep. I....

2. The man slipped. He was getting off a bus. The man

3. I was walking home in the rain. I got wet. I....

4. Margaret was driving to work yesterday. She had an accident

5. Two firemen were overcome by smoke. They were trying to put out the fire

9. Make sentences beginning with *Having*

Model: She finished her work. Then she went home. - Having finished her work she went home.

1. We bought our tickets. Then we went into the theatre

2. They continued their journey after they'd had dinner

3. After Lucy had done all her shopping, she went for a cup of coffee

10. Make sentences beginning with *-ing* or *Not -ing*. Sometimes you need to begin with *Having (done something)*.

Model: I felt tired. So I went to bed early. - Feeling tired, I went to bed early.

1. I thought they might be hungry. So I offered them something to eat. ...

2. She is a foreigner. So she needs a visa to stay in this country. ...

3. I didn't know his address. So I wasn't able to contact him. ...

4. Sarah has traveled a lot. She knows a lot about other countries. ...

5. The man wasn't able to understand English. So he didn't know what I wanted. ...

6. We had spent nearly all our money. So we couldn't afford to stay in a hotel. ...

11. State the functions of Participle I. Translate the sentences into Russian. Put questions

beginning with **why** and **when**.

1. Finding himself short of petrol the motorist drew up at the next filling station.
2. Having gone into the question of how much the holiday would cost, they decided to stay at home.
3. Discovering that he had a talent for music, the shop assistant gave up his job to become a professional singer.
4. Learning that his newspaper had been taken over by a rival publisher, the editor resigned from his position.
5. Having finished the exercise he gave a sign of relief.
6. The man lost interest in his work, having been passed over in favour of an outsider, when a senior position became vacant.
7. Having been hit by a huge wave, the rowing-boat turned over.
8. Having been told what English food is like, they decided not to spend their holiday in England.

12. *Change the sentences using Participle 11 in the subordinate adverbial clauses. Translate the sentences into Russian. Model: When they were told how much the trip would cost, they decided to stay at home.*

When told how much the trip would cost, they decided to stay at home.

1. Though she was surprised by his arrival, she did not show it.
2. When she was told the price, she put the shirt back on its place.
3. When he was asked for help, he feigned illness.
4. Though he was hurt by her attitude, he didn't show it.
5. If he was given an opportunity, he would make a good pianist.
6. Her new dress fitted her as though it was made to her measurements.
7. When the modal verb "must" is used with the Perfect Infinitive of the main verb, it has a past time reference.
8. If he is given time, he'll make the first-class chess player.
9. When the boy was left to himself he took the toys and began to play.
10. Though he was annoyed by his failure, he continued to work hard.

Participle I and II as a part of a complex object

This construction with Participle I Indefinite Active or Participle II corresponds to a subordinate object clause in Russian.

13. *Read and analyse:*

Present Participle (after the verbs of perception)

Jane: One lunchtime Jim and I left the office and went right down to the harbour. It was lovely. We *watched* boats *sailing* by and *listened* to the birds *singing*.

Sally: Weren't you worried that you'd be late back?

Jane: Not at all. We even paddled *and felt* the cool water *rolling* over our feet. It was idyllic.

Sally: Very romantic. But what happened? Did you get back on time?

Jane: Not quite, but fortunately nobody *noticed* us *coining* in.

14. *Answer these questions beginning in the way shown. Model: Does Tom ever dance? I've never seen him dance (or dancing). How do you know I came late? I heard you coming in late.*

1. Does Ann ever smoke? I've never seen her
2. How do you know the man took the money? I saw
3. Did Jack lock the door? Yes, I heard
4. Did the bell ring? I'm not sure. I didn't hear
5. Does Tom ever swear (=use bad language)? I've never heard
6. How can you know Ann can play the piano? I've heard
7. Did Bill kick the dog? Yes, I saw
8. Did the boy fall into the water? I didn't see

15. *In each of these situations you and your friend saw, heard or smelt something. This is what you said at the time.*

1. Look. There's Ann. She is waiting for a bus.
2. Look. There's Sue. She is playing tennis.
3. Look. There's Tom. He's having a meal in that restaurant.
4. Listen. That's Bill. He's playing the guitar.
5. I can smell something. The dinner is burning.
6. Look. There's Dave. He is talking to Charles. *Later you tell someone what you saw, heard or smelt.*

1. We saw Ann waiting for a bus.

2. We saw ...
3. ... in a restaurant.
4. ...
5. ...
6. ...

76. Use the participles given in brackets as parts of complex objects (*overflowing, passing, looking, turning, moving, setting, opening, dozing, wondering, giggling, going*). Translate the sentences into Russian.

1. Philip felt his heart ... with love for his family. 2. "I just happened to be in the neighbourhood", Irving Searle said, "and found myself ... by". 3. He turned and saw a pair of dark eyes ... at him through the window of the cab. 4. He could feel himself ... red. 5. As they danced they watched Chris and Philip's mother ... about the room. 6. They turned to see the sun 7. He glanced up to see the door slowly 8. I found him ... under the tree. 9. The news left me ... what would happen next.

10. My clumsy mistake set all the girls 11. Please, start the clock

Have + object + past participle (Participle II)

To say that we arrange for someone else to do something for us, we use the structure *have something done*.

The word order is important: the past participle (done / repaired etc.) comes after the object (the roof):

Jill	have	the roof	repaired	yesterday
Where did you	have	your hair	done?	
We are	having	the house	painted	at the moment
Tom has just	had	a telephone	installed	in his flat
How often do you	have	your car	serviced?	
Why don't you	have	that coat	cleaned?	
I want to	have	my photo	taken	

Get something done is possible instead of *Have something done* (mainly in informal spoken English):

I think you should get your hair cut. (=have your hair cut.)

17. Use the participles given in brackets as parts of a complex objects (*shampooed, cut off, removed, sung, finished, known, saved, changed, translated, seen, known, covered, deserted*). Translate the sentences into Russian.

1. I'd like my hair
2. King Charles I had his head
3. I've recently had my appendix
4. Have you ever heard this opera ... in Italian?
5. We want the work ... by Saturday.
6. You must make your news
7. They have scarcely any money ... for their old age.
8. Can we have the programme ...?
9. Please, have these letters ... into English.
10. I'll get the matter ... to.
11. You should make your views
12. Have you ever seen the mountains ... with snow?
13. They found the house

18. State the forms and functions of the participles. Translate the sentences into Russian.

1. The amazing thing about the whole situation was that they were able to live for a long time without water. 2. The town deserted since the battles, stood black and half-ruined. 3. Having signed the will I left the office. 4. Fees paid in advance are not refundable. 5. Sitting in a front row we had an excellent view. 6. I noticed him coming along the road. 7. Students starting on

Monday should arrive by 8.30. 8. Ray, depressed after his unfortunate road accident, decided to go on a holiday. 9. Not having studied, I failed the exam. 10. Jane ate her dinner sitting in front of the television. 11. I watched boats sailing by. 12. The footballer, turning awkwardly, sprained his ankle. 13. I don't like to see singing birds in cages. 14. Being my friend he helped me a lot. 15. Finding him a bore I kept out of his way. 16. He locked the cupboard quickly, as if trying to hide something from us. 17. We were delayed by heavy tracks loaded into the ship. 18. Having been invited to speak to you I must say a few words. 19. Covered with confusion, they apologized abjectly.

20. When questioned, he denied being a member of the group.

21. Considered works of art, they were admitted into the country without customs duties. 22. I can see several people standing. 23. The injured man was taken to hospital. 24. They were well-behaved and well-spoken children. 25. When writing a business letter begin with "Dear Sir".

26. He moved his lips as if trying to speak. 27. I was asked if I had noticed anyone leaving the building. 28. We all suddenly sensed danger approaching. 29. You should have your eyes tested. 30. I'd like the work finished by Wednesday.

The Objective Participial Construction

It is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

Pr. + Part. I.

I saw him working in the library. Я видела, как он работает в библиотеке.

N + Part. I. He noticed Lena coming in. Он заметил, как Лена входила.

The participle *working* is in predicate relation to the pronoun *him*, which denotes the doer of the action expressed by the participle. In the Objective Participial Construction Participle I Indefinite Active or Participle II is used. In the sentence this construction has the function of a *complex object*. It usually corresponds to a subordinate object clause in Russian.

The Objective Participial Construction may be found:

a) after the verbs denoting sense perception, such as *to see, to hear, to feel, to find*, etc. *I found my friends waiting for me. Я обнаружила, что мои друзья ожидали меня. We heard him coming home. Мы слышали, как он возвращался домой. I saw the car starting. Я увидел, как машина отъезжала. I watched my mother cooking dinner. Я наблюдала за тем, как моя мама готовила обед. We felt the weather changing, wind getting stronger. Мы почувствовали, как менялась погода, что ветер становился сильнее. I heard my name called. Я слышала, как называли моё имя.*

b) after some verbs of mental activity, such as *to consider, to understand*.
I consider myself engaged to Patrick. Я считаю себя помолвленной с Патриком. We considered the problem solved. Мы считали, что этот вопрос решён.

c) after the verbs denoting wish, such as *to want, to wish, to desire*. In this case only Participle II is used.

We wanted his article typed. Он хотел, чтобы его статья была напечатана.

I want it done tomorrow. Я хочу, чтобы это было сделано завтра.

d) after the verbs *to have* and *to get*: after these verbs only Participle II is used.

He had several books brought. Ему принесли несколько книг.

My sister had her coat altered. Моя сестра переделала пальто.

You can get your clothes made in Europe. Вы можете заказать себе платье в Европе.

I want to have my hair done. Я хочу постричь волосы.

In this case the Objective Participial Construction shows that the action expressed by the participle is performed at the request of the person denoted by the subject of the sentence.

Thus *I had the piano tuned* means "*I made someone tune the piano*". *Я настроила пианино*

(т.е. поручила кому-то настроить его).

The Subjective Participial Construction

It is a construction in which the participle (mostly Participle I) is in predicate relation to a noun in the common case or a pronoun in the nominative case, which is the subject of the sentence.

Pr. Part I.

They were heard talking together.

Было слышно, как они разговаривали.

In rendering this construction in Russian a complex sentence is generally used; the principal clause is of the type which in Russian syntax is called "indefinite-personal" (неопределённо-личное предложение).

The peculiarity of this construction is that it does not serve as one part of the sentence: one of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

This construction is chiefly used after verbs of sense perception.

1. *The girls were heard playing violin.*

Было слышно, как девушки играли на скрипках.

2. *The father and the son were seen cycling.* Видели, как отец и сын ехали на велосипеде.

3. *She was seen crossing the street.* Видели, как она переходила улицу.

4. *They were seen discussing something at the window.* Видно было, как они обсуждали что-то у окна.

5. *They are heard singing in the hall.* Слышно, как они поют в холле.

The Nominative Absolute Participle Construction

It is a construction in which the participle stands in predicate relation to a noun in the common or a pronoun in the nominative case; the noun or pronoun is not the subject of the sentence *N +*

Part. I.

The door and the window of the vacant room being open, we looked in.

Так как дверь и окно пустой комнаты были открыты, мы заглянули в неё.

In this construction Participle I (in all its forms) or Participle II is used. It is rendered in Russian by means of an adverbial clause. It is used in the function of an adverbial modifier.

His duty completed, he had three months' leave.

Когда эта работа была закончена, он получил трёхмесячный отпуск.

This construction may be introduced by the preposition **with** and it then called **the**

Prepositional Absolute Participial Construction.

We went for a walk, with the rain having stopped.

Мы отправились на прогулку, так как дождь прекратился.

There are two types of absolute construction in which we find no participle. They are the Nominative Absolute Construction. These constructions are rendered in Russian by an adverbial clause or a coordinate clause or деепричастный оборот is used. These constructions are separated from the rest of the sentence by a comma or a semicolon.

Breakfast over, he went to his office.

Когда закончили завтракать, он пошёл в свою контору.

I found him ready, and waiting for me, with his stick in his hand.

Он был готов и ждал меня, в руке у него была палка.

Study the form and the translation of the construction.

The day being warm, we opened the window.

Так как день был тёплым, мы открыли окно.

It being Sunday, the library was closed.

Так как это была суббота, библиотека была закрыта.

The sun having risen, they continued their way.

Так как солнце взошло, они продолжили путь.

She began to speak, with her voice trembling.

Она начала говорить, а (и, причём) голос её дрожал.

He stood in front of them, with a stick in his hand.

Он стоял перед нами, а в руке у него была палка.

We were waiting for him, with the bags in our hands.

Мы его ожидали, в руках у нас были сумки.

Practice

1. Use the required form of the participles as parts of complex objects.

1. There was a lot of noise all around now, amongst it you could hear a plane ... usually low (to fly). 2. "Why don't you always have him around?" - "He likes it" (to hang). 3. I saw mother ... at me (to look). 4. Adeline found her husband ... in the middle of the room waiting for her (to stand). 5. I caught her ... at me (to look). 6. We left others ... outside the house (to chat). 7. I found myself ... almost entirely on the grapes which cook found it hard to spoil. 8. They watched one ... away, wiping my nose on the arm (to walk). 9. He was content just to watch her ... (to think). 10. I watched him ... down the path toward the other men (to hurry). 11. When he arrived he found me ... "Tom Jones", (to read). 12. He was surprised to hear such words ... by an officer (to utter). 13. Standing on the porch, she watched the luggage ... into the house (to carry). 14. Diana had the table ... on (to lay). 15. One man had got himself ... in the accident (to kill). 16. I want a telegram ... at once (to send). 17. Next morning he got his cheque ... (to cash). 18. Edward soon make his view ... (to know).

2. *Paraphrase the following so as to use a complex object. Model: Tom got into his car and drove away. I saw this.*

I saw Tom getting into his car and driving away.

1. Yesterday he saw Ann. She was waiting for a bus. 2. He fell off the wall. I saw this. 3. The accident happened. Did you see this? 4. He was walking along the street. I saw this when I drove past in my car. 5. It was a tremendous noise. Everybody heard it. The bomb exploded. 6. When we got home a cat was sleeping on the kitchen table. We found it there. 7. I turned round suddenly. Somebody called my name. I heard it. 8. The old man was telling his story from beginning to end. We listened to him. 9. Listen, a baby is crying. Can you hear? 10. You were making such disparaging remarks about your friend. I hope he didn't hear you. 11. I last saw him when he was going towards the river bank. 12. The firemen were fighting the blaze. A huge crowd watched them. 13. The coffee was boiling in the kitchen. Through the open door I could smell it. 14. He was reading his letters, frowning at one, smiling at another, dismissing the next with no expression. I watched him.

3. *Re-order these jumbled sentences to make sense.*

1. Tom, heard, I, playing, the piano.
2. The, we, Bill, listen, to, could, guitar, playing.
3. Clare, saw, a, having, we, a, in, meal, restaurant.
4. We, smell, burning, dinner, could.
5. You, Linda, see, did, jogging?
6. I, feel, can, oh, up, leg, my, something, crawling.
7. Looked, Tom, along, window, the, cut, on, of, I, saw, and, his, cycling, like, the, road.
8. Across, the, we, two, garden, the, watched, men, running.
9. Birds, to, listen, the, singing.
10. It, could, I, hear, raining.

4. *Match the following English sentences and the translation. A.*

1. He watched the people hurrying towards the trains.
2. He lit himself a cigar and tried to relax as he heard the front door being opened.
3. He found Fax talking in the kitchen.
4. Later she heard luggage being carried up the stairs.
5. He came up the hill and saw the car waiting.
6. His wife was in the shower. He could hear the water running.
7. I heard Kate eating an early lunch before going out to meet Ann.
8. He saw me looking at the photograph.
9. I saw my bus approaching, and walked off to catch it.
10. Next day I saw him drinking a glass of beer at the pub and reading the paper.
11. I had to wait two hours in the hospital to have a tooth filled.
12. I heard his name mentioned in this connection.
13. I couldn't have my only son expelled from the college.
14. He told her that it was impossible to have a form filled without a previous application.
15. They wanted the committee convened on Monday.

B.

1. Он зажёл себе сигарету и постарался расслабиться, как вдруг услышал, что открывается входная дверь.
2. Мне пришлось прождать два часа в больнице, чтобы мне запломбировали зуб.

3. Они хотели, чтобы комитет был созван в понедельник.
4. Позже она услышала, как вверх по лестнице носили багаж.
5. Он наблюдал, как люди торопились к поездам.
6. Он нашёл Фокса разговаривающим в кухне.
7. Я увидел, что приходит мой автобус, и пошёл, чтобы успеть сесть на него.
8. Я слышал, как в связи с этим упоминалось его имя.
9. Он сказал ей, что нельзя заполнить бланк без предварительного заявления.
10. Он видел, что я смотрел на фотографию.
11. Он поднялся на холм и увидел, что машина ждёт.
12. Я не мог допустить, чтобы моего единственного сына исключили из колледжа.
13. На следующий день я увидел его в баре пьющим пиво и читающим газету.
14. Его жена была в душе, он слышал, как течёт вода.
15. Я застал Кэт, когда она ела ранний ленч, перед тем как идти встречать Энн.

5. *Translate the following sentences into Russian.*

1. Mary came and found Kate sitting on a straight chair staring at the window. 2. She found herself caught in a vicious tidal current. 3. Dorian heard him first stopping on the pavement and then hurrying after him. 4. Stephen turned his head and discovered a good-looking young man of his own age smiling down at him. 5. Following Chester's look, Stephen saw a slim man of about thirty entering the restaurant. 6. As I got off, I saw Miss Bradly standing on the platform with two large very old suitcases. 7. I could hear him singing and whistling when the work was going well, and swearing when he was in desperation. 8. One can't get anything done in our house. 9. He was determined to make himself respected. 10. He saw the scientists divided into two unequal groups. 11. She had her bag stolen on a train. 12. Mr Brown had his passport taken away from him by police. 13. You can get your clothes made in Europe. 14. I consider myself engaged to John. 15. You must make your news known.

6. *Use the required form of the participles as parts of complex subjects.*

1. When the car was heard ... the people fled anywhere to avoid the police (to approach). 2. In your story he is shown ... a lot for other people (to do). 3. Soon she may have found the note because she was seen ... through the book (to look). 4. From the hill a man could be seen ... half a mile away (to run). 5. She was found ... herself by the fire (to warm). 6. She was understood as ... any interviews (to refuse). 7. Renny was heard ... gaily in his room (to whistle). 8. His clothes were left ... what ever they happened to fall (to lie). 9. The invitation was treated as ... (to be) a good sign. 10. He is in hospital and his condition is reported as ... serious (to be). 11. The horse was seen ... the hill (to descend). 12. The waves were heard ... against the rocks (to dash). 13. Several boys were seen ... on horseback across the field (to ride). 14. The air was felt ... colder (to grow).

7. *Paraphrase the following so as to use a complex subject. Model: We heard a typewriter clattering in the next room. A typewriter was heard clattering in the next room.*

1. From the shore one could see dolphins playing in the distance. 2. They kept me waiting at the door for a full five minutes. 3. Through the open window we heard a piano being played. 4. We saw parts of a broken raft carried by the water. 5. We heard him explaining something to his son. 6. They watched the boys playing football. 7. Someone saw her walking about the garden. 8. We saw them signing the paper. 9. Watson saw inspector Morton standing at the corner. 10. She found him looking through morning newspapers. 11. He watched the postman distributing the letters. 12. They saw Mr Brown entering his office at 9 sharp. 13. We heard them whispering about something. 14. I found her listening to him trying to catch every word.

8. *Re-order these jumbled sentences to make sense.*

1. Approaching, was the, heard, train. 2. Seen, the, in young, were, dancing, the, men, hall. 3. He, every, working, in, day, was, the, seen, garden. 4. Theatre, the, country, was, touring, the, announced, country. 5. Was, found, the, closed, door. 6. She, crossing, the, was, street, seen. 7. Were, the, calling, voices, for, heard, help. 8. They, being, by, the, were, police, seen, carried, off. 9. Calling, each, they, heard, others, were, names. 10. Someone, at, standing, was, gate, noticed, the.

9. *Match the English sentences and the translation.*

A. 1. They were heard arguing on the terrace a few minutes ago. 2. When I rang the bell a dog could be heard barking in the hall. 3. Fox was found waiting for us on the terrace. 4. I thought that matches were not left lying about the garden for noticing. 5. In his talk with my father the

visitor was heard mentioning some accident. 6. The horse was seen descending the hill. 7. Then Bathsheba's footsteps were heard crossing the room. 8. They were heard talking together. 9. A score of young heads were seen peering out of the narrow windows. 10. Every day he could be seen working in the garden.

В. 1. Каждый день его можно было видеть за работой в саду. 2. Было слышно, как они разговаривали. 3. Было видно, как лошадь спустилась с холма. 4. Было слышно, как Батшеба прошла через комнату. 5. Слышали, как несколько минут тому назад они спорили на террасе. 6. Фокса нашли ожидающим нас на террасе. 7. Когда я позвонил в дверь, было слышно, как в холле лает собака. 8. Я подумал, что спички не оставляют лежать в саду просто так. 9. Слышали, как посетитель в разговоре с моим отцом упомянул какой-то несчастный случай. 10. Было видно, как множество молодых людей выглядывало из узких окон.

10. *Translate the following sentences into Russian.*

1. The baby was seldom heard crying. 2. Some boys there told me that a small girl in a blue dress had been seen watching a cricket match, and someone else said that she had been seen walking off with a man who was pushing a bicycle. 3. A terrorist was seen standing in the middle of the road. 4. Her companions could be heard playing games. 5. She could distinctly be seen hesitating. 6. The painter was found putting the finishing touches to a picture of a beggerman. The beggar himself was seen standing on a raised platform in a corner of the studio. 7. He was seen getting on the Huntington beach bus this morning. 8. He was found looking through morning newspapers. 9. Smoke could be seen rising from the village. 10. The man was found grovelling on the floor. 11. The old woman was heard shrieking in short bursts like a ship in a fog. 12. About that time hurricane Donna was reported tromping her way out of the Caribbean in our direction. 13. He drew a cartoon for Punch in which W. Shakespeare was shown biting his fingers in front of the boards that advertised my plays. 14. I felt I had been caught out boasting. 15. The escaped prisoner was found hiding in a barn. 16. He was caught stealing a ten-pound note from the till.

11. *Paraphrase the following so as to use the Nominative Absolute (Participial) construction.*

Model: At the front door was open, she could see straight through the house. - The front door being open, she could see straight through the house.

1. As it was Sunday, the beach was crowded. 2. As this book was not available in Russian, I had to read it in English. 3. They stood there, the night wind was shaking the drying whispering leaves. 4. As the situation was urgent, we had to go ahead. 5. The town of Crewe is known to be one of the most busy June-tions in England; many railway lines pass through it. 6. We set off; the rain was still coming down heavily. 7. As my memory is very weak, I find it difficult to remember dates. 8. The old man sat staring into the fire, his long legs were stretched out. 9. When all the questions had been settled everybody went home. 10. As there was no step, he jumped to the ground from the front-door threshold. 11. When the hardest part of the job had been done, we decided to have a short rest. 12. When the dinner was ready, everybody sat down to table. 13. Although the twins were very much alike, their parents seemed to have no difficulty in distinguishing them. 14. Our efforts to start the car had failed, we spent the night at a nearby village.

12. *Match the English sentences and the translation.*

А. 1. The door and window of the vacant room being open, we looked in. 2. This duty completed, he had three months leave. 3. It being now pretty late, we took our candles and went upstairs. 4. We were walking by ourselves for an hour, George having remained behind in the hotel to write a letter to his aunt. 5. He turned and went, we, as before, following him. 6. Circumstances permitting, we shall start tomorrow. 7. They were walking on again, with Hugh calmly drawing at his pipe. 8. Breakfast over, he went to his office. 9. There he stood, his face to the south-east ... his cap in his hand. 10. I found him ready, and waiting for me, with his stick in his hand. 11. He was there writing busily at a distant table, with his back towards the door. 12. George rose and strolled out of the lawn, all his dogs following him.

В. 1. Когда кончили завтракать, он пошёл в свою контору. 2. Он стоял, повернувшись к юго-востоку, с шапкой в руке. 3. Если обстоятельства позволят, мы поедем завтра. 4. Они снова шли вперёд, Хью спокойно покуривал свою трубку. 5. Так как дверь и окно пустой комнаты были открыты, мы заглянули в неё. 6. Так как было довольно поздно, мы взяли свечи и пошли наверх. 7. Когда эта работа была закончена, он получил трёхмесячный

отпуск. 8. Мы гуляли одни в течение часа, так как Джордж остался в отеле, чтобы написать письмо своей тётке. 9. Он повернулся и вышел, как и прежде, мы последовали за ним. 10. Он сидел за дальним столом и писал, повернувшись спиной к двери. 11. Я обнаружил, что он был готов и ждал меня, а в руке у него была трость. 12. Джордж поднялся и ушёл с лужайки, а все его собаки последовали за ним.

13. *Make up sentences, using the following phrases as nominative absolute constructions.* there being no time to lose; the concert over; it being late; hands in pockets; with his eyes wide open; such being the case; our car being damaged; people singing and dancing; with all the windows lit; a cup of tea before him untouched; her gaze fixed on the pianist hands.

14. *Translate the following sentences into Russian.*

1. Her aunt having left the room, I asked Ann for some personal help. 2. The discussion completed, the chairman adjourned the meeting for half an hour. 3. With the mortgage paid, they could afford to go abroad for their vacation. 4. Don't walk around with your shirt hanging out ... 5. There being no further business, the meeting was adjourned. 6. Ashton being dead, the whole affair must now be laid before Colonel Browne. 7. Her eyes glittering with tears, she stood up and asked the council: "What am I to do?" 8. Bats are surprisingly long-lived creatures, some having a life-expectancy of around twenty years. 9. The old man stood up with tears running down his face. 10. About twice a month, enough evidence having accumulated, the police would feel obliged to stage a raid. 11. George having been carried to his cabin, Ash had gone up to the deserted desk. 12. The subject having been opened, he had to go on with it. 13. He proceeded to light his pipe. That done, he put on his woolen scarf and went out. 14. He began hitting them with his stick, their reply not having come as quickly as he wanted. 15. "What do you mean by that?" said Hugh, his face pale. 16. She stood very erect, her body absolutely stiff with fury. 17. He was waiting, drumming with his fingers, his eyes on his napkin. 18. She walked on, with her eyes straight ahead. 19. It was a calm day with every object at the sea surface visible for miles.

The Infinitive or the ing-Form

Verb + Infinitive or Verb + ing-Form

1. The following is a list of verbs which can take *either the to-infinitive or the gerund* with little or no difference in meaning.

<i>advise</i>	<i>dislike</i>	<i>leave</i>	<i>plan</i>
<i>allow</i>	<i>dread</i>	<i>like</i>	<i>prefer</i>
<i>begin</i>	<i>forbid</i>	<i>love</i>	<i>propose</i>
<i>bother</i>	<i>hate</i>	<i>neglect</i>	<i>start</i>
<i>continue</i>	<i>intend</i>	<i>permit</i>	<i>study</i>
<i>can't bear</i> (<i>cease</i>)			etc.

It began to rain just as we went out. Or It began raining just as we went out.

Note: a) We do not usually have two ing-forms together.

It was starting to get dark. not It was starting getting dark.

b) Verbs are followed by the to-infinitive after an object:

They allow students to smoke in the bar. But They allow smoking in the bar.

c) The to-infinitive describes immediate or specific actions / occasions, gerunds describe general actions / activities»

I hate to tell you this, but you are too late. I hate doing exercise in the morning.

d) Compare these two meanings of the verb **like**:

Like to do

Like takes a to-infinitive when it means that we prefer to do something even though we may not enjoy it. I like to check my work carefully before I hand it in.

Like doing

Like usually takes an ing-form when we use it to talk about hobbies and interests. Jim likes skiing. I don't like swimming much.

e) After **would like, would love, would prefer and would hate** we use a to-infinitive but not usually an ing-form. *I'd like to do a parachute jump one day. I'm glad I live here. I'd hate to live in a big city.*

2. After the verbs below we can use the infinitive or the ing-form **with a different meaning.**

Remember and forget

Remember to phone your doctor. / I can remember phoning him on Friday morning.

I have to go to the bank. / I'll never forget flying over

I forgot to sign my check. the Grand Canyon. It was wonderful.

We use remember / forget

to do to say what one has

to do. The remembering is

before the action.

We use remember / forget

doing to say what one has

done, what has happened.

Regret

I regret to say that you have failed your exam. / I regret spending so much money. I've got none left.

Regret to do something

means to be sorry for

something you are doing,

e.g. giving bad news.

Regret doing something

means to be sorry because

of something that happened

in the past.

Try

I tried to help but it was no use.

Try to do something

means to attempt something, to do your best.

Try taking this medicine. Try doing something

means to do something which might solve a problem.

Stop

An old man walking along the road stopped to ask the way.

Stop to do something

means to stop so that you can do it.

There's too much noise. Can you all stop talking, please? Stop doing something

means to end an action, to finish doing it.

Mean

I mean to get to the top by sunrise.

Mean to do something is

the same as to intend to do it.

I'm applying for a visa. It means filling in this form. Means doing something

expresses the idea of one thing resulting in another.

Goon

He began by showing us where the island was and went on to tell us about its climate.

Go on to do something

means to do something

else, to do the next thing.

The teacher told everyone to be quiet, but they just went on talking. Go on doing

something

means to continue doing it.

Need

I need to clean my shoes. This means that I must clean my shoes, I have to clean them.

My shoes need cleaning. This means that my shoes need to be cleaned.

3. See it happen or

We saw Trevor *plant the tree*. (He **planted** the tree. We saw him do the whole job.) We noticed a young man **sit down and order** a meal. We can use this structure with these verbs: **feel, hear, listen to, notice, see, watch**.

See it happening

We saw Trevor **planting** the tree.

(He **was planting** the tree.

We saw him in the middle of the job.)

We can use this structure with these verbs: **feel, hear, listen to, notice, see, watch, find, smell**.

When we talk about a short action, it often does not matter which structure we use.

They heard a car **turn / turning** the corner. I didn't see anyone **leave / leaving** any litter.

Adjective + to-Infinitive or Adjective + ing -Form?

Afraid

David is **afraid to climb** the ladder.

(=He doesn't want to climb the ladder because he is afraid.)

David is **afraid of falling**. (=He is afraid because he might fall.)

Anxious, ashamed, interested and keen

Compare these examples. The Smiths are **anxious to come** to the party. (=They want to come.)

I'm ashamed to tell you what this carpet cost. (=I don't want to tell you because I'm ashamed.)

I'd be interested to meet

Laura.

Mark **was anxious about presenting** his report. (=He was worried because he had to present his report.)

I'm ashamed of paying so much money.

(=I'm ashamed because I paid so much money.) Laura is **interested in painting**

(=I want to meet her.) We use **interested to** especially with **hear / see / know / read / learn**.

I'm keen to play tennis tomorrow. (=I want to play tennis.)

(=It is an interest / a hobby of hers.)

I'm keen on playing tennis. (=I enjoy playing tennis very much.)

Structures with sorry

To apologize for something we are doing, we use a to-infinitive.

I'm sorry to ring so late, but it's important.

To express regret, we also use a to-infinitive. I was **sorry to hear** that Mike's uncle had died.

To apologize for something we did, we can use **about + ing-form**. **I'm sorry about making** all that noise last night. (OR **I'm sorry I made** all that noise last night.)

Practice

1. Match a line on the left with a line on the right. Analyse the use of to- infinitives or ing-forms.

- | | |
|---|-------------------------------------|
| 1. They stopped playing | a. because they were tired |
| 2. football They stopped to play football | b. of working, because it got dark. |

3. I simply don't remember giving	a. you any money yesterday,
4. Please remember to give	b. my best wishes to your parents.
5. Try counting	a. from 1 to 10 in Arabic.
6. Try to count	b. bet you can't, sheep if you can't get to sleep.
7. We prefer staying at the Ritz	a. whenever we're in London.
8. We'd prefer to stay at the Ritz	b. next time we're in London.
9. I like going	a. home now, please.
10. I like to go	b. to the cinema.
11. I'd like to go	c. to the dentist twice a year.

2. Write each pair of sentences as one. Use the correct verbal forms. Model: Trevor didn't ring Laura. He forgot.

Trevor forgot to ring Laura.

1. Harriet didn't think she could move the piano. She didn't even try. 2. Mike once saw a spaceship. He'll never forget it. 3. What about painting the walls? They need it. 4. Natasha was unkind to Jessica. But she didn't mean it. 5. Andrew was studying. He went on through the night. 6. When Mark was driving, he needed to make a phone call. So he stopped. 7. Tom and Nick had been playing cards for hours. But they went on with the game. 8. I am sorry but we have decided not to accept your application. I regret about it. 9. I posted the letter on Friday morning. I can remember it. 10. He doesn't smoke any longer. He stopped it.

3. Expand the words or phrases in brackets. Use both the to-infinitive and ing-form whenever possible. The first one has been done for you.

Film Tip of the Week

1. If you **intend to go / intend going** to the cinema this week, I recommend "Little Helpers".

2. The elderly residents of an apartment block are worried when developers want them to move out and (start / threaten) them.

3. The owners of the block say they won't allow the residents (stay) any longer.

4. But help is on its way. Tiny spaceships from another galaxy arrive and clearly (intend / do) everything they can to help.

5. I shall probably buy the video so that I can watch it every time (I can't bear / watch) anything else on television.

6. Some scenes in the film are rather sad so I (advise / take) a handkerchief with you!

A: Say whether you would like to see that film. What kind of films do you like watching?

4. Put in the to-infinitive or the ing-form of the verbs. The first one has been done for you.

I used to like going to our local cinema. It was old and rather uncomfortable, but it had character. Now they've stopped **showing** (show) films there. The owner would like to go on ... (run) the cinema, but he would need ... (make) a lot of improvements, which would mean ... (spend) tens of thousands of pounds. I remember ... (watch) the last film at the cinema. It was a murder mystery. It was five minutes from the end, and we were trying ... (work) out who the murderer was when suddenly all the lights went out and the film stopped. We sat in the dark for a few minutes, and then the owner appeared with a torch. "I regret ... (tell) you", he said, "that our electricity has failed. I don't mean ... (disappoint) you, but I'm afraid we can't show you the end of the film. We've tried ... (phone) the electricity company, but they say they can't help". He went on ... (explain) to the audience how the film ended. I didn't understand the story. But I don't regret ... (go) to the cinema on that last evening.

A: Describe the events that took place in the cinema.

B: Work in pairs. Ask and answer the questions about the situation:

1. Do cinemas go on running films in your area today?

2. Do you like going to the cinema?

3. Do you try to get seats at the front or at the back of the cinema?
4. What film do you remember watching last time? Continue ...
5. *Make sentences from the notes. Use either a to-infinitive or an ing-form.*

Model: Tessa / want / buy / a new coat / soon. **Tessa wants to buy a new coat soon.**

1. We / must / avoid / waste / so much time.
2. Sometimes / a country / refuse / take part / in the Olympics.
3. I'd / like / see / the Rocky Mountains / some day. 4.1 mean / give / Judy / a nice welcome / yesterday. 5.1/ always / like / see / my doctor / once a year.
6. The buses / usually / stop / run / before midnight. 7.1 can't face / get up / at five / tomorrow.
8. Last year / we / make / an agreement / work / together.
9. Yesterday / you / promise / carry on / shoot / the film.
10. My father / seem / get / better / not.

6. *Combine the remarks into one sentence. Use infinitives or ing-forms after verbs of sense perception.*

There has been a bomb explosion in the city centre. TV reporter Kitty Beamish is asking people about it. What did people see or hear? *Model: Man:* The bomb exploded. I heard it. It was a shock.

He heard the bomb explode

1. *Woman:* A man was lying in the road. I saw him.
2. *Woman:* The building shook. I felt it. I couldn't believe it.
3. *Man:* People were shouting. I heard them. There was panic.
4. *Girl:* An alarm was ringing. I could hear it. It went on and on.
5. *Boys:* The police arrived. We saw them. They were over there.
6. *Man:* I saw a woman. She was crying. She was in a terrible state.

7. *Read the conversation between the policeman and the witnesses of a shoplifting. Complete the blanks using the words in brackets.*

"I looked around and suddenly **noticed a woman standing**

... (*notice / woman / stand*) very close to the watches. She was acting suspiciously. Then I ... (*see / her / reach out*). I actually ... (*watch/her/put/something*) into her bag".

Other witnesses have said the man shouted "Hands up!" "Did you ... (*hear / man / shout that*) ? Did you ... (*hear / him / say*) anything?"

"No, I didn't. But all the time I could ... (*hear / noises / come/from*) the manager's office".

Give an account of the conversation. Say what the witnesses saw/noticed/heard.

8. *Look at what people say and write a comment about each person. Use adjective + to-infinitive or adjective + ing-form and prepositions if necessary.*

Model: Vicky: There is a large bull in the field. I don't want to open the gate (afraid). Vicky is **afraid to open** the gate. Emma: The path was very icy, so I walked very carefully (afraid / fall). Emma was **afraid of falling**.

1. Jane: I arrived at the airport in good time. I thought I might get stuck in traffic (afraid).
2. Sally: I don't usually carry my passport with me (afraid / lose).
3. Bill: The policeman looked angry. I didn't want to argue with him (afraid).
4. Julia: I'm worried because I have to go on a trip alone (anxious).
5. Andrea: I'm looking forward to start my driving course (anxious).
6. Vince: They are ashamed. They lost the game (ashamed).
7. John: I don't want to speak about the results of the game. They are quite poor (ashamed).
8. Terry: I play the guitar every day. I like it very much

(keen).

9. Alan: I want to see my relatives at the party (interested).

10. Mary: I'm thinking of visiting this exhibition. I like modern art (interested).

11. Magi: I was sorry when I heard that Fiona lost her job (sorry).

12. Mark: Excuse me, I didn't mean to be so rude last night (sorry).

9. Complete the conversation. Put in to-infinitives or ing-forms after adjectives. Use prepositions if necessary.

Laura: I'm ashamed **to admit** (admit) it, but aeroplanes terrify me. I get really anxious about **flying** (fly). I'm afraid ... (buy) a plane ticket. I can't stand being on a plane. I'm afraid ... (get) killed. I feel ashamed ... (be) so silly.

Rita: Aren't there things you can do to overcome your fear?

Laura: Well, I was interested ... (read) in the paper recently that you can go on a course that helps you. I'm anxious ... (book) a place on it very soon.

A: Give Laura advice how to stop getting anxious about flying. Use **would rather, had better, the verb try...**

B: Say what you are anxious about / afraid of / ashamed of doing; anxious / afraid / ashamed to do.

10. Put the verbs in brackets into the correct forms. Note that sometimes a bare infinitive will be required.

1. A: I want (catch) the 7 a.m. train tomorrow. B: But that means (get) up at 6.00; and you're not very good at (get) up early, are you? 2. He accepted the cut in salary without complaint because he was afraid (complain). He was afraid of (lose) his job. 3. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth. And she remembers her teacher (tell) her (take) it out. 4. Did you remember (lock) the car? - No, I didn't. I'd better (go) back and (do) it now. 5. Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house. 6. I meant (buy) an evening paper but I didn't see anyone (sell) them. 7. The lecturer began by (tell) us where the island was, and went on (talk) about its history. 8. A: I can't get my car (start) on cold mornings. B: Have you tried (fill) the radiator with hot water? That sometimes helps. 9. We stopped once (buy) petrol and then we stopped again (ask) someone the way. 10. Your hair needs (cut). You'd better (have) it done tomorrow - unless you'd like me (have) a go at it for you. 11. I tried (convince) him that I was perfectly capable of (manage) on my own, but he insisted on (help) me. 12. I always try (come) in quietly but they always hear me (go) upstairs. It's impossible (climb) an old wooden staircase at night without (make) a noise. 13. I didn't mean (eat) anything but the cakes looked so good that I couldn't resist (try) one. 14. I don't mind (wait). It's better (be) too early than too late. 15. I meant (buy) an evening paper but I didn't see anyone (sell) them. 16. We suggested (sleep) in hotels but the children were anxious (camp) out.

11. Open the brackets. Use an infinitive or an ing-form.

Jack Baines is a self-made millionaire, but his beginnings were very lowly. He was the youngest of eight children. His father had a job in the cotton mills of Blackburn, Lancashire in the 1920s, but he was often unable (work) due to poor health. The family couldn't afford (pay) the rent or bills, and the children often went hungry. After (leave) school at the age of 14, Jack was wondering what (do) when Mr Walker, his old teacher, offered (lend) him \$100 to start his own business.

It was just after the war. Raw materials were scarce, and Jack without (listen) to his parent's advice saw a future in scrap metal. He bought bits of metal and stored them in an old garage. When he had built up a sizeable amount, he sold it to local industries for a vast profit.

Jack enjoyed (work) hard and was encouraged (make) the most of his potential by Mr Walker. After one year he had succeeded in repaying the \$100 loan and he also managed (give) Mr Walker \$100 interest to thank him for his generosity.

By the time Jack was 30 years old he had made his first million, and he wanted (celebrate) this achievement by (do) something "grand". With all his money it was now possible (build) a beautiful home for himself and his parents. In 1959 "Baines Castle" was built in the heart of the

Lancashire countryside. It was one of the finest buildings in the county. Jack has recently sold "Baines Steel" but he still can't get used (live) the good life. He can often be found at the local pub drinking pints with the locals.

"I remember (be) very poor as a child but never unhappy", says Jack, "and I never forget where I come from and who I am".

Lancashire people are proud of their local hero, and if a visitor asks the origins of the "grand" castle on the hill the locals say "Why, it's the house that Jack built".

A: Answer the questions:

1. What is Jack Baines' family background? 2. Why was it difficult for his father to support the family? 3. What privations did his family have to go through? 4. Who helped Jack to start his own business? What did he do to earn his first money? 5. How long did it take Jack to pay his debt back? 6. How did he thank Mr Walker for his generosity?

7. What did Jack decide to do to celebrate his first million?

8. Has Jack got used to being a rich person? 9. What does he remember about his childhood?

B: Retell the text as a) Jack Baines; b) his parents; c) a Lancashire local.

C: Speak about a self-made person you know. Use different patterns with infinitive and gerund. 12. Read the conversation and say whether you always remember to put the things in the right places. Role-play the dialogue. Mind the use of infinitives and ing-forms.

Peter: Have we done all the shopping now?

Sue: Yes, I think so. I **must remember to post** this letter.

Peter: I **remember passing** a post-box somewhere.

Sue: Just a minute, where's my purse? It isn't in my handbag.

Peter: Did you **forget to bring** it?

Sue: No, I had it not long ago. And my credit card is in there.

Oh, my God, what are we going to do?

Peter: Just stop worrying and think. You must have put it down somewhere and **forgotten to pick it up. Try to remember** when you had it last.

Sue: I **remember having** it in the shoe shop.

Peter: Then you **stopped to buy** a newspaper

Sue: Oh, it's all right. It's here in the shopping bag. Sorry. I **can't remember putting** it there.

Peter: You could **try chaining** it to your hand next time.

A: Can you remember things you did when you were very young? Give examples of things you remember doing.

B: Do you ever forget to do things such as turning off lights or locking doors? Give examples.

C: What advice would you give to someone who forgets to do the things.

13. Read the article and do the exercises below.

Don't Forget to Take Your Dictionary with You!

Leaving it at home could mean ending up with a bloody nose. Larry James explains

When you go on a foreign holiday, the first thing you must **remember to pack** is your dictionary. You could of course **stop to buy** one at the airport before you get on the plane. But what happens? The assistant says, "Sorry, we've **stopped selling** those now". No, buy one before you go. It may **mean running** round town to find just what you want, but it'll be worth it.

From the moment you book your holiday, you spend days **trying to learn** all those little phrases that will make life easy while you're abroad.

And you have such good intentions! You **mean to learn** at least five new phrases every day.

And that **means setting aside** time. So you take the book to work to study in your lunch hour and then **forget to bring** it home!

I've just come back from a holiday in Malawi. One day I went to a market and, without a dictionary, I **started to talk** to a young man selling fish. Unfortunately, although I **didn't mean to be offensive**, I must have said something that annoyed him. I **remember waking** up lying on the ground with a bleeding nose.

If only I **had remembered to take** my dictionary with me!

A: Answer the questions:

1. Why does Larry not recommend buying a dictionary immediately before the trip?

2. What does he usually do trying to learn some foreign words and phrases?

3. What did leaving the dictionary at home mean for Larry James during his holiday in Malawi?

B: Work in small groups and discuss the following: a) things one needs to do to book a foreign trip;

b) things one should remember to take before going on a foreign trip;

c) things one should try to find out about the country he is travelling to;

d) rules one should remember to follow when abroad;

e) things that mean having a restful holiday.

C: Report your answers in the class.

14. Sean, aged eight, lives in Brighton on the south coast of England. He has written to his grandmother, who lives far away in the north. Read his letter and do the task.

Friday after school

Hello, dear Grandma,

How are you? I am well. Liam is well, too. Mummy says perhaps you can help me do something for my school. You see, my teacher told us to find out about the olden days - you know a long, long time ago when you were eight like me. Miss Rixby (she's our teacher) says it's a good idea to ask somebody really old to tell us about it. Please, please, please Grandma, will you write and tell me? Daddy says there was a war and you can remember being there. Is this true? Is it difficult for you to remember? I'd love to hear about it. I love hearing stories about when you were little like me.

Liam is crying. He's fallen over again. He's nearly learnt to walk but not yet. He's noisy and makes a mess. Mummy makes me play with him but I hate playing with him. He's no good at playing.

Grandma, please write to me. I want to see you very, very soon.

Lots and lots and lots of love and kisses.

Sean

P.S. Don't forget to send me a birthday present.

A: Read the sentences about Sean's letter. Choose the verbs or phrases below which can fill the gap correctly.

Sean is writing to his grandmother because he ... help him with some schoolwork.

1. wants to 2. **wants her to** 3. needs her to

a. His mother thinks that his grandmother will ... do it. 1. help him 2. agree to 3. enjoy

b. Miss Rixby ... the children to do the homework. 1. has told 2. said 3. expects

c. She has ... them to talk to an old person.

1. suggested 2. advised 3. encouraged

d. Sean begs his grandmother ... about the war.

1. to tell 2. to tell him 3. telling him

e. Sean wonders if his grandmother has difficulty ... the war. 1. to remember 2. in remembering 3. remembering

f. He'd like ... stories about the war.

1. to hear 2. hearing 3. her to tell him

g. He always enjoys ... his grandmother talking about her childhood.

1. to listen to 2. listening to 3. hearing

h. Sean ... play with his little brother.

1. is made 2. is told to 3. is made to

i. He ... playing with Liam.

1. can't stand 2. doesn't want 3. dislikes j. Liam ... to walk.

1. is trying 2. isn't able 3. can't

k. Sean's looking forward ... his grandmother soon.

1. to seeing 2. to see 3. seeing

l. He ... her to send him a birthday present.

1. remembers 2. reminds 3. asks

B: Answer the questions about the letter:

1. Why is Sean writing to his grandma? 2. Which war is Sean asking about? Why is he doing this? 3. Who is Liam? 4. What does Sean think of him? 5. What does Sean remind his grandma of?

75. Read Grandma's reply and compare the impressions of the war she has with those you heard from your grandparents.

22 St Bede's Terrace,
Newcastle-upon-Tyne.

Tuesday

My dear Sean,

How lovely to get your letter! Mummy is right! I will really enjoy helping you with your schoolwork, and I will try very hard to remember what it was like when I was a little girl all those years ago.

When the war started, I was just five and I'll never forget watching my grandfather dig a big black hole in the back garden. This was our air raid shelter. At first I was really scared of going into it. Every time the siren went off, I started to tremble and I was sick, actually sick with fear. I refused to leave my bed. I didn't find it easy to get used to sleeping in that shelter. But soon, living in the cities was so dangerous that the government decided to send all the children away to the countryside. I think I was lucky because I was able to go away to my aunt's. Some children were forced to stay with total strangers. My aunt lived in a small town, called Alston, high in the hills, not too far from Newcastle. And guess what, Sean, she had a sweet shop! Mrs Crozier's Sweet Shop. But, oh dear me, at first I was so unhappy, I couldn't stop crying because I couldn't help worrying about my mother back home. My aunt let me have as many sweets as I wanted, but I was too miserable to eat many. Silly me! Most children didn't have the chance of getting lots of sweets because sweets were rationed. That meant that you couldn't buy all you wanted. You were only allowed to buy a small amount. Lots of other things were rationed, too. It was almost impossible to get butter, cream, meat, fruit, vegetables, and petrol. We did without a lot of things during the war. Can you believe that just after it ended, someone gave me a banana and I didn't know what to do with it?

Sean, I hope this is useful. I'm longing to see you all. Give my love to Mummy, Daddy and Liam. Don't worry, he'll be much more fun soon.

Lots of love and kisses,

Grandma.

A: Complete the utterances from the text:

1. Grandma will never forget....
2. She was really scared of
3. Every time the siren went off she started
4. She didn't find it easy
5. The government decided
6. In Alston she couldn't stop
7. Her aunt let her

B: Answer the questions:

1. How old was Sean's Grandma when the war started?
2. What did the hole in the back garden serve for?
3. How did she find herself in a small town of Alston? Why did she feel miserable there?
4. What did "rationed" food mean at that time?

C: Act as Sean. Report to the class what he has learned from his Grandma's letter.

D: Say what your grandparents remember about their childhood.

Verbals (Revision)

7. Choose the most suitable form.

1. Most of the scientists (invited / inviting) to the conference were (leading / led) specialists in various branches of economics.
2. Experiment is a test (carried out / being carried out) to gain new knowledge.
3. The number of electronic computers (used / having been used) in any (given / giving) field of human activity is an indication of the degree of its modernity.
4. If (informed / informing) of new repressions, the workers will go on strike.
5. When (giving / given) advice to others, think whether you would follow it yourself.
6. Reporters can cause suffering to individuals (by publishing / by being published) details about their private lives.
7. I'm absolutely sure I locked the door. I clearly remember (locking / to lock) it.
8. I remembered (locking / to lock) the door when I left but I forgot to shut the windows.

9. In Britain she had a lot of problems as she wasn't used to (drive / driving) on the left.
10. The streets are unsafe at night. A lot of people are afraid (to go / going) out.
11. I don't usually carry my passport with me. I'm afraid of (losing / to lose) it.
12. (To be / Being) unemployed, he has never got much money, but it is always (embarrassing / embarrassed) for him (to ask / asking) people for help.
13. She avoided (expressing / to express) her opinion in public.
14. Would you mind (answering / to answer) a few questions?
15. He finished the letter with the words "I'm looking forward to (seeing / see) you in Minsk".
16. The workers complained about (being regularly insulted / having insulted) by the employers.
17. I'm sorry (to bother / bothering) you, but I need to talk to you.
18. I'm sorry (for being / to be) late. I was delayed by the traffic.
19. The article (typing / being typed) now will be published tomorrow.
20. The students have just passed the last exam and one of them suggested (going / to go) to the pub in the evening.
21. I'm sorry (hearing / to hear) that you've lost your job.
22. She is a very interesting person. I always enjoy (talking / to talk) to her.
23. If you cross the street without looking you risk (being / having been) knocked down.
24. He is trying to sell his car but nobody is interested (in buying / to buy) it.
25. She lives only a short way from here, so it's not worth (taking / to take) a taxi to get to her house.

2. *Define the constructions with the Verbals. Translate the sentences into Russian.*

1. Science seems to be playing a major part on politics now and it is desirable for people to understand it.
2. For the experiment to be successful he had to do much work before carrying it out.
3. We do not expect the government to cut taxes though it was promised to the people not long ago.
4. This discovery is considered to be the result of a long and thorough investigation.
5. The application of science and technology in all fields is certain to affect the structure of society as a whole.
6. Occasionally, we all have days, in which nothing seems to go right.
7. Steve's coming so late surprised everybody for he was known to be a very punctual person.
8. The manager's refusing to sign this contract was unexpected result of our talks with one of the foreign companies working in this country.
9. I heard them discussing the agenda of the conference and asked if they would mind my joining their discussion.
10. When he had all his taxes paid, the amount left in the bank was hardly worth mentioning.
11. The standard of living having improved, the families could afford spending more money on foodstuffs.
12. Both scientists and scholars carry out research, the difference between the two is that the former are engaged in exact and natural sciences, while the latter work in the field of the humanities.

3. *Paraphrase the following sentences using the verbals and constructions with them.*

1. She was sorry that she had missed the beginning of the lecture.
2. The problems that will be discussed are vital for our research.
3. The two sides expect that negotiations will be long and difficult.
4. Most of the scientists believe that rapid expansion of industrialization leads to an exhaustion of natural resources.
5. People are sure that science will influence the solution of most important economic and political problems.
6. We waited when the newspapers would publish the information about our new discovery.
7. The teacher insisted that we should take part in the conference.
8. As he didn't know the language and had no friends in the town he found it hard to get work.
9. As the crisis in the country had passed, people could think about the future again.
10. The problems of pollution have already been discussed at a large number of conferences and some of them have been sponsored by the UN.
11. I smelt that something was burning and suddenly saw that smoke was rising over the roof of the house.

at on a time: *at 9 o'clock* an age: *at fifteen/the age of fifteen* a day or a *on Monday, on 25th September* date: *on Saturday afternoon, on the morning of 4th June* noun/gerund: *On departure / departing, she ... = When she departed, she...*

in a period of time: - some time during that period: *in the morning, in February, in 1994*; - at the end of a stated period: *I'll be ready in five minutes.* (five minutes from now); - the length of time that something takes: *I read the book in two and a half hours.*

by a time, date, period, not later than that time: *You must be here by 7 o'clock.*

before a time, date, period, event: *I never go to bed before midnight.*

after a time, date, period, event: *I'll phone you after lunch.*

since a point in time, from that time now or until a point in the past:

We've been here since Tuesday. It was the end of the summer. They had been there since June.

for a period of time: *They've been together for three years.*

during a named period or an event: *We always work hard during the summer. Fighting broke out between rival fans during the match.*

until / till a point in time, the point in time at which the action finished:

We slept until 1 till 8.00. We didn't wake up until / till 8.00.

from a time to / until/till a time:

We slept from 11.30 to 1 until 1 till 8.00.

NOTES:

- We use *at* with festivals and religious celebrations: *at Easter.*
- We say *at night*. But we can also say *in the night* meaning during.
- We often use *last / this / next* with time words: *We didn't go on holiday last summer. I'm going home this weekend. I'll see you next Monday.*
- *During* versus *for*.

We rented a cottage for the summer.

He became ill during the summer.

We spend all our time outside during the summer.

- *During* versus *in*:

They can both be used to refer to something that happens throughout a time period, from its beginning to its end, and so it is often possible to use either *during* or *in*: *It's very cold here during / in the winter.*

But

- We use *in* and not *during* when we want the time reference to sound more specific. So, for example, if we are contrasting one period of time with another, we use *in*:

I last saw you in May, not July.

- We use *during* when we want to stress the idea of duration.

She felt miserable during the whole of that summer.

- When the time reference is an activity rather than a time period, we use *during*:

She didn't speak once during the meal.

Prepositions: position and movement

(away) from / a place *I'll meet you at the station. We*
at /to *walked from the station to the*
cinema.

out of / in / in a place *I'll wait for you in the car. Could*
(to) *you get in(to) the car? Can I*
get out of the car here, please
?

off / on / on a *We need some pictures on the*
(to) surface *wall. Shall we take that picture*
or line *off the wall?*

Do you think we should put this
on the wall?

NOTES: We usually use *on* rather than *onto*. We use *onto* when we want to emphasize the movement from one place onto another:

I drove onto the motorway. (I drove off another road and onto the motorway.)

I drove on the motorway. (That's where I drove. / That's

how I got there.) • arrive *at* / *in* a place get *to* / *into* a place get *in* (without place)

in as an adverb: *When does the train get in?* on a train, bus, plane *in* a car

Preposition + noun

by Elton John *A book by Stephen King, a film by*
Steven Spielberg, a song by Elton John.

for a walk *You can go for a walk, for a drive, for a*
run, for a swim.

in the morning *You can go in the morning, in the*
(but at night) *afternoon, in the evening.*

by car *You can travel by car, by plane, by bus,*
(but on foot) *by coach, by train, by taxi.*

on the radio *I heard it on the radio; I saw it on TV; I*
(but in the spoke to her on the phone (but I read it
newspaper) *in the newspaper, in a magazine).*

in the dark *The man in the dark suit (= wearing the*
suit *dark suit); the woman in the red dress.*

by mistake, by *I took his pen by mistake. (= I thought it*
myself *was my pen.)*

I did all the work by myself. (- on my
own; without help from others.)

by hand *The shoes are made by hand. (= not by*
machine.)

on strike *The workers are on strike. (= they refuse*
to work because of a problem over pay,
hours, etc.)

by chance *I met them by chance. (= it wasn't*
planned - it was luck.)

on holiday *The children are on holiday. (= they are*
having a holiday.)

by accident *He broke the plate by accident. (= he did*
not want to do it - it was an error

/mistake.)

- on purpose *He broke the plate on purpose. (= he wanted to do it and intended to do it)*
- out of work *There are two million out of work. (= without a job.)*
- at least *There were at least fifty people at the party. (= a minimum of 50.)*
- on time / arrive *Lessons begin at 8.30 and I always arrive*
- in time *on time. (= at 8.30) Lessons begin at 8.30 and I always get there. (= before 8.30; I'm not late.)*
- in the end / at the end *In the end we went home. (= finally, after a long period.) At the end of the book they get married.*
- in business / are *The two men are in business. (= they are*
- on business *businessmen.)*
The two men are in Germany on business. (= they are there for work and not for a holiday.)
- in a moment / *I'll see you in a moment. (= very soon)*
- at the moment *I can't speak to you at the moment. (= right now.)*

Prepositions used with adjectives and participles

*absorbed in according to accustomed to afraid of
anxious for / about ashamed of aware of bad at /for capable of confident of due to /for
involved in keen on liable for / to nervous of owing to pleased with prepared / or proud of ready
for responsible for/to scared of
exposed to fit for fond of
frightened of/at good at /for interested in
sorry for / about successful in suspicious of terrified of tired of used to
He was absorbed in his book. She is afraid/frightened/scared of the dark. According to Tom it's
2.30. (Tom says it's 2.30.) He is bad/good at chess, (a bad / good player.) Running is bad/good
for you. (unhealthy / healthy.) They are very keen on golf.
Drivers exceeding the speed limit are liable to a fine. The management is not responsible for
articles left in customers ' cars.
I'm sorry for your husband. (I pity him.) I'm sorry for forgetting the tickets. I'm sorry about the
tickets.*

Prepositions and verbs

*accuse sb of
apologize (to sb)for
apply to sb /for sth
ask for / about
attend to
beg for
believe in
beware of
blame sbfor
charge sb with (an offence)
compare sth with*

comply with
conform to
consist of
deal in
insist on
live on (food/money)
long for
object to
occur to
persist in
prefer sb / sth to sb / sth
prepare for
punish sb for
quarrel with sb about
refer to
rely on
remind sb of
resort to
succeed in
depend on dream of fight with sb for fine sb for hope for
suspect sb of think of / about wait for
warn sb of / about wish for
Do you believe in ghosts ?

They were charged with receiving stolen goods.

You haven't complied with the regulations.

For a week she lived on bananas and milk.

It never occurred to me to insure the house.

They persisted in defying the law.

When arguments/ailed he resorted to threats.

Prepositions / adverbs

Many words can be used as either prepositions or adverbs:

He got off the bus at the corner, (preposition)

He got off at the corner, (adverb)

The most important of these are **above, about, across, along,**

before, behind, below, besides, by, down, in, near, off, on,

over, past, round, since, through, under, up:

They were here before six. (preposition)

He has done this sort of work before, (adverb)

Peter is behind us. (preposition)

He's a long way behind, (adverb)

She climbed over the wall, (preposition)

You 'll have to climb over too. (adverb)

When the meeting was over the delegates went home, (adverb; here over = finished)

The shop is just round the corner, (preposition)

Come round (to my house) any evening, (adverb)

He ran up the stairs, (preposition)

He went up in the lift, (adverb)

Many of these words are used to form phrasal verbs:

The plane took off. (left the ground)

He came round, (recovered consciousness)

Practice

1. Choose the correct words in the conversations.

A JAY: Oh, look. Here's a photo taken in my classroom at primary school. Can you recognise me in / on it?

ANNA: No, I don't think so. Unless that's you right in/ at the back.

JAY: No, that's not me. I'm the one standing in / at the corner.

ANNA: *In trouble as usual!*

B PIA: I don't understand this.
 LILY: What?
 PIA: Well, I want to check something with the college, but it says in / on this letter that I must give a reference number when I phone, and I can't find it.
 LILY: It's in that little booklet, in / on the first page.
 PIA: Oops! So it is. Thanks.
 C LEN: Where's your sister?
 SUE: She's at / in wedding.
 LEN: Oh? Where?
 SUE: At/In Paris.
 LEN: Who's getting married?
 SUE: She is.
 LEN: Oh.
 D GARY: *What was that?* NICK: What?
 GARY: I'm sure I saw a face at/in the window. NICK: Don't be silly. It's the television, reflected on/in the glass.
 E MEL: Did you see Yves in / at the dance?
 JAN: No, of course not. He went back to / in France last week.
 MEL: But I'm sure I saw him in / on the bus yesterday. In fact, he waved to me when we arrived to/at the bus station.
 JAN: How strange. We'll have to investigate what he's up to!

2. *Choose the correct prepositions.*

Trouble at Norton Mining

The entire workforce of Norton Mining has gone on / in strike following a serious accident at the mine in Coolooma. The cause for / of the accident is unclear, but the union is blaming management attitudes on / to safety regulations. A spokesperson said, "Damage of/ to equipment was frequently ignored and union demands for / of safer working practices were rejected. The managers' relationship with / to the union was very poor, so although we pointed out that there'd been a rise of/ in the number of minor accidents over the past year, they said there was no need for / of a change in working practices".

John Norton, the chairman of Norton Mining, is away on / m a business trip. His secretary said she had spoken to him by / on the phone. The news of the accident had come like / as a great shock to him, she added. She was unable to say when he would be back.

It is understood that the police would like to speak to Mr Norton in connection with / to a number of his financial dealings.

3. *Complete the gaps with a preposition (or adverb) of position or movement.*

Two friends, Polly and Maria, are talking. P: I didn't see you at the club last night. Where were you? Did you stay ... home?

M: Yes, I thought it was time to stay ... for a change and, besides, I didn't feel very well. I just lay ... bath reading for ages. I decided I wasn't going to get ... the bath until I'd finished the book.

But then Rosie turned up ... the doorstep so I had to get ... to see her.

P: So are you feeling well enough to come out later on?

M: I think so.

P: Well, I'm going round ... Helen's at 5.00 and we're going to take the train ... Highbury ... Richmond. So we should get ... Richmond by 6.00. Then we can walk ... the station ... that nice cafe ... the riverbank. And if we see Charles there, he might invite us ... his boat.

M: Oh, that would be nice.

P: Did he tell you about Kate pushing him ... last week?

M: No. So, he fell ... the boat, did he?

P: Yes, and straight... the river. He was soaked, and pretty cold too.

4. *Complete the gaps with a suitable preposition or adverb of time or place.*

It was 8 o'clock on cold morning ... January. She was still asleep. She usually stayed ... bed ... about 9 o'clock... the winter. Suddenly she was woken up by a knocking at the door. She got ... bed and went ... the door. There was a man ... the doorstep. She thought she recognized him. "Hello, Edna", he said. "It's Tom. Can I come ...?" And then she knew who it was but she didn't quite believe it. She hadn't seen him ... thirty years, not ... the summer of 1940 when she'd said goodbye to him the night ... his final departure. That was when he went off ... war. It was two

years ... that when she received the letter... the War Office which said that Tom had been missing ... some time and was now presumed dead. She kept on hoping that they were wrong right up ... the end of the war. But then she gave up. ... then, she'd continued to think of Tom every day. ... his birthday, she always stayed ... home all day because she couldn't bear to meet anybody. She'd met Tom ... the age of sixteen and they'd had a wonderful time together ... the start of the war. She was nineteen when war broke out and they'd been together ... three years. They were going to get married ... the war.

She looked at his face. It was still the same face but with quite a few lines ... it and there was a bit less hair ... his head. He put his hand ... his pocket and took out a small photograph. It was one she 'd sent him just... his disappearance. It was a picture of her ... a teenager ... the war. She held it... her hand and remembered back to those times. She felt rather hot and dizzy and thought that she might fall... the floor at any moment. She asked him to come ... the living-room and they sat down together to tell their stories.

5. *Finish these questions with the correct preposition, then write a short answer for each one.*

1. What exactly is she worried ...?
2. Who is she waiting ...?
3. What subjects is she good ...?
4. What job is she applying ...?
5. What programme is she listening ...?
6. What did she complain ...?
7. What did she apologise ...?
8. Who does this car belong ...?
9. I know she was angry but who was she shouting ...?
10. What kind of films is she interested ...?
11. What will the decision depend ...?
12. What is she afraid ...?

6. *Complete these sentences in a way that is logical and grammatically correct.*

1. My steak was overcooked, so I complained.....
2. When I was a child I sometimes wore clothes that belonged
3. I want to help poor people, so I have decided to apply.....
4. I work quire hard but I'm not very good.....
5. In the summer a lot of people suffer.....
6. I've always been interested.....
7. I'm very keen.....
8. A lot of people are afraid.....
9. People in my country are very different.....
10. When I went to.....I was very surprised.....

7. *Fill the gaps to complete the phrasal verb in each sentence.*

1. We went round the school and ... up all the rubbish.
2. I don't think they ever ... out how the man escaped.
3. This milk smells horrible; I think it has ... off.
4. Do you think they'll ... **through** the exam next **week**?
5. They had a bad relationship at first, but she ... on very well **with** him now.
6. The price has ... up three times this year.
7. I agreed to ... **after** my sister's cat when she goes to France.
8. We can ... on until the teacher tells us to stop.
9. Why didn't your alarm clock ... off this morning?
10. I'm afraid this photocopier has ... out of paper, but you can use the other one in my office.

8. *Complete these sentences with the correct preposition.*

1. I saw it...TV.
2. They came ... car.
3. They are all... strike.
4. He is here ... business.
5. I did it... my own.
6. It was written ... Goethe.
7. We went... a walk.
8. I read it... a magazine.

9. He's ... holiday this week.
10. She took it... mistake.
11. I went... the afternoon.
12. He came ... foot.
13. The clothes are made ... hand.
14. She broke it... accident.
15. He did it... purpose.
16. I'll see you ... a moment.
17. I'm very busy ... the moment.
18. It's very quiet... night.
19. We met... chance.
20. She's ... least 25 years old.

9. Replace the underlined words with a suitable prepositional phrase. Look at the example first.

Model: The meeting was planned for 11 a.m. and we got here at 11 a.m. on time.

1. I wrote the reports without any help from anyone else.
2. Did you get to the cinema before the film started?
3. Thousands of people are without jobs in my town.
4. She's making a phone call.
5. I saw the advertisement when I was watching TV last night.
6. He opened her letter because he thought it was addressed to him.
7. It was a very long journey but finally we got there.
8. He gets killed in the last scene of the film.
9. I'm afraid I'm very busy right now.
10. I saw her yesterday but I didn't plan to see her.

10. Complete the sentences with **during, by, until, at, on** or **in**.

If no word is needed, leave a space (—).

1. We usually finish work early *on* Fridays.
2. ... the time you get this letter, I shall be in Miami.
3. She wrote this article ... her holiday.
4. He won't hand over the parcel ... we pay him.
5. The children aren't here ... the moment, but they'll be back ... a few minutes.
6. Can you come to tea with us ... next Sunday?
7. I want to be at the stadium early so that we're ... time to get good seats.
8. Please don't touch anything ... the police arrive.
9. I should be free by 3 p.m. If the meeting doesn't end ... time, I shall have to make my apologies and leave.
10. She was reluctant to help us at first, but ... the end she agreed to do what she could.
11. I'm not sure whether it'll be Thursday or Friday, but I'll definitely be back ... the weekend.
12. Will you finish work ... time to do the shopping?
13. We always used to have a party ... the end of term.
14. I'd like to hold our next meeting ... 23rd March. Will that suit you?

11. Write the correct preposition in each gap.

The CND

The Campaign ... Nuclear Disarmament (CND) is celebrating thirty years of calling ... the removal ... Britain's nuclear weapons.

CND believes ... unilateral disarmament. The chairman of the organization, Bruce Kent, says "Ideas ... disarmament have changed ... the years. Russian and American leaders now agree that an equal number of weapons ... both sides is not necessary ... security, and that major cuts ... nuclear arms should be made. These ideas stemmed ... groups like CND, who have argued ... reductions for years". CND was launched in London in 1958 ... a meeting ... five thousand enthusiasts.

... that time, Britain had just begun to test its own H-bomb, and the policy ... having its own nuclear weapons to stop other countries ... attacking had been made official.

By 1961, there were nearly one thousand CND groups in Britain protesting ... increased expenditure ... nuclear arms.

But since then, there has been a decline ... membership. Bruce Kent explains, "We failed ... our attempt to make people see the connection ... declining social services and the fact that the

both . . . and **either ... or**

и ... и, как ... так и **или ... или**

not only . . . but also **neither . . . nor**

не только ..., но и **ли ... ни**

Subordinating conjunctions connect a subordinate clause with the principle clause.

Conjunctions: *that* - *что*, *if*, *whether*- *ли* introduce subordinate *subject clauses*, *predicative clauses*, and *object clauses*.

That he was in trouble was clear from the very beginning.

Whether I help you or not depends on your behaviour, my boy.

Ask him whether (if) he will help us tomorrow.

The problem is that he needs money to start his business.

Conjunctions used for introducing *adverbial clauses*:

1) of place: *where* — *где* *wherever* - *где бы не*

2) of time:

after - *после того как*

as - *в то время как, когда, по мере того как*

as long as - *пока, до тех пор пока*

as soon as - *как только*

since - *с тех пор как*

until (till) - *до тех пор пока ... (не)*

before - *прежде чем*

whilst = while - *в то время как, пока*

3) of reason or cause:

as — *так как*

because — *потому что, так как*

for - *ибо, так как*

seeing (that) - *поскольку, принимая во внимание*

since — *так как, поскольку*

4) of condition:

if- *если*

on condition (that) - *при условии если*

provided /providing (that) - *при условии если*

supposing (that) - *если*

unless - *если ... не,*

допустим (что),

предположим (что)

5) of purpose:

in order that, so that, that - *для того чтобы* *lest* - *чтобы ...не*

6) of comparison or manner:

as - *как*

as if(as though) - *как будто, как если бы*

so ... that - *так (такой) что*

such ... that- *такой ... что*

as... as - *так (такой) же ... как*

(not) so ... as — *(не) так (такой) ... как*

than - *чем*

7) of concession and result: *though (although)* - *хотя in spite of- несмотря на* *so that* - *так что*

NOTE: It should be pointed out that a number of conjunctions are homonymous with prepositions, adverbs, and pronouns.

I haven't heard from him since we left school.

Everything has changed since that time.

The child had his last meal three hours ago and hasn 't had anything to eat since.

Practice

1. Read the following texts and analyze all the conjunctions used in them. Discuss the

contents of the texts.

Does Anyone Care?

In 1985 a French television company sent its reporters to the Paris Metro. They took cameras to see what passengers would do if they saw someone attacked on the platform or trains. The incidents looked real but they were all done with the help of actors. However, very few people tried to help, and most passengers pretended not to notice. In one incident a foreigner was attacked by three men. The attack was on a train which was quite full, and although one man tried to get the other passengers to help, they all refused.

This is not only a French problem. A British newspaper reported in 1981 that a professor of Social Psychology in New York had sent his students out to rob their own cars. The students didn't try to hide what they were doing. About 8000 people watched 250 car thefts, and only twelve people tried to stop the student robbers. In a typical incident, one man stopped, looked, and then put his hands over his eyes and shouted, "I didn't see that!" About forty people offered to help the thieves, and two people actually sat down next to the car and waited to buy a camera and television-set a student was taking from the back seat of his own car.

The Professor thought that some people might be afraid to stop and help in case the thieves attacked them. So he got a policeman to stand within 15 metres of a robbery. Everyone walked past, except for two people who told the thieves that a policeman wasn't far away.

It seems that such behavior is not unusual, but the question is why? Is it a problem of big cities, or would the same thing happen anywhere? Was the problem with the experiments? To discuss these questions we have in the studio Professor Wilson who is an expert in the subject ...

The Japanese Way of Bathing

For the Japanese, bathing is one of the pleasures of life. Every Japanese takes one if not two baths a day. At holiday time they'll look for an open-air hot spring pool to relax in and for the Japanese the bath can become a social occasion.

The traditional Japanese bath also saves on water. No Japanese ever gets into a bath until he has washed himself thoroughly all over. He sits on a small stool in front of the taps and a bowl. He then soaps himself all over and washes his whole body. He then washes all the soap off with the help of bowls of water from the tap. Only then does he get in the bath. For the Japanese the western habit of taking a bath which involves washing in the bath water is vulgar and dirty. This even applies to the open-air hot springs in the country. So if you decide to join the Japanese in their favourite holiday pastime, make sure you remember to get yourself clean before you get in.

The Particle

1. The particle is a part of speech, which gives moral or emotional emphasis to other words or a phrase, or a clause in the sentence. Particles have no independent function in the sentence.

2. According to their meaning they may be divided into the following groups:

a) limiting particles: *only, but, alone, merely, solely, barely, etc.*

Sorry, I only wanted to use your telephone. Her last call alone would have made me give up everything and go to her.

b) intensifying particles: *just, even, simply, quite, still, yet, only, etc.*

I just want to live and work here.

They didn't even know where he lived.

Yet, you could have helped me if you only wanted.

c) connecting particles: *too, also.*

I didn't say a word. Mother, too, was silent. Mr Fox signed all the letters and also made some calls before leaving.

d) Negative particles: *not, no.*

Are you going to tell him the truth? - Not I. Nothing, not a word was told to me about it. The truth was we had no information about the decision of the committee.

NOTE: Almost all particles are homonymous with other parts of the speech, chiefly with adverbs, but also with conjunctions, pronouns and adjectives. The particles *else, solely, merely* have no homonyms.

This is just the book I want, (particle)

He's just written a new novel, (adverb)

I have only one letter to answer, (particle)

This is the only way out. (adjective)

I can help you, too. (particle)

*Your problem is that you are too lazy, (adverb)
I merely want you to listen to me. Just don't interrupt me please.*

Practice

1. Read the following texts and analyze all the particles used in them. Discuss the contents of the texts using as many particles as possible to give emotional emphasis to your story.

The Hold-up

I have four small children, three girls and one boy. I don't go out very much because it's hard for me to find someone to look after them. When I do go out, I have to find a baby sitter. It's not easy for me to find a baby sitter because we have just moved here. Since we're new in town, I don't know very many people yet.

Well, one Friday morning I looked in my purse and found that I had only two pounds left. I still had to do that week's shopping. There was nothing else I could do; I merely had to go to the bank. Yet, I hoped that Rachel, my next-door neighbour, could come and baby-sit for me, but she wasn't at home. So after the children were all dressed, we went off to the bank.

After we were all in the car, I tried to relax a little as I drove to the bank. The children were very noisy from the start. They even were shouting and crying, and picking on each other. By the time we arrived at the bank, I was very angry too.

The bank was very crowded. I don't think since it was the end of the month, it was payday for most people.

Anyway, the children were still playing up, and I was still pretty angry with them. I turned around to try to keep them quiet and shouted, "Stand against the wall and don't say a word!" Everyone in the bank stopped talking. They thought it was a hold-up!

Too Good to be True

The man was always very polite. He always took off his hat and said, "Good afternoon" to the customs officer. The customs officer always asked him to open his bag, but the customs officer couldn't find any whisky or perfume, or cigarettes or anything. When the customs officer had looked through the man's bag and couldn't find anything, the man always took off his hat and said, "Thank you. Good-bye!" He was very polite. Yet, the customs officer was sure the man was a smuggler.

After a month the customs officer was so unhappy that he left his job. The next day he watched the smuggler come up to the new customs officer.

"Good afternoon!" said the smuggler and took off his hat politely. "Good afternoon!" said the new customs officer. "Would you open your bag, please". So the man opened his bag again, but the new customs officer couldn't find anything either. "Thank you. Good-bye!" said the man and took off his hat politely.

Outside the customs the old customs officer, who had left his job, stopped him and said, "I'm not a customs officer anymore. I left my job. Would you please tell me what you're smuggling? I know you're smuggling something". The old customs officer was almost crazy because he didn't know what it was.

"It's true", said the man. "I am smuggling something. I'm smuggling hats", and he took off his hat politely and said, "Good-bye!"

The Interjection

1. The interjection is a part of speech which expresses surprise, anger, pleasure or some other emotions or feelings: **oh, ah, ha, ho, hey, hum, alas, bravo, hello**, etc.

2. Interjections usually have no grammatical connection with the sentences in which they are used. Hence, they are classed among the "independent elements" of a sentence or are treated as exclamatory phrases.

O!Oh-Ox! O!

Ah!-Ax! A!

Eh!-A! Как!

Well!-Hy! Дану! Вот тебе раз!

Well, well! - Ну, ну! Полноте!

Cheerio! - За ваше здоровье! Всего хорошего!

Why! - Неужели! Now! - Ну! Alas! - Увы! Hi! Hey! - Эй! Hush! - Тише!

3. Sometimes other parts of speech and even elliptical sentences are used as interjections; in this case they lose their meaning and serve to express only some emotions or feelings:

Dear, dear! -Dear me! I say! - Послушайте! Ну и
-Goodness! - Боже ну! You don't say (so)! -Да
мой! Good gracious! ну! Не может быть! All
— Good heavens! - right! - Ладно! Хорошо!
Gracious! - Well I never! - Вот те на!
For goodness sake! Why so? — На каком

Goodness knows! It - Кто его знает. - Как
depends! сказать! Поживём -увидим.
There! There! There - Ну! Ну! Не плачь(те).
now!

Practice

1. Practice the following exclamations. Use them in the situations of your own.

Ah, I told you so!	Good heavens! I'm late.
Ah, here you are!	Well, well! I can't believe it.
Oh, I'm so sorry.	Well, what next?
Oh, yes! Oh, no!	Well? What can I do for you?
Oh, what a lovely flower!	Why, it's quite easy!
Oh, what a surprise!	Hey, wait a minute, will you?
Oh, you don't say (so)!	Here goes!
Oh, I see.	Hurrah!
	Phew!

2. Read the following texts and analyze all the interjections used in them. Retell the texts using as many exclamations as possible to make your story more emotional.

Jim's Two Jobs

Jim's father was the only butcher in the little town of Whiterock. His mother used to help his father in the butcher's shop to serve the customers and cut up the meat. Then, one day just before Christmas, she dropped dead on the floor of the shop. Jim and his father had a terrible Christmas that year, and it was very difficult for the butcher to look after his shop by himself in the new year.

Luckily, Jim finished school the next summer and had to get a job. He wanted to buy a motorcycle, so he started helping his father at the butcher's shop. After a while, he was very good at cutting up the meat, so his father sometimes left him alone in the shop when there weren't many customers. Jim always liked to have his long, white coat nice and clean. It was a sort of uniform.

Winter came and went, and then it was spring, but Jim still did not have enough money to buy his motorcycle. So he took a

second job, working in a hospital during the evenings. This job was hard work, helping to lift people out of beds and take them from one part of the hospital to another, but Jim liked it because he could wear a long, white coat in the hospital, too. He still thought it was a sort of uniform and felt very important when he was wearing it.

One evening when Jim was working at the hospital, he had to take a woman from her bed to the operating room. This was the woman's first operation, and she was very scared. She thought of how the doctor would cut her up. It was terrible! Then she saw Jim in his long, white coat and remembered seeing him at the butcher's shop.

"Oh, no!" she screamed. "Not the butcher! Don't let the butcher do the operation!"

A Famous Place

Well, yes, yes I have. I have been there but I'm afraid I haven't seen it properly. Well, that may sound a bit strange, but when I was a student at Oxford, I was at a party one night and several of us who had had a little bit to drink were sitting round and we thought it would be rather a romantic thing to do to drive off in the early hours of the morning, and watch the sun rise there. So we all got into the car and drove off for about, I suppose, an hour and a half, and we wanted to see the sun come up behind the stones. Well, when we got there, it was still dark, but it was extremely cold and extremely wet and very foggy. We couldn't, when the sun began to come up, when it began to get a little bit light, we couldn't in fact see anything at all because there was so

much, so much fog around.

Yeah, it was a bit of a disaster because the worst thing was that we were all sitting shivering in the car when this great thump came on the window and a policeman shone his torch inside and said, "Oi, Oi, Oi, what are you doing here?" and told us to move on.

I think he thought we were going to paint pictures all over it because you know that has happened from time to time. Anyway, it was not the most successful of our trips.

Oh, goodness! However, I do still remember that trip! Why so?