

# A WAY TO SUCCESS

## English Grammar for University Students

Year 1

Student's  
book

CF FOLIO

# A WAY TO SUCCESS

Рекомендовано  
Міністерством освіти і науки України  
як навчальний посібник  
для студентів вищих навчальних  
закладів

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**Student's  
book**

Харків  
«Фоліо»  
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Посібник «A Way to Success. English Grammar for University Students. Year 1»  
є складовою частиною навчального комплексу, до якого входить посібник з прак-  
тики усного та писемного мовлення, диски з текстами для аудіювання та посібник  
для домашнього читання для студентів I курсів факультетів іноземних мов.

Підручник складається з 10 уроків (units), глосарію граматичних термінів та  
додатку з таблицею неправильних дієслів. Кожен урок має чітку побудову і містить  
4 частини: «Вивчаємо граматику», «Практикуємося у граматиці», «Застосовуємо  
граматику у життєвих ситуаціях», «Виконуємо вправи вдома». Матеріал кожної час-  
тини повністю відповідає програмі першого курсу факультетів іноземних мов ВНЗ  
України, віковим особливостям студентів і поданий у формі зручних для опрацю-  
вання та запам'ятовування таблиць та схем.

За рахунок комунікативного підходу до навчання граматики, професійно  
орієнтованих завдань, циклічності у повторенні вивченого граматичного ма-  
теріалу протягом усього курсу створюються умови для формування у студентів  
граматичної компетенції у різних видах мовлення, потрібної для досягнення пев-  
них комунікативних завдань і задоволення майбутніх професійних потреб.

Рівень складності мовного матеріалу відповідає рівню B+ за шкалою Реко-  
мendaцій Ради Європи, що забезпечує реалізацію принципу наступності порівня-  
но з Державним стандартом середньої освіти.

Посібник з граматики можна використовувати у навчальному процесі і ок-  
ремо від рекомендованого комплексу, а також при самостійному опрацюванні  
для систематизованого повторення граматичного матеріалу, вивченого в школі,  
поглиблення граматичних знань і удосконалення граматичних навичок.

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## INTRODUCTION

This book is *an interactive practical grammar course*, based on the new University Curriculum (2001). It implements the main aims, objectives and principles stated in the Curriculum.

The book is designed for the first-year students of English and is aimed at the development of their basic grammatical skills, both receptive and reproductive. Revision of the grammatical knowledge acquired at school is provided and some items not covered by the school curriculum are introduced.

The three features of the book organization — easy-to-teach, easy-to-study, easy-to-find the necessary item — make it *appropriate and handy* both for students and teachers.

**The content** is organized into 10 Units and covers the following areas:

- sentence structure;
- parts of the sentence;
- parts of speech and their relevant grammatical categories.

**The main principles** realized in the book are:

- **communicative approach**, which presupposes developing students' abilities to use the language for communicative purposes in their everyday lives and for their future professional needs;
- **professionally oriented tasks**, e.g. correcting errors, explaining rules, illustrating the rules with examples etc.;

- **recycling of grammar topics** in different types of exercises both within the same Unit and within the whole book;
- **student- and teacher-friendly material organization**, i.e.:
  - a. the book is clearly structured and the instructions to the exercises are clearly formulated;
  - b. grammar terms are listed and explained in the **Glossary**;
  - c. charts and algorithms enable the students to revise the grammar material at home;
  - d. the most difficult issues are presented in the form of **Note** boxes.

**The task types** in the book correspond to the above stated principles. It means that:

- a. **the instructions are communicatively aimed**, e.g. “find out what has happened”; “express your opinion / agreement / disagreement” etc.;
- b. **the tasks deal with true-to-life situations** that are familiar to the 1<sup>st</sup>-year students and encourage them to use their background knowledge, e.g. “Your former classmate is telling you about his first university experiences, but he is not a very good story-teller, so you keep asking him for some additional information”, “A newspaper reporter has got a strange interview for a job and wants to write an article about the applicant. Help him and write the article, changing the direct speech into the reported”, “Imagine that you work as a tour agent. Choose a district in London or in any other city in Great Britain or the USA and advertise it in a short essay” etc.;

- c. *the task types range from more mechanical ones aimed at the development of accuracy* (e.g. matching, filling in the gaps, transformations etc.) *to more creative ones* (e.g. "write a P.S. to the letter describing the photo enclosed", "write a letter to your relatives describing University life and personal experiences");
- d. both the instructions and the exercises *include socio-cultural information* and contribute to the development of the students' *socio-cultural competence*.

There are **4 parts** in each Unit: *Studying Grammar*, *Practising Grammar*, *Living with Grammar* and *On Your Own*.

*Studying Grammar* contains the presentation of the new grammar material in the form of tables, charts, algorithms, and notes followed by different exercises. Grammar discovery techniques are introduced so that the students could use their previously acquired knowledge and work out the rules themselves with the help of the provided examples.

*Practising Grammar* is a training module that comprises a set of both drilling and quazi-communicative exercises aimed at consolidating the theoretical material of the previous part.

*Living with Grammar* contains more communicative exercises comprising the use of the target grammar structures in meaningful contexts to perform and practice a number of functions (agreeing/disagreeing, expressing doubt, hypothesizing etc.). All this enables the students to apply the acquired grammar skills in either free or controlled speaking and writing.

*On Your Own* contains exercises of various task types for home assignment. In this part the exercises are arranged in the same order as they are presented in *Studying Grammar* for the target grammar items to be consolidated and revised at home.

*Teacher's book* includes keys to the exercises that presuppose only one correct answer. In some cases where there can be several versions, one or more options are suggested in the key.

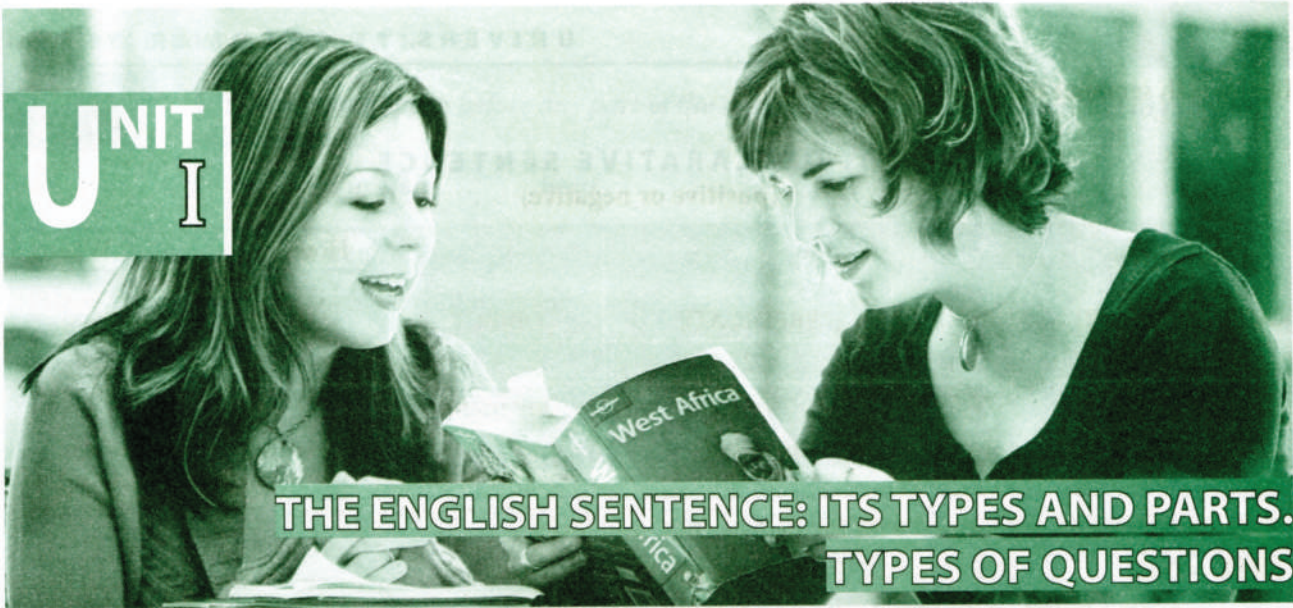
The teacher could use the book in **two main modes**, according to the students' needs.

1. **Recapitulation.** If the level of the group is FCE or higher, the 4 parts of the Unit could be done one after another within a relatively short period of time. The exercises in *Practising Grammar* could be done in class.
2. **Acquisition.** If the students' proficiency is lower than FCE level, the teacher could focus on one-two topics only and select the appropriate exercises from the whole unit, though they should be done in the suggested order: Study (*Studying Grammar*) — Practise (*Practising Grammar*) — Functions (*Living with Grammar*) — Home Assignment (*On Your Own*).

*Practising Grammar* part in this mode could be done partially in class and partially at home.

The book has been piloted at the Faculty of Foreign Philology of H.S. Skovoroda Kharkiv National Pedagogical University. We express our gratitude to all the teachers and students who took part in the piloting process.

# UNIT I



## THE ENGLISH SENTENCE: ITS TYPES AND PARTS. TYPES OF QUESTIONS

### STUDYING GRAMMAR

#### THE STRUCTURE OF THE ENGLISH SENTENCE

##### Exercise 1.1

Match

**a) the English and Ukrainian terms, denoting parts of the sentence:**

- |                       |              |
|-----------------------|--------------|
| 1. Subject            | a) означення |
| 2. Predicate          | b) підмет    |
| 3. Object             | c) обставина |
| 4. Attribute          | d) присудок  |
| 5. Adverbial Modifier | e) додаток   |

**b) the English and Ukrainian terms, denoting parts of speech:**

- |                |                                    |
|----------------|------------------------------------|
| 1. Noun        | a) іменник                         |
| 2. Verb        | b) прислівник                      |
| 3. Adjective   | c) прийменник                      |
| 4. Adverb      | d) дієслово                        |
| 5. Pronoun     | e) сполучник                       |
| 6. Numeral     | f) числівник                       |
| 7. Preposition | g) прикметник                      |
| 8. Conjunction | h) займенник                       |
| 9. Participle  | i) дієприкметник,<br>дієприслівник |

**c) the English and Ukrainian terms, denoting types of sentences:**

- |                           |                           |
|---------------------------|---------------------------|
| 1. Declarative sentence   | a) питальне речення       |
| 2. Interrogative sentence | b) окличне речення        |
| 3. Imperative sentence    | c) розповідне речення     |
| 4. Exclamatory sentence   | d) спонукальне речення    |
| 5. Positive sentence      | e) заперечне речення      |
| 6. Negative sentence      | f) стверджувальне речення |

**d) the English and Ukrainian terms, denoting structural types of sentences:**

- |                |                    |
|----------------|--------------------|
| 1. Simple      | a) складнопідрядне |
| 2. Composite   | b) просте          |
| 3. Compound    | c) складне         |
| 4. Complex     | d) складносурядне  |
| 5. Complete    | e) неповне         |
| 6. Incomplete  | f) поширене        |
| 7. Extended    | g) повне           |
| 8. Unextended  | h) особове         |
| 9. Personal    | i) безособове      |
| 10. Impersonal | j) непоширене      |



The English sentence has a fixed order of words:

Table 1

**1. DECLARATIVE SENTENCE**  
(positive or negative)

When? (ADV. MODIFIER)	SUBJECT	PREDICATE	OBJECT	How? Where? When? ADVERBIAL MODIFIER
0	1	2	3	4
<i>Yesterday</i>	<i>I</i>	<i>met</i>	<i>my friend</i>	<i>in the street.</i>
	<i>Ann</i>	<i>is playing</i>		<i>cheerfully in the yard now.</i>

Negative statements are formed with the help of 'not' and 'no':

**NOT + Verb**

+ many / much / a lot of

**NO + Adjective**

+ Noun

+ negative short answer

**Guess the difference and give at least one contextual sentence:**

1. She is **not** a student.
2. She is **no** student.

**Exercise 1.2.**

Determine parts of the sentence in the following sentences and fill in the chart. The first has been done for you.

1. I teach English.
2. My name is Marina Victorovna.
3. I will teach you English Grammar.
4. I have been teaching English at this University for ten years.
5. John and Mary don't live in Liverpool.
6. Twice a week I have my tennis class.
7. I have a coffee break at my office in the afternoon.
8. Sarah and her friends were talking loudly in the school hall.
9. Yesterday we sunbathed and swam in the ocean the whole day long.
10. They'll get no help from Tanya.

	Adverbial modifier (0)	Subject (1)	Predicate (2)	Object 1 (3)	Object 2 (3)	Adverbial modifier of manner (4)	Adverbial modifier of place (4)	Adverbial modifier of time (4)
1.		<i>I</i>	<i>teach</i>	<i>English.</i>				
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								



**Exercise 1.5**

Read the following sentences. Find objects in them. Underline the direct objects and circle the indirect ones. Mind that not all sentences will have both types of objects!

1. Her parents send her letters every Sunday.
2. An old woman opened the door.
3. We usually give wonderful presents to our little daughter for her birthday.
4. Jonah hurriedly handed Sarah her ticket.
5. The florist arranged the roses in a blue vase.
6. The courageous explorer told the reporters her story.
7. Our neighbours are repairing their porch this weekend.
8. Our gym teacher taught us a new dance today.
9. Children are eating ice cream and drinking mango juice.
10. Why doesn't she write me?
11. Sheila often writes us letters.
12. We usually answer her letters.
13. Let's send a letter to Sheila.

**Exercise 1.6**

A Ukrainian student, who is studying in Paris together with his Italian and Spanish friends, has written a letter to his English pen pal. He has made several mistakes in the order of words. Rewrite this letter with the correct order of words.

Park Lane, 14,  
London,  
1<sup>st</sup> April, 2002.  
Hallo, Ben!

For your letter I thank you. I now am much better. I you for ages haven't seen. You in your letter wrote to me that you are going for this weekend to Paris. So, I on Sunday want to invite you to my place. Will you come to see me? By the way, in Paris is also Romina. I know that Italian food you love. She'll cook for us a delicious pizza! Let me know what about it you've decided.  
Looking forward to hearing from you,  
Bohdan.

**TYPES OF QUESTIONS****Exercise 1.7**

All questions fall into four types. But there exist different terms to name them. Match the terms and the sentences.

**Types of questions**

A. Special
B. General
C. Disjunctive
D. Alternative

**Sentences**

1. Do you like painting?
2. Do you like snakes or crocodiles more?
3. Where are you from?
4. You are Dutch, aren't you?

**Types of questions**

a. Tag-questions
b. Wh-questions
c. Yes/No-questions
d. Choice-questions

**Exercise 1.8**

a) Make up as many general questions as you can using the following charts.

**GENERAL QUESTIONS**

Predicate (auxiliary/modal verb)	Subject	Predicate (remaining part)	Other parts of the sentence
Am/Is/Are Was/Were Do/Does/Did Have/Has Shall/Will Can/Could Must/Should	I/we you he/she/it they	a student/students? like reading? read go swim ride visit	this book? to Italy? in the pool yesterday? a bicycle? their grandma?

b) Make up as many special questions as you can using the following charts.

**SPECIAL QUESTIONS**

Question word (Subject)	Predicate	Other parts of the sentence
Who	likes wrote will come is leaving can should leave	butterflies? the test-paper on Monday? soon? to the country tomorrow? swim?

Question word (a secondary part of the sentence)	Predicate (auxiliary verb)	Subject	Predicate (remaining part)	Other parts of the sentence
What Where When	are/am/is	I/he/she/they/ you/we	writing?	
Which of them	do/does/did	you/he/she/we/ they	like?	
How long	have/ has	you/they/we/he/she	been waiting	here?
How much (porridge) / How many (pages)	have/has	you/they/he/she	eaten/written?	

**Exercise 1.9.**

Fill in the gaps with auxiliaries or question-words.

- ..... you know French?
- ..... of you speaks English?
- ..... did she come home yesterday?
- ..... has Joan gone?
- ..... books have you read this year?  
I've read seven.
- ..... she Spanish?
- ..... milk is there in the cup?
- ..... there any milk in the cup?
- ..... Maggy like children?
- ..... has he been painting the walls in the kitchen?

**Exercise 1.10**

Study the following examples of alternative questions and, using one of them, fill in the gaps in the sentences.

Examples:

- Do they or do you like swimming at dawn?
- Do they like or hate swimming at dawn?
- Do they like swimming at dawn or at sunset?
- Do they like swimming or jogging at dawn?

1. Shall we read or ..... the text?
2. Has she bought a magazine or .....?
3. Did Nancy or ..... study Chinese two years ago?
4. Do you prefer green or .....bags?
5. Is Leila Brazilian or .....?
6. Was Paul in Mexico or in ..... on holiday?
7. Does your sister or ..... study Portuguese?

**DISJUNCTIVE QUESTIONS**

The scheme of a disjunctive question:

- + , - ?
- , + ?

**NOTE**

Study the special cases of tag-question formation:

- I am so pretty, aren't I?*
- They used to live in Liverpool, didn't they?*

**NOTE**

Mind that the following sentences are questions only in their form. They express order, request or suggestion:

- Let's go for a walk, shall we?*
- Let them go away, will you?*
- Help me with this bag, will you?*

**Exercise 1.11**

Choose the tag for each sentence.

1. You know him,
2. They were here yesterday,
3. She doesn't know him,
4. Jane must do it,
5. We have had this test already,
6. I am right,
7. You will stay with me,
8. Let her do it,
9. You don't speak Polish,
10. They came in time,
11. Their son can walk now,
12. He can't help us,

- |         |      |
|---------|------|
| do      |      |
| can     |      |
| didn't  |      |
| will    | I    |
| can't   | you  |
| aren't  | she  |
| haven't | he   |
| does    | we   |
| won't   | they |
| weren't |      |
| don't   |      |
| mustn't |      |

?

**Exercise 1.12**

Study the uses of the interrogative-negative sentences in the box. Use the interrogative-negative sentences to agree that the idea is true (according to the given model):

Example:

*I think you know Stella. — Don't you know Stella?*

**INTERROGATIVE-NEGATIVE SENTENCES ARE USED:**

- 1. **to confirm that something has happened;**  
*Didn't you fill in the form yesterday? I saw it on the table.*
- 2. **in polite invitations;**  
*Wouldn't you like something to eat?*
- 3. **to make sure that something is not true.**  
*Hasn't mum come yet?*

- 1. I think you know Ukrainian. — ..... ?
- 2. You'll go to Kyiv, won't you? — ..... ?
- 3. I guess, that is your bag. — ..... ?
- 4. I heard you studied at Horlivka State University. — ..... ?
- 5. Is it true that our boss hasn't left? — ..... ?
- 6. Perhaps it would be better to take her to hospital. — ..... ?
- 7. Perhaps you haven't read the last book about Harry Potter. — ..... ?
- 8. It seems you don't like our present. — ..... ?
- 9. I thought Tina was going to finish her course paper in a week. — ..... ?
- 10. It looks as if the baby can't walk! — ..... ?

**Exercise 1.13.** Study the Note and change the sentences, using the less formal pattern where possible:

- 1. She seems not to speak French. —  
She.....
- 2. It seems it's not snowing. —  
It.....
- 3. We won't probably be late. —  
We.....
- 4. I hope it's not far from here. —  
.....
- 5. I believe he hasn't got the necessary sum. —  
He.....
- 6. Apparently, it's not far from here. —  
It.....
- 7. They seem not to be ready for the exam. —  
They.....

**NOTE**  
**More formal:**  
*He seems not to know it.*  
**Less formal, more usual:**  
*He doesn't seem to know it.*  
**But the only version is possible in:**  
*I hope it's not late to call him.*

**IMPERATIVE SENTENCES**

Positive	Negative
Wait a minute!	Don't sit down!
Sit down!	Don't disturb!
Do phone her!	
Do wait for me!	

**Exercise 1.14.**

A. Study the following table and translate the given examples.

IMPERATIVE / LET			
Function	Persons involved	Example	Translation
Order	you	Phone her! Don't phone her!	..... .....
Suggestion	you and I we	Let's phone her! Let's not phone her!	..... .....
Appeal	he, she, it, they	1. Let her think about it! = Give her time to think! 2. Let them go! = Allow them to go! 3. Let me think! = Give me time to think!	..... ..... .....

B. Rephrase the following sentences, using structures with 'let' to express orders, suggestions and appeals.

- Give her time to think. — .....
- I want to go to the exhibition with you. — .....
- They want to leave. He doesn't mind. — .....
- I suggest eating this pizza together now. — .....
- I don't mind his taking my dictionary. — .....
- Bob is sleeping. Don't speak so loudly! And I won't either. — .....
- I suggest going to the library together. — .....
- Give him some time to finish the laboratory work. — .....
- Don't use this paper because it is Peter's. I won't use it either. — .....
- I don't want to quarrel with you. Don't start quarrelling. — .....

**PRACTISING GRAMMAR**

**RECOGNIZING PARTS OF THE SENTENCE.  
BUILDING CORRECT SENTENCES**

**Exercise 1.15.**

Look at how the word DOOZ, which is not a real English word, is used in the sentences below. First, decide what function the word performs in each sentence and what part of speech it must be. Then think of a real word that you could put in its place.

- Scientists used to visit this island to study the unusual doozes living there.
- The children were doozing in the schoolyard.

3. Doozes are cheap, easy to cook and good for your health.
4. I met a very friendly dooz on the plane from Kyiv to London, and we had a nice chat.
5. It was such a doozing film that by the time it finished many people around us were snoring loudly.
6. We enjoyed visiting the local dooz yesterday.
7. Mary began to talk doozily about her visit to the British Museum.
8. I dooz Jack every time I see him.
9. Doctor Watson is a very dooz man with a neat moustache and a nice smile.
10. Everyone in our group is able to dooz.
11. Unfortunately it was written very doozily and nobody could understand it.
12. Dooz should be at the lecture at the moment, shouldn't he? What's he doing here in the cafe?
13. If you have any dooz about our product, please send it back and it will be replaced or refunded.
14. Sarah goes to parties every Dooz because she is always free on Dooz evenings.

### Exercise 1.16.

Rearrange the following words so that they make sensible sentences. State the function of the underlined words in the sentence. Then say whether the statements you've made are true for you, give you comments.

#### Example:

*My I Saturday on to go cinema friends and the usually.*

#### You say:

*My friends and I usually go to the cinema on Saturday.*

#### You comment:

*As for me, I can't say I go to the cinema every Saturday, but sometimes my friends invite me to join them and I always go with them if the film is good.*

1. I it usually to find make friends new hard.
2. neither nor no either brothers sisters cousins I I have have and.
3. come town Ukraine South I a small in of from the.
4. I my parents in winter skiing go and sometimes.
5. when school did friend I but nickname had never I best a at was my.
6. patronymic same mine mother's my is the as.
7. brother sister child family me my 22-year-old eldest younger than is the and in is our the.
8. don't interpreting is teaching I languages think easier foreign than.

### Exercise 1.17.

Do a snow-ball activity, adding new components step by step according to the following plan:

- a. Add a direct object.
- b. Add an indirect object.
- c. Add an adverbial modifier of time.
- d. Add an adverbial modifier of frequency.
- e. Add an adverbial modifier of manner.
- f. Add an adverbial modifier of place.
- g. Add an attribute to the subject.
- h. Add an attribute to the direct object.
- i. Add an attribute to the indirect object.
- j. Add an attribute to the adverbial modifier of manner.
- k. Add an attribute to the adverbial modifier of place.



**Example:** John reads.

**You say:**

- a. John reads books.
- b. John reads books to his brother.
- c. John reads books to his brother in the evening.
- d. John usually reads books to his brother in the evening.
- e. John usually reads books to his brother loudly in the evening.
- f. John usually reads books to his brother loudly in his bedroom in the evening.
- g. 15-year-old John usually reads books to his brother loudly in his bedroom in the evening.
- h. 15-year-old John usually reads interesting books to his brother loudly in his bedroom in the evening.
- i. 15-year-old John usually reads interesting books to his younger brother loudly in his bedroom in the evening.
- j. 15-year-old John usually reads interesting books to his younger brother very loudly in his small bedroom in the evening.
- k. 15-year-old John usually reads interesting books to his younger brother very loudly in his small bedroom on Sunday evening.

1. I learn.
2. Stella teaches.
3. We write.
4. Rebecca sings.

### Exercise 1.18.

The following sentences contain only one type of object. Add the object of the other type, where possible.

**Example:** He sent a postcard.

**You say:** He sent a postcard to his mother.

**Or:** He sent his mother a postcard.

1. Michelle told the history of St. Valentine's Day.
2. My grandparents left Ankara this afternoon.
3. His secretary printed for him.
4. Nicolas wrote the editor about the festival.
5. General McArthur gave the orders.
6. In the moonlight Elliot saw a strange little creature.
7. This Japanese restaurant offers sushi.
8. Neil composes for the local Variety Theatre.

### Exercise 1.19.

Translate the following sentences into English, paying special attention to the order of objects. Give two versions, where possible.

1. Відправте, будь ласка, цього листа Тому. Він його дуже чекає.
2. Коли ви мені дасте подивитись фільм про Гаррі Поттера? Я дуже хочу його подивитись.
3. Будь ласка, візьми цю книгу та віддай її Мері. Вона повинна якнайшвидше віднести її до бібліотеки.
4. Не читайте нам телеграму від Марка, ми знаємо, що він нам пише.
5. Викладач читає їм новий текст. Учні уважно слухають, але не розуміють багатьох слів.
6. Тітонька Поллі подала хлопцям кашу на сніданок. Вівсянка їм не сподобалась.
7. Я хочу прочитати цю статтю. Не відправляйте її їм сьогодні.
8. Офіціантка запропонувала нам курча по-київському. — Так, вони пропонують його всім, але не за-мовляйте його, в цьому ресторані воно не дуже смачне.

9. Бібліотекарка не дала Біллу довідник з граматики, тому що він багатьом потрібен, а Білл завжди за- надто довго тримає книги.
10. Мергі написала чудовий вірш до дня народження своєї вчительки і прочитала його всім на уроці літератури.

**Exercise  
1.20.**

Express hesitation about the following facts, explain reasons for your hesitation.

**Example:** *Gala likes cakes.*

**You say:** *No, Gala doesn't seem to like cakes.*

**Or:** *Well, it doesn't seem that Gala likes cakes, she never orders them at the canteen.*

- |   |   |
|---|---|
| 1. Sam is the fastest runner in our group.        | 9. My granny needs my help now.                                     |
| 2. Matilda knows French best of all in our class. | 10. The lesson starts at 9 a. m.                                    |
| 3. Our textbook is new.                           | 11. The light is blue.  |
| 4. They write dictations every day.               | 12. Ronald cooks the most delicious pizza in our hall of residence. |
| 5. Ted's CD-player works well.                    | 13. Tina is tired.  |
| 6. This woman writes articles on astronomy.       | 14. We want to go home.   |
| 7. He is a pensioner.                             |   |
| 8. These children are happy.                      |   |

**Exercise  
1.21.**

Now unjumble the questions and let your desk-mate answer them. Work in turns. Don't feel satisfied with a short or yes/no answer.

- e-mail address so that in summer can home could give me write when you your go I to we you ?
- you wasn't to it it easy for was enter university ?
- does does have to much mother she most of the time your at work, time or stay at home spend ?
- school when you old started were you how ?
- sisters parents how got many brothers have and your ?
- you now who the you for are helped studying choose profession ?
- University does live take you you from to get where long it to the how ?
- you you you'll your a bit later do are early twenties or think get when married in ?

## USING DIFFERENT TYPES OF QUESTIONS. DIFFICULTIES WITH QUESTIONS

**Exercise  
1.22.**

Put the four types of questions to each of the following sentences.  
Pay attention to the place of prepositions in questions:

**Example:** *Shakespeare was born in Stratford-on-Avon.* **You say:** *Was Shakespeare born in Stratford-on-Avon?*

*Where was Shakespeare born?*

*Was Shakespeare born in Stratford-upon-Avon or in London?*

*Shakespeare was born in Stratford-upon-Avon, wasn't he?*

1. The Great Fire of London happened in 1666.
2. The children are playing hide-and-seek noisily.
3. I will come to London by the earliest train.
4. My mum cooks her grandma's special secret recipe fairy cakes.
5. Bohdan can speak English, German and Finnish fluently, but he can't speak French at all.

**Exercise****1.23.****Work in pairs.**

**Student A:** Read aloud the sentences given below, let your partner ask you a question and then answer his/her questions about your first university experiences.

**Student B:** Your former classmate is telling you about his first university experiences, but he is not a very good story-teller, so you keep asking him for some additional information.

**Example:**

**Student A:** I can tell you something.

**Student B:** What can you tell me?

**Student A:** I can tell you about my first day at the University.

- |   |   |
|---|---|
| 1. Someone you know spoke to me in the hall.                        | 7. Someone helped me when I couldn't find my classroom. |
| 2. I met someone interesting.                                       | 8. I have something to do in the evening.               |
| 3. I saw some unusual people at the University.                     | 9. On Sunday I'm going out with someone from my group.  |
| 4. Something happened during the break.                             | 10. Oh, I've forgotten something I wanted to tell you.  |
| 5. I said something, for which my English teacher praised me a lot. |   |
| 6. Something made me nervous.                                       |   |

**Exercise****1.24.**

**Eugene is making friends with Mike, a boy from another group. He wants to ask him some questions, but the questions he can think of are too long. Help Eugene to make his questions shorter. Rewrite them using WHAT and WHICH.**

**Example:**

*Is your house in Queen Street, or St. James' Street, or The High Street, or London Street, or...? — What street is your house in?*

*Is it right, or left, or straight ahead to your house from here? — Which way is it to your house from here?*

1. Do you usually catch the 7.15 or the 7.35 bus to the University?
2. Do you like football, or tennis, or basketball, or...?
3. Do you read detective books, or classics, or love stories...?
4. Have you been to France, or Italy, or Spain, or...?
5. Does your mother, or father, or any other member of your family speak English?
6. Do you play the piano, or the guitar, or the violin, or...?
7. Oh, you say you've come to the University by car today! Can you give me a lift? Is the green, or the white, or the red car yours?
8. We've been given some English text-books today. Look, does your group use this one, or this one or that one at your English lessons?
9. Wow, there are two pretty girls waving at us. Is the redhead or the blonde your girlfriend?
10. Did you read a new text, or did you have a listening task, or did you speak about yourselves or... at your English lesson today?

**Exercise  
1.25.**

*Imagine your friend has just told you a funny story but you didn't manage to catch all the facts. Your task is to find out what is missing by asking alternative questions:*

**Example:** *A boy came up to a .....  
(large/small) house.*

**You say:** *Did the boy come up to a large or a small house?*

A ..... (man/woman) knocked at the ..... (door/window) of his neighbour's where he was a frequent but not a welcome visitor. A servant girl ..... (opened/shut) the door and said, "Master has gone out." "Oh, well, never mind, I'll speak to your ..... (mistress/hostess)". "She has gone to her ..... (driving/diving) lesson, sir." "Look here! It's a rather ..... (hot/cold) day. I'd like to sit ..... (by the fire/by the door) for a while!" "Ah, sir, that's out of the question, the fire has gone out, too."

**Exercise  
1.26.**

*Add question tags to the following sentences:*

1. We have done all the tasks in no time, .....
2. Let's play chess, .....
3. Mary doesn't like cats, .....
4. You didn't forget to close the window before going out, .....
5. He used to jog every morning, .....
6. Pass me the salt, .....
7. I'm quite attractive, .....
8. They have just married, .....
9. She hasn't just got up, .....
10. Let her help you, .....
11. He is Ukrainian, .....
12. You must see your doctor at once, .....
13. They will be writing a dictation for two hours on Wednesday, .....
14. I'm not as pretty as Madonna is, .....
15. Pupils usually have their English classes twice a week, .....
16. We write compositions twice a month, .....
17. She likes swimming, .....
18. Let's bake a cake, .....
19. He hasn't finished reading morning papers yet, .....
20. Peter can't dance, .....

**Exercise  
1.27.**

*Read the text and write questions for the given answers.*

The science teacher very strongly believed in practical work as a means of teaching science effectively, and she wanted her pupils' parents to see how well their children were learning by her methods. So she arranged for all the parents to come and see the results of one of the children's experiments on a Saturday evening, when all of them were free.

The children had been studying the growth of plants, and they had planted four pots of beans a few weeks before. They had put poor soil in one pot, and good soil in the other three pots, to see which effect this would have on the growth of beans in it. Then they had put one of the pots in the dark for several days, and had given the third pot no water for the same length of time.

At the end of the lesson on Friday afternoon the teacher put little notices on the four pots: "The beans in this pot were planted in poor soil." "This pot has been kept in the dark for four days." "These beans have had no water for four days." "These beans have had good soil, plenty of light and regular water." Then the teacher went home.

When she arrived on Saturday evening, half an hour before the parents were due to come, she found this note beside the pots: "We read your notes to the school servant and thought we would help him, so we watered all the plants, changed the earth in the one with poor soil, and left the light above the one that had been left in the dark for four days. We hope that the plants will now grow better.

Your friends,  
"The Boy Scouts"

- |  |  |
|--|--|
| 1. In practical work                   | 10. At the end of the lesson on Friday afternoon |
| 2. The pupils' parents                 | 11. On Saturday evening                          |
| 3. On a Saturday evening               | 12. Beside the pots                              |
| 4. The growth of plants                | 13. Went home                                    |
| 5. Four pots                           | 14. To the school servant                        |
| 6. To see which effect this would have | 15. All the plants                               |
| 7. Poor                                | 16. In the one with poor soil                    |
| 8. In the dark                         | 17. Left the light                               |
| 9. Water                               | 18. "The Boy Scouts"                             |

### Exercise 1.28.

Translate the following sentences into English, using interrogative sentences.

- |   |   |
|---|---|
| 1. На кого дивиться ваша бабуся?                  | 11. Наскільки цікавий курс лекцій з мовознавства?                                       |
| 2. З ким ви збираєтесь обговорювати це питання?   | 12. Раніше Алекс не бігав зранку, правда? Що з ним трапилось? Чому він розпочав бігати? |
| 3. Хто з вас працював учора у бібліотеці?         | 13. Скільки часу в тебе пішло, щоб дістатися до найближчої станції метро?               |
| 4. Скільки цукру ти поклав у мій чай?             | 14. Я найвідповідальніший студент у групі, так?   |
| 5. Що Марк тобі розповів?                         | 15. Хто навчається в педагогічному університеті?  |
| 6. Що лежить у тебе в кишені? Покажи!             | 16. Хто автор цього підручника?   |
| 7. Це Боб Смайлс. — Він розумний, так?            | 17. Хто учора весь вечір готувався до контрольної роботи із всесвітньої літератури?     |
| 8. Допоможи мені, будь ласка.                     | 18. Хто отримав підручники?   |
| 9. На скільки хвилин ти запізнився на першу пару? |   |
| 10. У кого мені взяти книгу з історії Англії?     |   |

LIVING WITH GRAMMAR

INTRODUCTIONS, GREETING

Exercise 1.29

These sentences were all said at Julia Brown's party last Saturday.

1. Look at the sentences in the left column and say which five of them were used to introduce people.
2. Say in what situations the other five sentences were used.
3. Match them with the suitable replies from the right column.

- |  |   |
|--|---|
| 1. Here's Philip, look.                  | a. Saw you an hour ago, silly.                                    |
| 2. This is my sister Lucy.               | b. Good evening, dear, I've heard a lot about you from Julia.     |
| 3. Hi, Alan.                             | c. No. It's a pleasure.   |
| 4. Regards to Dave.                      | d. Nice to meet you. Could I see you somewhere before?            |
| 5. Philip, meet Kate.                    | e. How do you do?   |
| 6. Good evening, Mrs. Brown.             | f. Which one? That red-head in a yellow T-shirt?                  |
| 7. Let me introduce you to Mr Jones.     | g. OK, I'll tell him.   |
| 8. Kate, I'd like you to meet my mother. | h. Oh, hi, I thought you were much younger.                       |
| 9. How are you, Gary?                    | i. Life's great! And you?   |
| 10. Alan, have you met Kate?             | j. Oh, Philip, haven't seen you for ages. Glad you could make it. |

ASKING FOR INFORMATION

Exercise 1.30

Here are some situations that may occur in your daily life when you have to ask a question. Read the situation and then ask the right question, each time including the verb within brackets.

1. Mr. Crank is filling up his car at a petrol station in Oxford and wants to know the travelling time to Bristol. Mr. Crank (*take*): .....
2. Mr. Hill was going to Cambridge. When he saw that there were two trains standing at the platform, he went up to the guard and asked him (*go*): .....
3. Dick has just come from a football match against another school. His dad (*win*): .....
4. Miss Sims had never been to London before. She wanted to go to Trafalgar Square, so when she saw a policeman, she went up to him. Miss Sims (*get*): .....
5. Peter had got himself a new pair of football boots of a make that none of the boys had seen in the shops. One of the boys (*buy*): .....
6. After the dance Alice is talking on the doorstep to a boy her mother has never seen. Mother (*bring home*): .....
7. Sid is in the public library. He can't remember the name of the author of 'Treasure Island'. Sid to librarian (*write*): .....
8. Mr. Ashley is expecting his wife to return from Stockholm. He is going to meet her, but first he rings to London airport. Mr. Ashley (*arrive*): .....

9. Martin is very forgetful, so when he came back from the post office, his father wanted to make sure his letter was on its way. Father (*post*): .....
10. It was very hot in the railway compartment so Gary smiled at the two old ladies sitting opposite and asked (*mind*): .....
11. Little Fred is in the shop to buy six bottles of beer. The shopkeeper is not sure if he should sell them to the boy, so he looks at him sternly and says (*send*): .....
12. Liz was trying on a dress in a shop. She asked her husband (*suit*): .....
13. Mr. Block lit his twelfth cigarette and went on coughing. His wife (*stop*): .....
14. As Mr. and Mrs. Seeke were walking past a very large house with two towers, they became curious, so Mr. Seeke went up to the postman who was just coming out of the gate and asked (*live*): .....
15. Ann can never find anything nice in the shops but has always thought that Julia is very well dressed. Anne to Julia's best friend (*buy*): .....

**Exercise 1.31.**

Your groupmate says he/she is invited to his/her cousin's birthday party and wants you to come with him/her. You know nothing about the cousin. Ask questions to find out what you want to know about the cousin. Try to use tag-questions mostly, but also make a couple of special and alternative questions. DO NOT use general questions!

Here are some ideas to help you:

- a boy or a girl?
- name?
- older, younger or the same age as you are?
- date and time of the party?
- address?
- how to get to his/her place?
- whether it's convenient if you come too?
- a present?
- other people at the party?
- parents in or out?

**ASKING FOR OPINION, GIVING OPINION,  
AGREEING / DISAGREEING WITH OPINION.  
EXPRESSING SURPRISE, CRITICISM OR COMPLAINT**

**Exercise 1.32.**

1. Read the dialogue filling in the gaps.
2. Find all the questions in it and define their types. Speak on their formation.

3. Find the expressions the speakers use to:  
 — ask for opinion;  
 — give opinion;  
 — agree/disagree with opinion.

A.

Three former pupils who left school 20 years ago have unexpectedly met at a party. They're having a talk.

**Roger:** Hello. You're Wendy, ... ?

**Wendy:** Yes. I remember you, too. You're Roger Cowl.

**Roger:** That's right. We were in the same class, ... ? But it's easy to forget people, ... ?

**Wendy:** I think I remember most of the people here. Do you see the lady in black dress? She reads the news on Television North-West, ... ?

**Roger:** Don't turn round, but Malone's looking this way.

**Wendy:** Mike Malone?

**Roger:** Yes, you can remember him, ... ?

**Wendy:** Oh, yes. What ... you think of him? Just look at his cool and pompous outlook!

**Roger:** It seems to me, he ... not do routine work and ... rather well-paid.

**Wendy:** I quite agree with you. But let's pin down the others, ... ? You remember Peterson, ... ?

**Roger:** Yes, I ... . He's a scientist and does a lot of laboratory work. But in my opinion, he ... boring and rather unsociable.

**Wendy:** ... you really think so? As far as I can see, he's always been a well-mannered and sensible person. And what about Ashley?

**B: Imagine you are Roger and Wendy and ask Mike questions:**

(Five minutes later):

**Roger:** ..... ?

**Mike:** Yes, sometimes I use it to do calculations.

**Roger:** ..... ?

**Mike:** No, I spend all the working hours indoors.

**Roger:** ..... ?

**Mike:** I don't need any secretaries. I'm an official in charge of ...

**Wendy:** Oh, I see ... [Your work is mentally hard] ... ?

**Mike:** I'm convinced, it is.



**Roger:** You know him better, ... ?

**Wendy:** He ... an optician at the Health Center for the disabled. It's good to be a doctor, ... ?

**Roger:** Exactly. Let's come up to Mike, ... ? I wonder what kind of work he does. He won't tell us.

**Wendy:** Ask him if he needs to drive, if he works with the computer and if he has a secretary.

**Roger:** OK. And you must help me. Ask him if his work is mentally hard, if he has got a house, where he goes on holiday, what he has for breakfast.

**Wendy (coming up to Mike):** Nice to meet you, Mike. You remember us, ... ?

**Mike:** Pardon? What ... you mean, Madam?

**Roger:** We are your class-mates Wendy and Roger, Mike.

**Mike:** Mr. Malone, if you .... mind.

**Wendy:** ..... ?

**Mike:** Sure, I've got it.

**Wendy:** ..... ?

**Mike:** Actually, I haven't got spare time to go somewhere for a holiday.

**Roger:** Let's go home together, ... ?

**Wendy:** I accept your proposal.

**Mike:** And I have some important work to do.

*One of the guests (looking around):* Waiter! Waiter!

**Mike:** Sorry, I have to go!



## C. Ask your neighbour:

- if he likes Mike or not;
- what he (she) thinks of his character;
- if Mike is an easy-going or a bad-tempered person;
- how he (she) imagines Mike speaking of himself to his new girl-friend;
- to create Mike's portrait.

## D. Ask your neighbour what he thinks Mike looks like, using as many alternative questions as you can. Example:

Is his hair brown or gray?  
Is his hair natural or dyed?

## E. Express criticism, surprise or complaint that something isn't true or hasn't happened using negative questions about Mike:

## Example:

Isn't he ..... ?  
Doesn't he ..... ?

## On Your Own

Exercise  
1.33.

1. Read the following sentences and put correct punctuation marks.

2. Mark the sentences according to the following scheme:

Declarative — 1    Interrogative — 2    Imperative — 3    Exclamatory — 4

- |   |   |
|---|---|
| <p>a. are you taking the underground or a bus</p> <p>b. turn off the lights when you leave the lab</p> <p>c. my Mexican friend Antonio lives on the 13<sup>th</sup> floor of an apartment building</p> <p>d. do the lifts work</p> <p>e. all his life Garry has wanted to be an Olympic champion in running</p> <p>f. watch out</p> <p>g. come out and see all these beautiful butterflies</p> <p>h. did Mrs. Henderson cover any material in algebra class yesterday</p> <p>i. pick a card</p> | <p>j. Thomas Jefferson enjoyed science more than his involvement in politics</p> <p>k. so when is the next game</p> <p>l. try this potato salad</p> <p>m. I was born in Alabama</p> <p>n. are you and Paul on the same team</p> <p>o. what a view this is</p> <p>p. tell Pedro to meet us here</p> <p>q. who takes your little sister to school in the morning</p> <p>r. that's fantastic</p> <p>s. which is larger, Ireland or Greenland</p> <p>t. I read a book about the Vikings</p> |
|---|---|

Exercise  
1.34.

Complete the following word groups by adding subjects or predicates or both to make them into sentences. Write down the sentences you've made. Underline subjects and predicates.

## Example:

sang in the school choir

## You write:

My mother sang in the school choir.

- |   |  |
|---|--|
| <p>1. many of the best songs today</p> <p>2. arrived home after four days' absence</p> <p>3. topped the pizza with grated cheese</p> <p>4. two strange beings, with three eyes each</p> | <p>5. is on this side of the river</p> <p>6. our upstairs neighbour</p> <p>7. Indicates bus routes</p> <p>8. that show because it had no audience.</p> |
|---|--|

**Exercise  
1.35.**

Develop the following short sentences into longer ones adding secondary parts of the sentence, then put them down. Try to include one direct and one indirect object (wherever possible), two attributes and two adverbial modifiers of different types into each sentence.

Example:

*He reads.*

You write: :

*He usually reads his younger brother an adventure book in the evening.*

- |                              |                              |
|------------------------------|------------------------------|
| 1. John sold.                | 5. The letter has been sent. |
| 2. My cousin is visiting.    | 6. Carl returned.            |
| 3. I left.                   | 7. Mother said.              |
| 4. The students are writing. | 8. Maradona passes.          |

**Exercise  
1.36.**

Translate into English, keeping in mind the rules of sentence formation.

A.

1. Марійка зараз пише.
2. Марійка зараз пише листа.
3. Марійка зараз пише листа братові.
4. Марійка зараз пише листа своєму братові.
5. Марійка зараз пише листа своєму старшому братові.
6. Марійка зараз пише довгого листа своєму старшому братові.
7. Марійка зараз пише за столом довгого листа своєму старшому братові.
8. Марійка зараз пише за столом довгого листа своєму старшому братові, який живе у Києві.

B.

1. Батько прийшов.
2. Батько вже прийшов.
3. Батько вже прийшов додому.
4. Мій батько вже прийшов додому.
5. Мій зморений батько вже прийшов додому.
6. Мій зморений батько швидко прийшов додому.
7. Мій зморений батько швидко прийшов з роботи додому.
8. Мій батько швидко прийшов з роботи додому півгодини тому.

C.

1. Юрко взяв олівець.
2. Юрко взяв олівець у руку.
3. Юрко раптом взяв олівець у руку.
4. Юрко раптом взяв олівець у ліву руку.
5. Юрко раптом взяв червоний олівець у ліву руку.
6. Мій друг Юрко раптом взяв червоний олівець у ліву руку.
7. Мій кращий друг Юрко раптом взяв червоний олівець у ліву руку.

D.

1. Мама дала Олесю яблуко.
2. Мама дала яблуко Олесю.

3. Мама дала йому смачне яблуко.
4. Мама дала смачне яблуко йому.
5. Мама дала синові велике смачне яблуко.
6. Мама сьогодні дала синові велике смачне яблуко.
7. Мама сьогодні вранці дала синові велике смачне яблуко на сніданок.

### Exercise 1.37.

Translate into English, keeping in mind the rules of question formation.

#### I

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Хто прийшов? — Це прийшов тато. — Він купив хліб? — Ні. — Куди ти прямуєш? — Куплю хліба.</li> <li>2. Що в тебе у правій руці? — Ключі.</li> <li>3. Що ти робила увечері? — Читала.</li> <li>4. Кого ти запросив на свій день народження? — Друзів.</li> <li>5. Що ти любиш читати на ніч? — Детективи.</li> </ol> | <ol style="list-style-type: none"> <li>6. З ким ти розмовляла вчора по телефону? — З подругою.</li> <li>7. У кого Богдан попросив ручку? — У мого брата.</li> <li>8. Куди поїхав Віктор? Коли він вирушив?</li> <li>9. Про що вони говорять? — Про екзамени.</li> <li>10. Алло! Хто говорить? — Це Марійка.</li> <li>11. Хто з нею розмовляє? — Дмитро.</li> <li>12. З ким вона розмовляє? — З Дмитром.</li> </ol> |
|--|--|

#### II

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Олесь зараз відпочиває, чи не так?</li> <li>2. Рита гарно співає, правда?</li> <li>3. Івась не вмів співати, так?</li> <li>4. Ваша прабабуся була гарною актрисою, чи не так?</li> <li>5. Учитель ще не прийшов, так?</li> <li>6. Вже полудень, чи не так?</li> <li>7. Діти вирушили на прогулянку чверть години тому, чи не так?</li> <li>8. Вона ще не випекла пиріг, правда?</li> <li>9. Урок йде вже 40 хвилин, чи не так?</li> <li>10. У дитинстві ти часто катався на лижах, правда?</li> <li>11. Ти не любиш ходити по магазинах, так?</li> </ol> | <ol style="list-style-type: none"> <li>12. Вона любить ходити по магазинах, чи не так?</li> <li>13. Давайте підемо в кіно, а?</li> <li>14. Хай вона заспіває, а?</li> <li>15. Раніше Петро часто ходив у цю кав'ярню, правда?</li> <li>16. Раніше ваші діти не гуляли увечері до восьмої години, так?</li> <li>17. Ви перекладали цей текст, чи не так?</li> <li>18. Ви перекладали цей текст учора о шостій вечора, чи не так?</li> <li>19. Ми підемо до зоопарку, правда?</li> <li>20. Леся піде з нами до зоопарку, чи не так?</li> </ol> |
|--|--|

#### III

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Вони будуть нас чекати біля пошти чи біля школи?</li> <li>2. Ми підемо чи поїдемо до зоопарку?</li> <li>3. Леся піде з нами в зоопарк чи в парк?</li> </ol> | <ol style="list-style-type: none"> <li>4. Микола малює зелену чи жовтогарячу машину?</li> <li>5. Микола чи Марійка малює машину?</li> <li>6. Том фарбує чи ремонтує загорожу?</li> <li>7. Том чи його друзі фарбують загорожу?</li> </ol> |
|---|---|

### Exercise 1.38.

The words and phrases in the sentences have been mixed up. Rearrange them to make a complete story.

#### DUBLINERS

1. James live and and Joyce O'Connor Dublin are in brothers.
2. like seeing meet week they they people local pub two or three so them around usually at the a times.

3. they they they that is old young old the days a beer or two were but have talk<sup>s</sup>  
not generally when the often about and days.
4. used in those days stronger stuff to they drink.
5. warmed up a couple they then they whiskeys as had get often usually of do  
usually the Irish sang to and so.
6. a fist fight on politics used wild and usually be usually to there in discussions which  
ended.
7. their life there don't join in if is is and and today peaceful James Joyce usu-  
ally however an argument quite.
8. they watch smile think to and and just themselves: "Things ain't what they used  
to be."

**Exercise**  
**1.39.**

*Here is a conversation at a party. Translate the Ukrainian phrases into English.*

— А це — моя дівчина, Jane.

— Привіт, Joan.

(she laughs, correcting him).

— Привіт, Robert. Дуже приємно познайомитись.

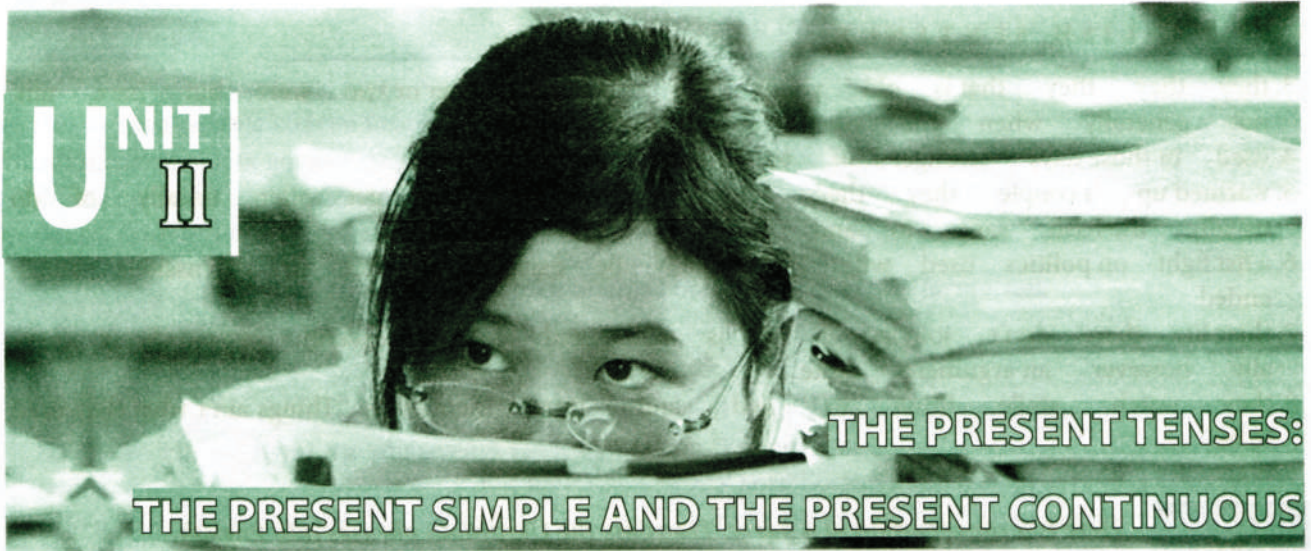
— Look who's arrived! John, дуже радий тебе бачити. Дозволь мені представити тебе моїм друзям. Це Jane, а це Robert. Гадаю, ви не зустрічались раніше, чи не так?

— Paul, I hope you don't mind that I've brought my younger sister with me. Sheila, я хочу тебе познайомити з Paul, the cleverest boy in the whole University.

— Дуже приємно! I didn't know you had such a beautiful sister, John! I am really glad you could come.

— But I am not.

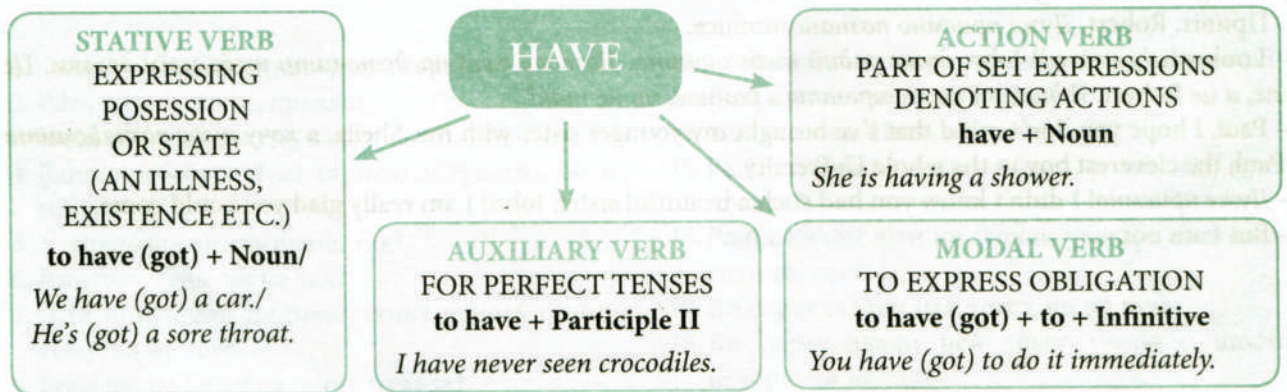
# UNIT II



## THE PRESENT TENSES: THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS

### STUDYING GRAMMAR

#### THE VERBS 'TO HAVE' AND 'TO HAVE GOT'



#### Exercise 2.1.

Read the following set expressions with the verb 'to have', find their Ukrainian or English equivalents and fill in the table. Some of them have been done for you.

to have breakfast / dinner / supper	снідати / обідати / вечеряти
	поїсти
to have a snack / a bite	перекусити / з'їсти що-небудь нашвидкуруч
	гарно, вдало долетіти, доїхати (про подорож)
to have a bath / shower	
	мати труднощі (з чимось)
to have a good / bad / hard time	
to have holidays / a holiday	

to have good / bad luck	
to have a baby	народити дитину
to have a smoke / a drink	
	проводити збори
to have tea / coffee	
	зіграти партію в теніс
to have a swim / a ride / a drive	
	прогулятися
to have a lesson	
	поговорити, побалакати
to have a quarrel / a fight	посваритись / побитись із кимось
to have a look	
to have an accident / an operation	

## Exercise

2.2

Match the number of the sentence and the meaning of the verb 'to have'. Consult the table above if you are not sure.

a. Notional verb denoting possession etc.  
c. Modal verb.

b. Auxiliary verb for Perfect tenses.  
d. Part of set expressions denoting actions.

- |   |          |
|---|----------|
| 1. There have been no rent increases in our country for already a year.                             | 1. _     |
| 2. Wendy has a toothache.   | 2. _     |
| 3. I have had to work with these documents till late at night all the week through.                 | 3. _ _   |
| 4. You had a possibility to join us yesterday. Why did you miss the chance?                         | 4. _     |
| 5. We've been to Turkey. And what about you?  | 5. _     |
| 6. Anny has had a baby recently. She is very happy.   | 6. _ _   |
| 7. I have never seen anything like the dress Julia had bought for the fancy party we had last week. | 7. _ _ _ |
| 8. I am having lunch at the moment, so I can't answer the phone.                                    | 8. _     |
| 9. Did you have a good flight?  | 9. _     |
| 10. You don't have to go shopping, I've bought everything we need.                                  | 10. _ _  |
| 11. He hasn't got any children, though he has been married for ten years.                           | 11. _ _  |
| 12. We don't have meetings very often.  | 12. _    |
| 13. If you have another ice-cream you might have a runny nose.                                      | 13. _ _  |
| 14. I couldn't climb to the attic because I didn't have a ladder.                                   | 14. _    |
| 15. I've got to go. Goodbye.  | 15. _    |

**Exercise 2.3.**

Paraphrase the following sentences, thus explaining the difference in meaning between the pairs.

**Example:** John has a bath every morning. —

**You:** John washes himself in the bath every morning.

John has got a bath. —

There is a bath in John's house.

- Jane had lunch after the second lesson.  
Jane didn't go to the canteen as she had her lunch with her.
- I can't open the door, I have a cup of tea in my hand.  
I'll have a cup of tea as soon as I finish doing this exercise.
- Joan has two babies, so she has been out of work for three years.  
Her cousin Marilyn is having twin-babies in a couple of weeks.
- Have you got a cigarette for me? — Sorry, I don't smoke.  
But I saw you in the hall yesterday. You were having a cigarette.
- Don't stroke the dog, it's dirty, and you have a pie in your hand!  
Don't have a pie instead of dinner!

Table 4

**FORMS OF THE VERBS 'TO HAVE' AND 'TO HAVE GOT'**

	Present	Past	Future
<b>To have</b>	I have a bicycle.	I had a bicycle.	I'll have a cake for tea.
	I don't have a bicycle.	I didn't have a bicycle.	I won't have a cake for tea.
	Do I have a bicycle?	Did I have a bicycle?	Shall I have a cake for tea?
<b>To have got</b>	I have got a bicycle.	I had (got) a bicycle.	I'll have (got) a bicycle.
	I haven't got a bicycle.	I didn't have a bicycle.	I shan't have a bicycle.
	Have I got a bicycle?	Did I have a bicycle?	Shall I have a bicycle?

**Note****TO HAVE**

**American English and British English**  
All styles (Am. E.).  
Formal style (Br. E.)

**TO HAVE GOT**

**British English**  
(‘got’ is entirely optional)  
Informal style.

**Exercise 2.4.**

a) Say that the following statements are not true.

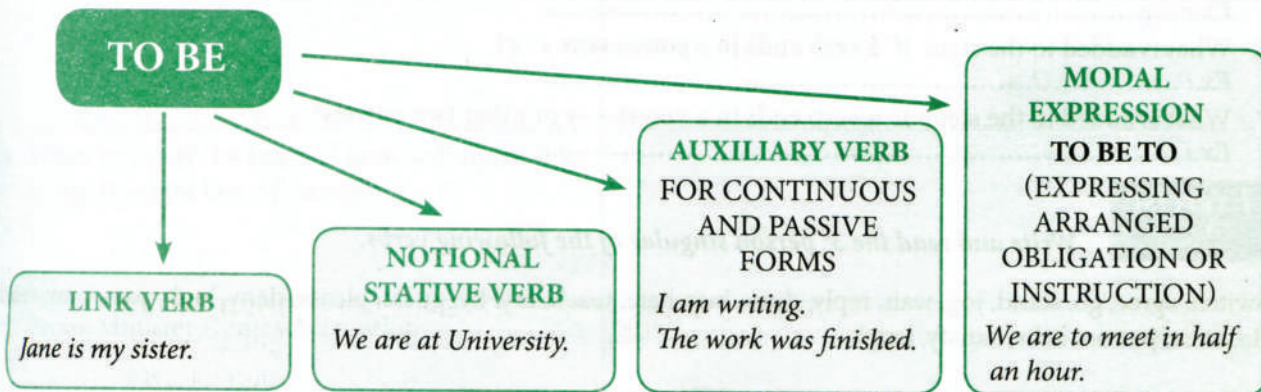
- My brother has been to Portugal.
- They have a shower three times a day.
- She's got freckles all over her face.
- I have to write all my English grammar exercises in the notebook.

**b) Ask special questions to these sentences:**

1. She's got two dogs and three parrots.  
How many ..... ?
2. Yesterday I had lunch at 1.30 p.m.  
When ..... ?
3. He's been to Sweden and Finland recently.  
What ..... ?
4. All the students have to be at the University by 8 a.m.  
What time ..... ?

**c) Put the following sentences in the past and add whatever information is necessary:**

1. I am having a meal in the restaurant.  
\_\_\_\_\_ when I saw my best friend outside.
2. We have to stay at work till eight p.m.  
\_\_\_\_\_ when we were preparing for the conference.
3. I've had a Rolls Royce for three years.  
\_\_\_\_\_, but then I sold it because it was too expensive to look after.
4. Have you got a bath in your new house?  
\_\_\_\_\_ in the house you spent your childhood in?
5. You have to hand in all your compositions by the 1<sup>st</sup> of December.  
The students \_\_\_\_\_, but not all of them did.
6. I haven't got any money on me.  
When I came to the supermarket it turned out \_\_\_\_\_.
7. How often do you have your English lessons at University?  
\_\_\_\_\_ when you were at school?
8. She has washed three windows so far.  
When I came home \_\_\_\_\_.



**Exercise 25**

Say whether the verb 'to be' in the following sentences is a link verb or a notional stative verb.

1. Your keys are on the table.
2. They are not Ukrainian, they are American.
3. Ann is at home, but Mary isn't.
4. My grandmother was afraid of dogs.
5. How is George? Is he all right?



THE PRESENT SIMPLE TENSE

**The Present Simple Tense:**

**Affirmative sentences:**

I, you, we, they + V\* *I study English grammar.*  
 He, she, it + V+s(es) *She learns Chinese.*

**Negative sentences:**

I, you, we, they + don't + V *They don't eat mushrooms.*  
 He, she, it + doesn't + V *She doesn't jog in the morning.*

**Interrogative sentences:**

Do + I, you, we, they + V *Do you need a visa to the USA?*  
 Does + he, she, it + V *Does he play rock?*

\* V — notional verb

**Exercise 2.6.**

Read the examples of the 3<sup>d</sup> person singular verb forms in the Present Simple Tense. Think over the following questions and answer them, exemplifying them with the given verb forms.

studies writes watches does says sees likes makes fries borrows plays misses gets

- What are the rules of pronunciation of -s / -es ending?  
*Ex.:* .....
- Read the 3<sup>d</sup> person singular forms of the two common verbs: *does, goes*. Mind the difference!
- What is added to the stem if a verb ends in a **consonant**?  
*Ex.:* .....
- What is added to the stem if a verb ends in a **silent -e**?  
*Ex.:* .....
- What is added to the stem if a verb ends in a **sibilant**?  
*Ex.:* .....
- What is added to the stem if a verb ends in a **consonant + -y**?  
*Ex.:* .....
- What is added to the stem if a verb ends in a **vowel + -y** or other **two vowels**?  
*Ex.:* .....

**Exercise 2.7.**

Write and read the 3<sup>d</sup> person singular of the following verbs.

Switch, agree, go, stand, jog, wait, reply, draw, buy, hate, teach, cry, tie, guess, please, deny, look, pass, pray, read, do, wear, put on, ache, satisfy, laugh.

.....

.....

.....

.....

.....

.....

**Exercise**

2.8.

Complete the well-known proverbs with the correct forms of the verbs from the box.

differ    speak    grow (negative)    run    meet    fly    come    make    change    laugh (2)

1. Actions ..... louder than words.
2. Practice ..... perfect.
3. Still waters ..... deep.
4. He who ..... last, ..... best.
5. Time .....
6. Extremes .....
7. A bad penny always ..... back.
8. Times .....
9. Money ..... on trees.
10. Tastes .....

**Exercise**

2.9.

Let's try to identify the uses of the Present Simple Tense with the help of the following sentences (each sentence corresponds to one case of using PST). In groups discuss the meaning of PST in the given sentences, work out the rules for each case and write them down in the right column. After that compare your results with those of other groups.

1. I go to Italy every summer.	1.
2. That road leads to Oxford.	2.
3. The moon circulates round the earth.	3.
4. When he turns the key, the door will open, if he brings the right key, of course.	4.
5. Prime Minister Denies Accusation.	5.
6. I don't belong to any political party.	6.

7. The main character wakes up in the morning, listens to the music on the radio and understands it is the same as yesterday, then he goes out and meets the same people who ask him the same questions.

7.

### Exercise 2.10.

Here are some more examples. Match them with the rules (1—7) you have just worked out.

- |   |        |
|---|--------|
| a. Local Girl Wins National Contest.  | a. ___ |
| b. The hero meets a girl in a cafe, falls in love with her and...                                 | b. ___ |
| c. We usually take part in the general knowledge quiz on Tuesdays.                                | c. ___ |
| d. It appears that there was a mistake in the information we received.                            | d. ___ |
| e. The earth revolves around the sun.   | e. ___ |
| f. Traffic flows much better outside rush hours.  | f. ___ |
| g. If he saves up, he'll soon be able to afford a mountain bike.                                  | g. ___ |
| h. The great monastery library now belongs to the state.  | h. ___ |
| i. When you hear the police siren you slow down and pull in, to allow emergency vehicles to pass. | i. ___ |
| j. Fisherman Finds Treasure-trove.  | j. ___ |
| k. Wood floats on water.  | k. ___ |
| l. Now that he is retired he watches football every afternoon on satellite TV.                    | l. ___ |
| m. I understand that none of the children actually qualified for the award.                       | m. ___ |

### Exercise 2.11.

Translate the following sentences into Ukrainian.

- See to the fact that all the documents are signed before the lunch time.
- Mind that your friends don't come to see you when your host family are out.
- She'll see to it that the water used for watering the flowers is fresh and pure.

#### NOTE

**Mind that** + the Present Simple

*Mind that the children eat their porridge.*

**See to it that** + the Present Simple.

*I'll see to it that John gets up at seven.*

- If you don't want to repair the shelves in the kitchen we'll see to it that they are all right soon.
- Mind that you keep your library books in proper condition.

### Exercise 2.12.

Read the following quotations, translate them into Ukrainian and say if you agree with the authors' views or not and why. Express your opinion on the given subjects.

- Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has. (*A. Karr*)
- Things don't change: we change. (*H. Thoreau*)
- All the great things are simple, and many can be expressed in a single word: freedom, justice, honour, duty, mercy, hope. (*W. Churchill*)
- Labour conquers all things. (*Homer*)
- Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen. (*W. Churchill*)

## THE PRESENT CONTINUOUS TENSE

**The Present Continuous Tense:**

I am	}	+ V+ing
He, she, it is		
We, you, they are		

*He is sleeping. Is he sleeping? He isn't sleeping.*

**Exercise 2.13.**

*In the left column you are given 5 cases of using the Present Continuous Tense. Work in small groups and think of three examples to illustrate each usage. Write the examples down in the right column. Discuss your sentences with the rest of the class.*

Cases of using the Present Continuous Tense	Example sentences
a. to refer to what is happening now, at the moment, at present, currently, today, this week etc.	1. 2. 3.
b. to describe a repeated action, sometimes with annoyance	1. 2. 3.
c. to talk about a temporary habit	1. 2. 3.
d. to describe a changing or developing situation	1. 2. 3.
e. to give a running commentary on an event	1. 2. 3.

**Exercise 2.14**

Complete the spelling rules about making *-ing-forms* and then make the *-ing-forms* of the verbs given. Write the verbs into the corresponding column.

write annoy begin study sit swim get do lie fly decide try admit speak like  
sleep spy put decorate die leave ski

If a word ends in <sup>a</sup> vowel + a consonant + e, ..... ..... ..... .....	If a word ends in a short stressed vowel + a consonant, ..... ..... ..... .....	If a word ends in a long vowel + a consonant, ..... ..... ..... .....	If a word ends in vowels -o, -y, -i, ..... ..... ..... .....	If a word ends in -ie, ..... ..... ..... .....
---	---	---	--	--

The following verbs in their primary meaning are not usually used in Continuous Forms:

hear	know	remember	like	want	have	depend	agree
smell	realize	doubt	love	desire	possess	seem	expect
sound	suppose	believe	hate	wish	own	differ	assume
see	mean	think	adore	prefer	belong	allow	suit
taste	understand	consider	dislike	interest	contain	need	consist

**Exercise 2.15**

Say whether the Present Simple and the Present Continuous Tenses are used correctly in the following sentences. If there is a mistake, correct it and explain it.

1. She always criticizes other people, and that is exactly what I hate about her.
2. He is smoking a lot these days.
3. You always forgetting to pay the milkman.
4. It sounds a marvellous idea.
5. She is studying hard for her exams at the moment.
6. I am thinking that they made a mistake.
7. The police aren't knowing why he came here.
8. He is constantly leaving his papers all over the place.
9. She jogs around the park three times a week.
10. He commutes to Paris every day this week.
11. Just listen, the door is opening and I don't know who it might be.
12. The rate of unemployment in many countries increases at a terrifying speed.
13. Are these shoes fitting you or are you going to try another pair?

**Exercise 2.16.**

There are some verbs in the English language, which either can or can't be used in continuous forms depending on the meaning they have in the sentence. Study the pairs of sentences given below and consider the meaning of the verbs in each sentence. Translate the sentences into Ukrainian.

**think**

think she is a lovely little girl.  
John is thinking of moving to a bigger flat.

**see**

Tomorrow I'm seeing my bank manager about a loan.  
I see someone in the distance, though I can't make out whether it is John or not.

**hear**

The judges are hearing a case about robbing a jewellery shop.  
Do you hear what I'm saying?

**taste**

The soup tastes delicious.  
I'm tasting the soup to see if it needs more salt.

**smell**

The dog is smelling the flowers in the yard.  
Your perfume smells roses.

**feel**

Do your new shoes feel comfortable?  
How is Jack feeling today? Is he any better?

**7. look**

My Lady in Red, oh, you look wonderful tonight.  
What are you looking at?

**8. expect**

I expect you don't know about it yet.  
I am expecting an important telephone call from Warsaw.

**9. weigh**

Each pack of macaroni weighs about two pounds, which makes a kilo.  
The shop assistant is weighing the apples I've chosen.

**10. fit**

I won't buy this dress I feel it doesn't fit.  
The carpenter is fitting a new shelf into our cupboard.

**11. appear**

He appears to be much younger than all the other students in his group are.  
Look, what is appearing on the surface of the water?

**12. be**

Jane is a generous person, her friends can always rely upon her when they are short of money.  
It's so strange that Tom is being so generous today. He never spends a penny on his friends.

**PRACTISING GRAMMAR****Exercise 2.17.**

Use set phrases with the verb 'to have' instead of the italicized parts of the sentences.

Why was Paul absent yesterday? — His mother *was operated on* and he had to stay with his little sister.  
Where are Deborah and Tina? — They *are riding their horses* now.

Look at this rose bush! It's so nice!

(Pat has just returned from a holiday in Bristol.)

Pat, *was your journey a good one?*

Tim *is in the bath washing himself* now.

The weather is so sunny! Let's *go for a walk*, Martha!

7. Would you like tea or coffee? — Neither, thank you.  
*I've just drunk tea* with my Granny.

8. Where is Peter? — He *is smoking* round the corner.

9. How's your wife, Tom? — Thank you, Mr. Goodspit. She *gave birth to a child* two days ago.

10. Let's drop in at the pub and *eat something*, Jill! I'm so hungry.

11. Tim has been working all nights through this week.  
I think, *it's hard for him*.

**Exercise 2.18.**

Complete the conversation between two girls from Manchester, using a proper form of either the verb 'to have' or 'to have got'.

**Laura:** Let's ..... coffee. I'll show you the way to the dining room.

**Eve:** ..... you ..... coffee in the dining room? We usually do it in the library.

**Laura:** Well, we usually ..... all our meals in the dining room. By the way, is Nora coming to see you tonight?

**Eve:** I'm afraid, not. Nora ..... a headache for two days. Perhaps, she ..... to see her doctor.

**Laura:** What a pity! Well, let's go. We still ..... a lot to do.

**Eve** (*entering the dining room*):

Oh! Your dining room is so large! And what a nice view from the window! ..... the room ..... a French window?

**Laura:** No, it ..... O.K. The coffee is ready. Help yourself, Eve. Do you remember if we ..... a French class tomorrow?

**Eve:** Well, I don't remember. Let me see ..... We ..... two German classes yesterday. We ..... no French classes today. So, we might ..... them tomorrow.

**Laura:** It's so hot this summer. My grandparents and I are going to the country after I pass my exams.

**Eve:** You have never told me you ..... a summer house in the country.

**Laura:** My parents ..... never ..... a cottage in the country, but my grandparents ..... a summer house in the countryside for ages. Will you ..... some more coffee?

**Eve:** No, I ..... Thank you. .... you ..... any pets in the house?

**Laura:** Well, I ..... a dog and two parrots, but my dog fell ill and died last year. So now I ..... two parrots, Carl and Clare by name. I ..... to feed them soon. Let's go and see my lovely little parrots.

**Eve:** They must be little darlings for sure. They ..... a cage, ..... they?

**Laura:** Yes, they ..... Come on! Will you follow me, Eve, dear?

**Exercise 2.19.**

Now decide whether to use the Present Simple or the Present Continuous in the following sentences.

1. You (*look*) very worried. What you (*think*) about?
2. Listen, he (*climb*) the stairs! What he (*do*) now? He (*ring*) the bell!
3. Thank goodness Barbara (*take*) more exercise these days. She (*seem*) much fitter, you (*not think*)?
4. When water (*boil*) it (*give off*) steam.
5. Alex never (*break*) a promise or (*let down*) a friend.
6. The house (*stand*) on its own on a hill that (*overlook*) the park.
7. I (*know*) her husband (*look for*) a job at the moment but I (*not suppose*) he will find one quickly.
8. When you (*heat*) the pan the fat (*begin*) to sizzle.
9. The Foreign Ministers of some EU countries currently (*meet*) in Luxembourg where they (*attempt*) to negotiate a solution.
10. He always (*spill*) coffee on his shirt! It (*make*) me furious.
11. At weekends he frequently (*drive up*) to his mother's in Liverpool, and (*spend*) an evening with his sister on his way back.
12. I'm a bit worried about Greg. He (*work*) too hard in his present job. He really (*need*) a holiday.

**Exercise 2.20.**

Use each verb twice, once in the Present Simple and once in the Present Continuous, to complete the sentences.

**1. think**

What \_\_\_\_\_ you \_\_\_\_\_ of Stephen Spielberg's latest film?

You're day-dreaming. What \_\_\_\_\_ you \_\_\_\_\_ about?

**2. have**

He \_\_\_\_\_ four cars, all of them Rolls-Royces.

I \_\_\_\_\_ lunch, so will you please call me again in about half an hour, or shall I call you back?

**3. expect**

I \_\_\_\_\_ an important phone call from America. Could you tell me when it comes?

I \_\_\_\_\_ you are hungry after so much hard work. Shall I get you something?

**4. appear**

He \_\_\_\_\_ to understand what you say to him, but when you ask him a question, he isn't so sure.

Roy Pond \_\_\_\_\_ at her Majesty's Theatre in the role of King Lear.

**5. smell**

Something \_\_\_\_\_ good in the kitchen. What's cooking?

Why \_\_\_\_\_ you \_\_\_\_\_ the meat? Do you think it's gone off?

**6. weigh**

I need to know how much the meat \_\_\_\_\_ to know how long to cook it for.

Why \_\_\_\_\_ you \_\_\_\_\_ yourself? Do you think you've put on weight?

**7. see**

I \_\_\_\_\_ what you mean, but I don't agree.

She \_\_\_\_\_ a solicitor about her aunt's will.

**8. have**

I usually pick up languages quickly, but I \_\_\_\_\_ difficulty learning Chinese.

He \_\_\_\_\_ more clothes than a department store.

**9. look**

It \_\_\_\_\_ as if it's going to rain.

What are you doing on your hands and knees? \_\_\_\_\_ you \_\_\_\_\_ for something?

**10. guess**

That isn't the answer! You \_\_\_\_\_! Think before you speak!

I \_\_\_\_\_ you're wondering what I'm doing here.

**11. think**

What \_\_\_\_\_ you \_\_\_\_\_ of doing when you leave here?

How much \_\_\_\_\_ you \_\_\_\_\_ it would cost to fly to Australia?

**12. taste**

I \_\_\_\_\_ this soup to see if there is enough salt.

Ugh! It \_\_\_\_\_ disgusting! How can poor Englishmen drink coffee as bad as that?

**Exercise  
2.21.**

*Transform the following sentences using one of the verbs from the box. You can use the verbs more than once.*

be	cost	feel	have	see	smell	taste	think of
----	------	------	------	-----	-------	-------	----------

1. These flowers have a very unusual perfume. I'm not sure Kate will like them.
2. It seems to me that George's behaviour is very silly today, though he is such a clever boy.
3. She is expecting a baby soon, that's why she has given up work.



4. For the first time in her life my little sister is taking a bath without mother's help.
5. I'm just trying a teaspoonful of vegetable stew to see if it needs more spices.
6. I've arranged to meet Henry this evening, actually.
7. Don't come into the teachers' room, there is a meeting there.
8. Furniture made of real wood is becoming more and more expensive.
9. When you touch the cloth it seems to be silk. — It is silk.
10. What is your opinion of this suit? Shall I buy it?

### Exercise 2.22

- A. Have you ever been to an opera house? If 'yes', have you ever read a libretto? What is it?  
 B. Read an abstract from the libretto of 'The Magic Flute' by Mozart. Pay attention to the use of the Present Simple and the Present Continuous tenses and explain their use in the underlined sentences. Translate the Ukrainian parts of the text into English.

## ACT I

### SCENE I

The scene is a rocky region, overgrown here and there with trees; low mountains are on both sides, in addition to a round temple. TAMINO enters, coming down from a rock. He wears a splendid hunting jacket; he has a bow but no arrows. A serpent pursues him.

- TAMINO: Help me! Help me! Otherwise I am lost, chosen as a sacrifice to the crafty serpent! Merciful gods! It's coming closer and closer. Oh, rescue me, protect me! [*He falls in a faint. Відразу ж ворота бапти відчиняються. Виходять три леді, each with a silver spear.*]
- THREE LADIES: Triumph! Triumph! The heroic deed is accomplished. He is freed by the valor of our arm.
- FIRST LADY [*gazing at him*]: A lovely youth, gentle and beautiful!
- SECOND LADY: I have never yet seen such beauty!
- THIRD LADY: Yes, yes, indeed, he is beautiful enough to paint!
- THREE LADIES: Let's hurry to our queen to tell her the news; perhaps, this beautiful man can restore her peace.
- FIRST LADY: So go and tell her; meanwhile, I will stay here.
- SECOND LADY: Oh, no, no! You just go on, I'll see to it that he is safe.
- THIRD LADY: No, no! That's impossible; I'll protect him alone.
- THREE LADIES [*each to herself*]: Should I depart? Oh, no! If I go away, they will stay with him. No, no, that's impossible. [*One after the other, then all three at once.*] If only I had him completely alone! Yet no one is leaving. Now it's best I leave. You, youth, beautiful and kind, you, dear youth — farewell, until I see you again! [*Всі три йдуть до воріт бапти, which opens and closes by itself.*]
- TAMINO: [*Просинається, з жахом озирається.*] Де я? Чи мені здається, що я досі живий? Or has a higher power rescued me? [*Підводиться та озирається.*] What's this? The evil serpent lies dead at my feet! [*One hears in the distance a little forest flute which the orchestra accompanies, softly; during the refrain Таміно говорить:*] Що це? Де я? Яке дивне місце! — Ах, якась чоловіча постать наближається. [*Він ховається за деревом.*]

C. Retell the abstract in the Present Simple tense. Start with the following words:

'Tamino travels in the mountains. With no more arrows for his bow, he is defenseless against a serpent that pursues him, and he faints. The Queen's three ladies kill the serpent...'

**Exercise**  
**2.23.**

Most of you had some experience of being at a kindergarten. Look at the picture of a kindergarten scene. Speak on the daily routine of this kindergarten and say what is happening there now.

**Exercise**  
**2.24.**

Translate the following sentences into English.

1. Вода закипає при 100 градусах за Цельсієм. Якщо чайник кипить, виключи його.
2. На цьому тижні ми зустрічаємося двічі, хоча звичайно ми зустрічаємося лише по понеділках.
3. Б'є годинник, час іти додому, чи не так?
4. Де Джон? — Він готується до занять, він у цей час завжди робить домашнє завдання.
5. Вибач, але я не розумію твого зауваження. Ти вважаєш, що я неправий?
6. Коли Ньютон побачив, як упало яблуко, він зацікавився, чому воно упало і чому воно завжди падає, якщо йому ніщо не заважає впасти.
7. Якийсь незнайомий хлопчик просить тебе до телефону.
8. Думаю, я розумію, що ти маєш на увазі.
9. Цей термометр досить точно відмічає навіть найменші коливання температури, так що можеш бути впевнений, температура піднімається і теплішає.
10. Послухай, хтось стукає у двері. Ти не знаєш, хто це?
11. Картер часто проводить канікули біля моря, хоча цього року в нього відпустка в січні і він катається на лижах десь у Швейцарії.
12. Я не можу йти до школи, йде дощ. — Ти кожного разу знаходиш виправдання, щоб не йти до школи! Візьми парасольку й вирушай!
13. Як називається та книга, яку ти читаєш? — Вибач, я не пам'ятаю, вона вдома.
14. Бачиш, з вікна йде дим, іди й виклич пожежників.
15. Ти лише уяви собі цю картину: сідає сонце, він і вона стоять біля моря і дивляться на захід. Вона каже: «Як гарно!», а він не відповідає, просто бере її за руку. Це кінець фільму.

## LIVING WITH GRAMMAR

## EXPLAINING CAUSE

Exercise  
2.25.

Give explanations why things happen using the verbs given and adding an adjective or an adverb. Never use the same adjective or adverb more than once!

1. Why does old Mrs. Green lie down for a rest every afternoon? (*feel*)
2. Why doesn't Mr. Hart like his wife's food? (*cook*)
3. Why does Jim never wake up when the alarm-clock rings? (*sleep*)
4. Why doesn't Mrs. Brown like her husband's French cigarettes? (*smell*)
5. Why does Tom always win the 100 yards on Sports Day? (*run*)
6. Why does Jim's mother think he has fallen in love? (*look*)
7. Why is Mr. Nelson, the farmer, always so tired when he comes in from the fields? (*work*)
8. Why does Grandfather need a whole day to finish the newspaper? (*read*)
9. Why does Peter always beat his father at chess? (*play*)
10. Why does Mrs. Brown always have to remind her husband to do the shopping on his way home from work? (*forget*)

## EXPRESSING OPINIONS AND SUPPOSITIONS

Exercise  
2.26.

A. How can you use the phrases and sentences on the left? Match them with their functions on the right.

- |                         |   |
|-------------------------|---|
| a. I bet...             | 1. to agree with an opinion                         |
| b. I don't get you.     | 2. to disagree with an opinion                      |
| c. I see.               | 3. when you are imagining a situation               |
| d. I wouldn't say that. | 4. to make a prediction                             |
| e. Quite.               | 5. when you don't understand what people say to you |
| f. What if...           | 6. to say that you understand                       |

B. For each of the phrases in the left column find a correct reply in the right column.

- |   |  |
|---|--|
| 1. I just don't see why we can't leave now.           | a. As far as I'm concerned, it's a waste of money. |
| 2. I think schoolchildren should wear a uniform.      | b. It's ten past, actually.                        |
| 3. It's five past two now.                            | c. I believe it's a kind of fish.                  |
| 4. It was cold yesterday.                             | d. I don't agree.                                  |
| 5. What do you think about sending people into space? | e. Well, the thing is we haven't got a driver.     |
| 6. What's a "herring"?                                | f. Yes, it was.                                    |

Exercise  
2.27.

Work in groups. Read the news items and say what you think of them. Use some expressions from the box below.

I'm	sure that ...	I	think that ...	If I am not mistaken...
	convinced that ...		suppose that ...	I bet...
	certain that ...			If I remember rightly...
				What if...?
That depends...		I (personally) believe (that)...		If I understand that correctly...
Who knows?		I suspect (that) ...		

POPE ADORES  
KYIV CHESTNUTS

GOVERNMENT  
GIVE US AN  
EXTRA HOLIDAY

*BUS FARES  
GO UP*

DOGS FIND DRUGS  
IN A CHILD'S TOY

POLICE ARREST  
15 STRIKERS

MUSEUM SELLS  
TWO PICTURES  
TO AMERICAN  
MILLIONAIRE

WEATHER  
GETS  
BETTER

TERROSTIST DESTROYS  
THE SHOP

PRINCESS ANNA  
OPENS NEW  
HOSPITAL

### AGREEING / DISAGREEING

#### Exercise 2.28.

A. Comment on the following statements, say if you believe them or not and why. Use the phrases from the box.

1. A new Shuttle has recently been built.
2. A 60-year-old woman is having a child soon!
3. There will be 7 billion inhabitants on the Earth by 2100.
4. You are to study for 4 years to become a bachelor.
5. The highest grade at schools has been 10 since September.
6. If you read 6 books on the Theoretical Grammar this term, you won't have to take the Grammar exam.
7. Schoolchildren will be paid scholarships according to their grades for the term.
8. If you are over 18 years old, you can buy cigarettes and alcoholic drinks.
9. The range of unemployment is increasing in this country.
10. Young people usually choose their way in life by themselves.
11. We are healthier, wealthier and wiser than we were a hundred years ago.
12. Women in politics and other professions are usually better than men.
13. English food is excellent.
14. Space exploration is of no use to Ukraine.
15. Reading habits are dying out because of the cinema and TV.

B. Work in pairs or small groups. Think of some (4 to 6) facts or hypotheses, which, you think, are quite surprising. Put them down and present to your partners. Then you are to exchange ideas about the statements and say if you believe them or not.

#### Disagreement

They are joking / kidding!  
I don't believe it!  
I don't think so!  
Nonsense / Rubbish! (coll.)

#### Agreement

That doesn't surprise me!  
That sounds like me!  
I absolutely agree!  
I suppose so.  
That's very true.  
Quite.

#### Partial agreement

That may be true, but...  
I agree with it in a sense, but...  
I see what they mean, but...  
I can see some point, but on the other hand...

## ON YOUR OWN

**Exercise 2.29.**

*State the functions and the meanings of the verbs 'to have' and 'to have got'.*

1. You have got an English-Russian dictionary, haven't you?
2. This house has three bedrooms and two bathrooms.
3. The children will have icecream for the sweet.
4. Where's John? — He is having a smoke outdoors.
5. Mary has fallen ill. She has got a high temperature.
6. I've got to be present at this conference.
7. When Mary falls ill, she often has a high temperature.
8. Did they have a good holiday?
9. The Bushes have got a lot of books on the history of jazz music.

**Exercise 2.30.**

*Refer the following sentences to the present according to the situation given.*

1. I had dinner with Mike.  
\_\_\_\_\_ and he is telling me about his trip to Paris.
2. She had a bad cold.  
\_\_\_\_\_, so she can't come today.
3. Rita didn't have much experience of working with computers.  
Rita can't be headmaster's secretary, as \_\_\_\_\_.
4. When I came home my elder sister had already been having a chat with her boyfriend for hours.  
\_\_\_\_\_. When will she put the receiver down?
5. Yesterday Sarah had another row with her neighbour about his dog.  
She often \_\_\_\_\_ because the dog spoils her flowerbed.
6. The restaurant didn't have any chicken, so we had to have pork.  
Today \_\_\_\_\_.
7. We didn't have to read 'Jane Eyre' for our lesson of English literature, as we had seen the film.  
\_\_\_\_\_ for our lesson of English literature tomorrow as \_\_\_\_\_.
8. Did you have a car when you were a student or did you have to go to University by bus?  
\_\_\_\_\_?

**Exercise 2.31.**

*Translate into English.*

1. Цього вечора Девід виглядає змореним. — Я думаю, що ви праві. Він зараз увесь час думає над проблемою безробіття серед молоді і пише статтю про перспективи її вирішення в нашій країні.
2. Чому ви так обережно п'єте свій чай? — Він якось дивно смакує, ви не відчуваєте?
3. Де Брауни? Вистава починається! Якщо вони не прийдуть за десять хвилин, їх не пустять до зали. — Не хвилюйтеся. Мій старший брат прослідкує за тим, щоб вони прийшли вчасно.
4. Як називається стаття, яку ти так уважно читаєш? — Стаття називається «Юнак врятував свого друга». Вона дуже цікава. — А у тебе багато друзів?
5. Я дуже хвилююсь: наша гувернантка Мері завжди забуває годувати дитину вчасно і вийти з нею на прогулянку. — Не хвилюйтесь, місіс Браузер, я прослідкую, щоб вона вчасно нагодувала дитину, і сама вийду з нею погуляти в парку. — Не знаю, як вам дякувати, місіс Дрейф. Ви мене завжди виручаєте. Вибачте,

- я відчуваю, що спізнююсь на роботу. До побачення. — До побачення, місіс Браузер.
6. Ти чуєш, що я тобі кажу? Мені хочеться пити. Я вважаю, що варто зайти в кафе випити кави. — Якщо ми зайдемо в кафе, ми пропустимо останній автобус. Йдемо скоріше!
7. Що він робить? Подивись: він швидко підводиться і раптово хапає гаманець своєї сусідки. — Бачу. Але ж он де біжить полісмен, він наздоганяє крадія і хапає його за руку.
8. Де Джеремі? — Він приймає ванну. Він завжди це робить з 7.10 до 7.30 ранку. Так що візьми до уваги, що ванна кімната в цей час завжди зайнята. Потім він за звичаєм на протязі 30 хвилин снідає та швидко проглядає ранкові газети. Він виходить з дому рівно о 8-й, тому що дорога до офісу займає в нього 25 хвилин, а він ніколи не спізнюється. Взагалі, він дуже пунктуальна людина.
9. ...Лідери перегонів йдуть дуже швидко. Кінг Со-нячне Сяйво лідирує, але Веселий Роджер його вже наздоганяє. Кінг Конг, мені здається, йде сьогодні не дуже добре. Його жокей виглядає не дуже щасливим. Так, Кінг Конг все старішає...
10. Джеймс, чи ти бажаєш піти зі мною на дискотеку у п'ятницю ввечері? — У, гарно, я обожнюю дискотеки! Хвилинку, кожної п'ятниці я ходжу до фотоклубу... — А коли закінчується засідання фотоклубу? — Як правило, воно продовжується до чверті на восьму. — Чудово. А дискотека починається о восьмій. Ось у мене є три квитки. Давай запросимо й твою сестру, добре? Присягаюсь, вона полюбить танцювати, чи не так? — Так, але зараз вона дуже зайнята, готується до студентського чемпіонату з баскетболу. — Шуткуєш? Хіба вона грає в баскетбол? Вона ж невисока на зріст!

### Exercise 2.32.

Write the continuation of 'The Magic Flute' libretto from exercise 2.22 (Act I). The following synopsis will help you:

'...The bird-catcher Papageno arrives. Tamino speaks to Papageno. He wants to learn who killed the serpent. The three ladies appear and give Tamino Pamina's portrait. Tamino falls in love with this image and, learning about Pamina's being captured, wants to rescue her. Suddenly, the Queen of the night herself appears. She pleads with him to save her daughter and promises that if he wins, Pamina will become his bride. The three ladies give a magic flute to Tamino and magic bells to Papageno, who will be the prince's companion on the mission. With the instruction from the three ladies to expect three boys to guide them into their enemy's kingdom, Tamino and Papageno begin their journey.

Meanwhile, Pamina tries to escape, but her guard, Monostatos notices it and drags her back into her chamber. She faints. Papageno finds Pamina's chamber. Monostatos sees him. They frighten each other, and Monostatos runs away. Papageno introduces himself to Pamina and explains that Tamino loves her and is coming to rescue her. This news encourages Pamina...'

### Exercise 2.33.

a) Translate into English.

*Дорога тітонько Лізо!*

*Пишу тобі цього листа, щоб розповісти, як я ціную твою допомогу, яку ти мені надаєш. Гроші, які ти мені прислала минулого тижня, я витратила на книжки. Вони потрібні мені, щоб підготуватися до екзаменів. Ще хочу розповісти тобі, як ідуть мої справи в першому університетському семестрі. Я отримую величезне задоволення від навчання! Я, звичайно, старанно навчаюсь, але багато*

часу витрачається на те, щоб зав'язати нові знайомства, ближче пізнати людей, з якими я проводжу більшу частину дня — моїх однокурсників. Ми часто ходимо разом у кіно, кав'ярню або просто прогулюємося та розмовляємо.

Я, як і раніше, живу разом з Хеленою, ти знаєш, вона іспанка. Ми наймаємо квартиру. Але зараз я підшукую що-небудь придатне, щоб жити окремо. Проблема у тому, що кожного вєгора до нас приходять приятель Хелени, вони слухають музику, а я не в змозі втисися, коли у квартирі грає музика.

Крім того, наша квартира далеко від університету, тому я витрачаю забагато часу на дорогу туди і назад. Деякі першокурсники живуть у гуртожитку прямо на території університету, що я визнаю дуже зручним. Вони говорять, що дуже задоволені, у гуртожитку є всі зручності, так що я роздумую, чи не переїхати мені туди.

Кожного ранку у нас заняття, а ввечє я вчєся в бібліотеці. Чесно кажучи, я пишу щого листа замість того, щоб писати твір про поезію Роберта Бернса, але сьогодні я помчє надзвичайно лінива, що не мене зовсєм не схоже.

Тут все страшенно дороге коштує, так що зараз я збираю гроші, щоб придбати зимову куртку. Кажуть, взимку тут часто йде сніг. Вже зараз вєгора ми холоднішає.

Ти знаєш, мені страшенно подобається один хлопець з другого курсу. Ми іноді н'ємо каву в університетській їдальні. Він пєх, і, як і я, вивчає іноземні мови. Він чудово говорить англійською, українською та російською мовами. Хелена каже, що він зустрічається з дівчиною зі свого курсу, але мені здається, що це не так.

Единбург — прекрасне місто, але я страшенно скучила за Кримом і за всіма вами.

Будь ласка, слідкуй за тим, щоб моя кішка не їла сире м'ясо.

Скоро побачимося.

Твоя племінниця Катя.



b) Look at the picture of a room in the University hall of residence. The people in the picture are: Kate herself, her friend Helena, an Italian girl named Anita, who lives in this room, and the boy from Prague Kate mentions in her letter. Write a P.S. to the letter describing the picture, so that when Aunt Rita receives the letter with this picture enclosed she can understand who is who and what is happening in the picture.

c) Now choose one of the characters in the picture (not Kate). On behalf of the person chosen write a similar letter to his/her (your) relative(s) describing university life and your personal experiences. Don't forget to mention the other characters!

### Exercise 2.34

Look at the pictures and write the description of the people in them. Say what they usually do and what they are doing at the moment. Use the information given below the pictures.



Jeffrey Brown, school headmaster.  
Holland Park Comprehensive School,  
London



John Taylor, interpreter.  
Foreign Office,  
Edinburgh

#### Some phrases you may want to use:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. work hard</li> <li>2. have a hobby</li> <li>3. construct models</li> <li>4. teach every day</li> <li>5. have free time</li> <li>6. go to an interest club</li> <li>7. put on sails</li> <li>8. wear casual clothes</li> </ol> | <ol style="list-style-type: none"> <li>1. speak four languages</li> <li>2. visit foreign countries</li> <li>3. have a holiday</li> <li>4. have a good guitar</li> <li>5. sing American country songs</li> <li>6. perform for a large audience</li> <li>7. participate in a folk festival</li> <li>8. not to play for money</li> </ol> |
|---|---|



# UNIT III



## THE PAST SIMPLE, THE PRESENT PERFECT AND THE PRESENT PERFECT CONTINUOUS TENSES

### STUDYING GRAMMAR

#### THE PAST SIMPLE TENSE

##### *The Past Simple Tense*

##### **Affirmative:**

(for regular verbs)

I, you, he, she, it, we, they + **V+ed**

(for irregular verbs)

I, you, he, she, it, we, they + **V** in the Past Indefinite form

At school he **studied** English and German.

We **spent** a month in England last year.

We **were** there yesterday.

##### **Negative:**

I, you, he, she, it, we, they + **didn't + V**.

We **didn't spend** much money while in England.

**But:** He **wasn't** invited.

##### **Interrogative:**

**Did** + I, you, he, she, it, we, they + **V?**

What languages **did his sister study** at school?

**But:** **Were** you there yesterday?

**Weren't** you invited to the graduation party?

#### Exercise 3.1

Study the uses of the Past Simple Tense given below. Say which of them may be applied to the given sentences.

- The Past Simple is used in narration to describe finished events in the past. The past reference can be clear or indicated with the help of the sentence adverbs, such as:  
*last night/week/month/year etc.*  
*then, in those days*
- To describe past habits and states.
- To describe a succession of past actions.
- With 'when', 'where' and 'how' to inquire about details of past actions.\*

(some time) ago  
the other day

yesterday, the day before yesterday  
in (1970)

\* The Past Simple may be used instead of the Past Continuous with durative verbs (to sit, to stand, to lie, to hang, to shine, to talk, to speak, to wear, to carry, to walk etc.). In such cases the action values more than its duration. Ex.: He spoke with deep emotion.

- e. For polite requests.
- f. To denote immediate past actions.

1. Mary went shopping and bought a new blouse.
2. I always got up at 7 in those days.
3. Last night my neighbour kicked my dog, that's why I quarrelled with him.
4. I lived in Australia for several years.
5. First she paid the driver, then she got out of the taxi and walked down the street.
6. (at a shop) How much did you want today? — I wanted three pounds of sugar and a pack of milk.
7. When I phoned Clare she said she was busy and had no time to speak to me.
8. I didn't see Mike last week, though I talked to him several times through the e-mail.
9. When did you buy this lovely straw hat?
10. What happened? — Mary broke my car!
11. He stood up, went up to the blackboard, took a piece of chalk into his left hand and waited for the teacher to dictate something in a language he didn't quite know.
12. Phil Marlow often visited the scene of a crime and when possible spoke to witnesses.

**Exercise 3.2.**

Say the past forms of the following irregular verbs, translate the verbs:

bear	bite	hurt	lie
begin	fall	win	sing
sink	feel	wind	shoot
stick	drink	forbid	pay
wear	bleed	fly	seek
wake	forgive	cost	choose
draw	hang	shine	
bend	drive	lay	

To describe past habits or states, especially in contrast with the present, we use **used to**.

- I used to cheat at exams when I was at school (but now I never do).*
- Carol didn't use to like melons (but now she eats them).*
- We used to own a car (but we sold it last year).*

**Exercise 3.3.**

Transform the following sentences using 'used to' and the verb in brackets.

**Example:** Jane lived in Oxford Street, but now she doesn't. (to live)      **You:** Jane used to live in Oxford Street.

1. Sarah weighed about 150 pounds when she was at school, but now she is about 106 pounds. (to be fat)
2. Garry never bought detective stories before, but now he enjoys reading them. (to read)
3. My daughter ate a lot of sweets till she spoilt her front teeth. Then she gave it up. (to eat)
4. Taras was *Metallist's* fan last year, but now he only watches the matches with *Dinamo* playing. (to support)
5. Mary went to her grandmother's every Sunday, but now she works on Sundays. (to visit)
6. Till last month Jonathan walked to work, but now he drives his own car. (to have / to drive)

We can also use **would** for someone's typical activities and repeated actions (but not states!) in the past.

**Note**

a. We mainly use it in writing or when we speak of our memories.

*When we were dating he **would buy** me flowers every evening.*

b. Unlike 'used to' 'would' always conveys an additional modal colouring of 'will', i.e. insistence, perseverance.

*My mother **would repeat** her remarks several times till I understood.*

**Exercise**  
**3.4.**

**Read the following story. Which of the underlined verbs: 1) can change into 'would' or 'used to'; 2) can change only to 'used to'; 3) must stay in the Past Simple.**

**Put (1), (2), (3) in the spaces provided.**

When I was younger, I liked ( ) going to London Zoo, especially when the weather was ( ) bright.

We lived ( ) near Regent's Park, so I usually got ( ) there for about half an hour on foot. The Zoo opened ( ) much earlier than it does now, so I got up ( ) at about six, stole ( ) some biscuits and a pack of ham from the fridge to feed my favourite wild animals and crept ( ) out of the house. I went ( ) along the deserted alleys of the park, where gardeners were busy ( ) tidying the flowerbeds. I gave ( ) the biscuits to the swans

in the lakes and they waved ( ) their wings gratefully. I was ( ) such a frequent visitor that the zoo-keepers all knew ( ) me and said ( ) 'hello'. Once they allowed ( ) me to enter the elephant's pavilion and I took part ( ) in washing the elephant. It was ( ) fun!

I left ( ) London to study biology in Cambridge, and when I returned ( ) to London Zoo last month, it didn't look ( ) the same. In my childhood all the animals were ( ) bigger and more mysterious.

## THE PRESENT PERFECT TENSE

### The Present Perfect Tense

#### Affirmative:

(for regular verbs)

I, you, we, they + **have** + V+ed

He, she, it + **has** + V+ed

(for irregular verbs)

I, you, we, they + **have** + V in the Participle II form

He, she, it + **has** + V in the Participle II form

*Peter and I **have arranged** to meet at 5.00 at the entrance door.*

*You are late: the plane **has** already **taken off**.*

#### Negative:

(for regular verbs)

I, you, we, they + **haven't** + V+ed

He, she, it + **hasn't** + V+ed

(for irregular verbs)

I, you, we, they + **have** + V in the Participle II form

He, she, it + **has** + V in the Participle II form

*We **haven't arranged** yet who will go to the airport and meet Ann.*

*My Daddy **hasn't seen** any of his classmates for many years.*

**Interrogative:**  
 (for regular verbs)  
**Have** + I, you, we, they + **V+ed**?  
**Has** + he, she, it + **V+ed**?  
 (for irregular verbs)  
**Have** + I, you, we, they + **V** in the Participle II form?  
**Has** + he, she, it + **V** in the Participle II form?  
*Has your sister Margie **finished** chatting with Alfred yet?*  
*Have you **eaten** the peach, Tony?*

**Exercise 3.5.**

Study the uses of the Present Perfect Tense given below. State which of them may be applied to the given sentences.

- a. The Present Perfect is used to express a past action or a state:
  - which has a connection with the present;
  - the results of this past action are quite obvious in the present;
  - when the time is not mentioned or the period of time isn't over yet;
  - to start a conversation, an article, a report, news on TV etc.
- b. To express an action which began before the present moment and is continued up to it or into it (with the verbs which are not used in the Continuous form).
- c. To express an action completed before a certain moment in the future in subordinate clauses of time or condition.
- d. In sentences with the following structure:  
*It / This is the first / second / ... / tenth time that somebody has done something.*

1. Can I speak to Mr. White? — I am sorry, he has gone to the Ministry.
2. Look! Here's Olga Sumskaya! This is the second time that I've seen her in the street.
3. As soon as I have finished working, I have to go to the dentist's. I have an appointment for 5.30.
4. Leon Monger, the famous Belgian sculptor, has recently created a magnificent statue of Zeus. Today you have a wonderful possibility to become the first visitors of his art gallery and to see this masterpiece.
5. I've known Mrs. Welster and her daughter since 1989.
6. "The largest supermarket in Chicago has been robbed. Everything happened very quickly. The criminals took all the money in cash and disappeared in 2 minutes..."
7. A big crowd has gathered in the square (this morning). They are protesting against the environment pollution and are going to stay there till noon.

**READ AND REMEMBER:**  
 This is the third time I've eaten brown rice.  
 This is the first time we've seen a koala.  
**But:** I am eating brown rice for the third time.  
 I see a koala for the first time.

**Exercise 3.6.**

a. Read the sentences and imagine the situation they can be used in. Give the necessary contextual sentences.

Sentences	Context
1. He has been to Lviv.	

2. He has gone to Lviv.	
3. He has been in Lviv for a year.	

b. Restore the meaning of each sentence.

### Exercise 3.7.

1. Study the types of adverbial modifiers used with the Present Perfect Tense. Say which uses of this tense are common with this or that group.

2. Read the sentences below and add one of the adverbial modifiers from the box to each of them.

- This painter has lived in Paris.
- We've discussed all the theses of my sister's tomorrow report at her office.
- Could you sign this letter, Mr. Trimings? — Well, the manager has signed it.
- We haven't heard from our friends.
- Have you finished reading the novel? What is it about?
- Where are they? — They've come.
- Has your elder brother been to Warsaw?
- Martha has been seriously ill. She is in hospital.

#### Adverbs used with the Present Perfect Tense

- adverbs of indefinite time and frequency:  
just, already, yet, ever, never, seldom, always; all day / night / week etc.
- adverbs denoting the period of time which hasn't finished yet:  
today, this day, this night, this morning (week, month, year, century, millennium), all my life etc.
- adverbs denoting the period of time which began in the past and continues up to the present:  
recently, lately, so far, since, not yet, for ... etc.

### Exercise 3.8.

Construct sentences out of each set of words using appropriate present or past tenses. Explain the use of Past Simple and Present Perfect.

- John / see / Kate → recently  
→ last Sunday
- he / letters / receive / any / not / from her → for two weeks this month  
→ in February
- the ceiling / Joey / in / paint / the kitchen → two days ago  
→ already
- my / live / parents / Kyiv / in → since I was born  
→ before I was born
- show / begin / Mummy's / my / favourite → just  
→ just now
- they / film / see / this → yet?  
→ in Odessa?
- Diana / (few) / mistakes / (very) / make → when she was a student  
→ often  
→ in her last dictation
- I can't leave → / till / I / Jane / to / speak  
→ / my / the / by mistake / lock / brother / door / because  
→ as / notice / I / a leak / in / just now / a / pipe

**Match the questions and the answers.**

1. How did he paint the ceiling? a. Oh, he has painted it in a good way.  
 2. How has he painted the ceiling? b. He painted it standing on a ladder.

**Exercise 3.9.**

Say the past and Participle II forms of the following irregular verbs, translate the verbs.

see	sing	draw	begin	teach	fly	eat
forgive	bite	hang	stick	win	bend	drive
pay	sink	seek	wind	lie	buy	swim
choose	wear	feel	wake	drink	tear	ring
fall	cost	shoot	bear	bleed	ride	freeze

**Exercise 3.10.**

Read the sentences correcting mistakes in the use of tenses if there are any.

- Have you ever met your schoolmates since you finished school? — Yes, I've met two or three of them during these 15 years.
- We've seen her for the first time three months ago. She was having a hard time then.
- Where did you put my handbag, Peter? It's time for me to leave.
- Our barrister carefully studied the case we sent him in September. He says that he's checked nearly all the facts and is ready for the court.
- My mother worn glasses since she has had a car accident. Her eyesight is getting worse and worse.
- This is for the first time (that) I've fallen in love. When have you fallen in love at first sight?
- It will be an extremely important concert. As soon as she has sung on this stage, there will be nothing impossible for her.
- What a nice cardigan you are wearing! — Well, I've bought it at Harrods' this morning. And in the afternoon I went to our local store and saw the same, but much cheaper.
- Granny, who is this girl in the photo? — She is my bosom friend Carol. I know her all my life. — If you have known her, why don't you ask her to come to our place some day? — I'd like to, darling, but she doesn't live in Kiev since she has married in 1998.
- How did Marion learn the text? — She learned it listening to the recording.
- How has Marion learned the text? — Well, she learned it in a proper way.

**Exercise 3.11.**

Continue the following situations (give one or two sentences as a context to them).

- Linda has taken the text-book to the university.
  - Linda took the text-book to the university.
- My uncle has bought a new Jaguar.
  - My uncle bought a new Jaguar.
- Granny knew the Blakes for a long time.
  - Granny has known the Blakes for a long time.
- Have you ever driven a Rolls Royce?
  - Did you ever drive a Rolls Royce?
- They have been married since 1992.
  - They were married since 1992.
- My mother has worked here for 25 years.
  - My mother has been working here for 25 years.
  - My mother worked here for 25 years.
- We had toast and coffee for breakfast this morning.
  - We have had toast and coffee for breakfast this morning.
- Our family has owned this ancient building.
  - Our family owned this ancient building.

THE PRESENT PERFECT CONTINUOUS TENSE

*The Present Perfect Continuous Tense*

**Affirmative:**

I, you, we, they + **have been** + V+ing

He, she, it + **has been** + V+ing

*I've been studying English for five years.*

*The baby has been sleeping since midday.*

**Negative:**

I, you, we, they + **haven't been** + V+ing

He, she, it + **hasn't been** + V+ing

*I haven't been studying English for five years.*

*The baby hasn't been sleeping all this time.*

**Interrogative:**

**Have** + I, you, we, they + **been** + V+ing?

**Has** + he, she, it + **been** + V+ing?

*Have you been studying English for five years?*

*Has the baby been sleeping since midday?*

**Exercise 3.12.**

Work in groups. Compare the pairs of sentences and try to explain the difference in the use of tenses in them. Add the necessary adverbial modifiers of time so as to prove the use of this or that tense. Put down your ideas about the uses of the Present Perfect Continuous Tense into the right-hand column. There are some prompts for you!

**a. The Present Continuous — the Present Perfect Continuous**

The Present Continuous Tense	The Present Perfect Continuous Tense	Your explanations
<p><i>We are talking to our friends.</i></p> <p>Translate into Ukrainian:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>We have been talking to our friends for a quarter of an hour.</i></p> <p>Translate into Ukrainian:</p> <p>_____</p> <p>_____</p> <p>_____</p>	

**b. The Present Perfect — the Present Perfect Continuous**

The Present Perfect Tense	The Present Perfect Continuous Tense	Your explanations
<p>1. <i>Jane has already washed the dishes.</i></p> <p>Translate into Ukrainian:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. <i>Jane has been washing the dishes since they had dinner.</i></p> <p>Translate into Ukrainian:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The Present Perfect Tense: _____</p> <p>_____</p> <p>The Present Perfect Continuous Tense: <i>the action has been in process since a certain moment in the past.</i></p>

The Present Perfect Tense	The Present Perfect Continuous Tense	Your explanations
2. <i>I've known algebra since petticoats.</i> Translate into Ukrainian: _____ _____ _____	2. <i>I've been studying algebra for three years.</i> Translate into Ukrainian: _____ _____ _____	

**Exercise 3.13.**

Translate into English.

- Мері пише листа братові за письмовим столом. Вона пише йому кожного тижня.
- Мері пише листа братові за письмовим столом уже півгодини. У неї є багато чого, про що йому повідомити.
- Мері написала шість листів з того часу, як прийшла додому. Тепер вона відпочиває.
- Мері написала шість листів, а тоді пішла на пошту і відправила їх.
- Мері сьогодні написала шість листів. Вона дуже втомилась, але збирається написати ще чотири.
- Мері сидить за своїм письмовим столом. Вона пише листа братові з того часу, як прийшла з роботи. У неї є багато новин, і вона хоче, щоб він якнайшвидше про них дізнався.
- Мері сьогодні написала шість листів, а тоді увесь день працювала в садку. Вона дуже втомилась і йде відпочивати.
- Мері написала шість листів і тепер може трохи спочити.
- Мері їздила до Львова. Вона дуже задоволена поїздкою.
- Мері їздила до Львова минулого року. Вона була дуже задоволена поїздкою.
- Мері приїхала до Львова. Вона буде навчатися у Львівському національному університеті.
- Мері поїхала до Львова. Ми з нетерпінням чекаємо на її приїзд.

**Exercise 3.14.**

Read the story and put the verbs in brackets into the proper tenses. Speak to your partner about the way you usually spend your holidays and ask him/her where he/she had a rest this summer.

My parents and I ..... (*always, like*) journeys. Every year we ..... (*start*) preparing to go somewhere where we ..... (*never, be*) before. We ..... (*usually, go*) to different travel agencies, ..... (*read*) a lot of booklets about various routes and, after long discussions, we ..... (*decide*) where we ..... (*go*) this summer. My mother ..... (*prefer*) voyages, but I ..... (*like*) coaches more. Quite often we ..... (*change*) our plans, and only when father ..... (*book*) the tickets you can be sure which way we shall go.

This summer we ..... (*visit*) Thailand. It ..... (*be*) a great pleasure for me to get acquainted with a culture, which ..... (*be*) so different from ours. We ..... (*have*) a fascinating cultural programme, did a lot of sightseeing and bought several souvenirs.

It ..... (*be*) still autumn now, but the discussions where to go next summer ..... (*already, start*). Daddy ..... (*want*) to go to the Swiss Alps, where we ..... (*have*) a good time two years ago. Mum ..... (*want*) to sunbathe in the Bahamas. And I ..... (*be*) for visiting the Bermudan triangle, there ..... (*be*) nothing more exciting than that! But only when Dad ..... (*book*) the tickets we'll be sure where we are going.



## PRACTISING GRAMMAR

Exercise  
3.15.

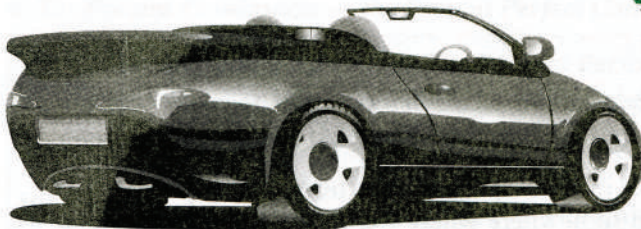
Read the following description of a scene from a film and retell it in the Past Simple.

Bob enters the room and finds it surprisingly warm. He lights the standard lamp and sits down in an arm-chair. He rests for some time. He is so quiet and motionless, that the viewers think he is dead. Then he suddenly stands up and strips to examine his shoulder. With great relief he finds out that his wound is a mere scratch. He cuts his hair short and dyes it black, sticks a false beard on his protruding chin and changes into the sailor's uniform. He throws his bag out of the window and climbs down the rope. It's a narrow escape! This very moment the police break the door...

Exercise  
3.16.

Complete the following story with the verbs in the Past Simple.

There <sup>1</sup> \_\_\_\_\_ an accident in the High Street last week. It <sup>2</sup> \_\_\_\_\_ at the corner of Riverview Hill. I <sup>3</sup> \_\_\_\_\_ the accident. A car <sup>4</sup> \_\_\_\_\_ out of Riverview Hill into the High Street, but the driver (not) <sup>5</sup> \_\_\_\_\_ down. The car <sup>6</sup> \_\_\_\_\_ a cyclist and <sup>7</sup> \_\_\_\_\_ him off his bike. The cyclist (not) <sup>8</sup> \_\_\_\_\_ time to stop. He <sup>9</sup> \_\_\_\_\_ onto the pavement. The car <sup>10</sup> \_\_\_\_\_ and the driver <sup>11</sup> \_\_\_\_\_ out. One or two people <sup>12</sup> \_\_\_\_\_ up to the cyclist and <sup>13</sup> \_\_\_\_\_ over him. 'My leg hurts,' he <sup>14</sup> \_\_\_\_\_. Someone <sup>15</sup> \_\_\_\_\_ a coat over him to keep him warm. I <sup>16</sup> \_\_\_\_\_ to the phone box outside the post-office and <sup>17</sup> \_\_\_\_\_ for an ambulance. They <sup>18</sup> \_\_\_\_\_ me to wait with the cyclist. The ambulance (not) <sup>19</sup> \_\_\_\_\_ long. Two men <sup>20</sup> \_\_\_\_\_ the cyclist from the ground and <sup>21</sup> \_\_\_\_\_ him into the ambulance. Then they <sup>22</sup> \_\_\_\_\_ away to hospital. The police <sup>23</sup> \_\_\_\_\_, too. They <sup>24</sup> \_\_\_\_\_ the scene of the accident, and one of them <sup>25</sup> \_\_\_\_\_ everything down in his notebook. I couldn't wait any longer, so I don't know whether they <sup>26</sup> \_\_\_\_\_ the driver.

Exercise  
3.17.

Answer the following questions. Use 'used to' in all your answers!

- Why did one of the old empty houses that were to be pulled down have a sign above the entrance: DRINK WATNEY'S BEER?
- Why is the doctor really pleased that Mr. Wilmor now smokes only two to three cigarettes a day?
- Why has Viki got such a large home library if she seems to do nothing but watch TV now?
- Why has old Mr. Fogg got so many photos taken in big cities all over the world?
- How is it that old Mr. Williams has a wooden leg and a box full of medals?
- Why does Mr. Parson speak with such pride about Harrow, the famous British public school?
- Why do Mr. and Mrs. Smith have so many friends in Manchester, though they have been living in London for ten years already?
- Why do football matches on TV bring a lot of memories to Mr. Cooper's mind?

9. Why was everyone so surprised that Tom was about an hour late for their 'Twenty years after school' party?
10. Why does Grandfather have so many stories to tell about life at sea?
11. Rosemary hadn't seen her brother for years, and when the bearded man got off the train, she didn't recognize him. Why not?
12. Why was Miss Williamson really astonished to find out that her former pupil Garrett Dyke was nominated for Nobel Prize in Physics?

**Exercise 3.18.**

Add a sentence to each situation saying what people have just done or what they haven't done (yet).

**Example:** This is Julia's picture.

**You say:** Julia has just drawn a picture.

1. There aren't any apples on Mr. and Mrs. Watson's tree any more.
2. Peter's hands are clean.
3. Joshua doesn't still know the poem he has to recite at the lesson tomorrow.
4. This is my letter to uncle Richard.
5. The football match is over but our school team are all really disappointed.
6. We all are looking forward to going to the cinema to see 'Harry Potter'.
7. Our Coke bottle is empty.
8. I am taking the book back to the library.
9. The race is over. David is holding The Golden Cup in his hands.
10. My friends are coming out of the restaurant.
11. Look at Maria's new coat!
12. It's time to leave for school, but Kate's hair is still untidy.
13. There was something wrong with my bike, but now I can ride it again.
14. Mrs. Brown's two favourite plates are in pieces on the kitchen floor.
15. Yesterday Mr. Daniel's wife asked him to cut the grass on the lawn in front of their house, but the grass is still long.

**Exercise 3.19.**

A reporter is interviewing the pop singer David Lee.

Fill in the gaps in the dialogue with the verbs from the box either in the Present Perfect or in the Past Simple. You can use the verbs more than once. Then dramatize the dialogue.

make	be	want	join	get	learn	start	become	leave	play
------	----	------	------	-----	-------	-------	--------	-------	------

**Reporter:** How many records <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ now, David?

**David:** I <sup>2</sup> \_\_\_\_\_ four so far.

**Reporter:** And when <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ your first record, 'Alone with the Crowd'?

**David:** Oh, that <sup>4</sup> \_\_\_\_\_ five years ago.

**Reporter:** How old <sup>5</sup> \_\_\_\_\_ you then?

**David:** Well, let me see. I <sup>6</sup> \_\_\_\_\_ nineteen.

**Reporter:** <sup>7</sup> \_\_\_\_\_ you always \_\_\_\_\_ to be a pop star? When <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ to play the guitar?

**David:** I <sup>9</sup> \_\_\_\_\_ to play the guitar until I <sup>10</sup> \_\_\_\_\_ seventeen. I just <sup>11</sup> \_\_\_\_\_ interested in music at high school.

**Reporter:** And when <sup>12</sup> \_\_\_\_\_ you first \_\_\_\_\_ in public?

**David:** Well, I <sup>13</sup> \_\_\_\_\_ a group, the Swingers, and we <sup>14</sup> \_\_\_\_\_ at one or two clubs in Manchester about six years ago. We <sup>15</sup> \_\_\_\_\_ very well, I'm afraid. We <sup>16</sup> \_\_\_\_\_ very good.

**Reporter:** So how <sup>17</sup> \_\_\_\_\_ you \_\_\_\_\_ on when you <sup>18</sup> \_\_\_\_\_ on your own?

David: Well, things <sup>19</sup> \_\_\_\_\_ a lot better after Garry Fox <sup>20</sup> \_\_\_\_\_ my manager. He's very good and I'm happy to work with him.

Reporter: David, is it true that your third wife Linda <sup>21</sup> \_\_\_\_\_ you?

David: No, it isn't. She <sup>22</sup> \_\_\_\_\_ me. We are very happy together. These are just newspaper stories.

Reporter: What are your plans for the future, David?

David: Well, I <sup>23</sup> \_\_\_\_\_ really \_\_\_\_\_ many plans. But I know that I'm going on a tour of Germany next year. I'm looking forward to that because I <sup>24</sup> \_\_\_\_\_ there before.

Reporter: David Lee, thank you very much.

### Exercise 3.20.

Two friends are travelling together on the train. They are on their way to attend a meeting in the nearby university town. They are very old friends and there is plenty of opportunity to revive old memories. What do you think they could say?

1. Can you see that dirty factory over there? (*work / after school*)
2. Look, that's the nice little village of Westcliff (*not there / for years*)
3. Do you remember that stream? (*swim together*)
4. Yes, (*not swim / river / since*).
5. They have new university buildings in Canterbury now, I was told. (*you / see / yet?*)

### Exercise 3.21.

The Jones are a very interesting family having a lot of hobbies and a lot of exciting experiences to remember.

Work in pairs.

**Role A:** You are looking through their family album and talking to Sarah, their elder daughter. You are really surprised. Ask Sarah questions about the photos.

**Role B:** You are Sarah, the Jones's elder daughter. Your new friend is looking through your family album asking a lot of questions. Give comments about the photos, tell him/her about you and your family experiences.

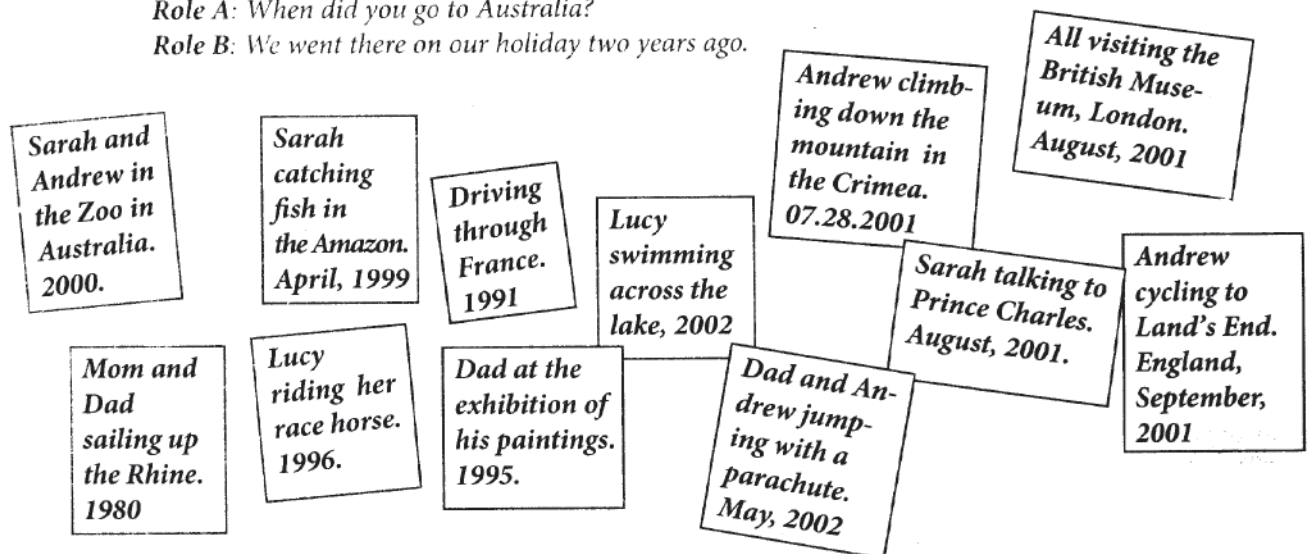
Example:

**Role A:** Oh, have you really been to Australia?

**Role B:** Oh, yes we have been there once. You can see me in the picture. I am stroking a kangaroo, and my brother Andrew is holding a baby koala.

**Role A:** When did you go to Australia?

**Role B:** We went there on our holiday two years ago.





3. She (*wear*) \_\_\_\_\_ the same old sweater \_\_\_\_\_ a week.
4. She (*come*) \_\_\_\_\_ to our town as a tourist about seven years \_\_\_\_\_, (*find*) \_\_\_\_\_ a job and (*live*) \_\_\_\_\_ here \_\_\_\_\_ then.
5. She (*wait*) \_\_\_\_\_ for you \_\_\_\_\_ more than two hours. Will you hurry up, please?
6. I (*not buy*) \_\_\_\_\_ a new battery \_\_\_\_\_ last year, but my watch still (*work*) \_\_\_\_\_ properly.
7. I (*look*) \_\_\_\_\_ for Dr. Greenbaum \_\_\_\_\_ the morning. (*see*) \_\_\_\_\_ you \_\_\_\_\_ him today? — Yes, I (*see*) \_\_\_\_\_ him just about 5 minutes \_\_\_\_\_ near the entrance.
8. He (*not ride*) \_\_\_\_\_ a bike \_\_\_\_\_ 1990.
9. I don't think I (*see*) \_\_\_\_\_ you \_\_\_\_\_ the students conference.
10. It (*not snow*) \_\_\_\_\_ here \_\_\_\_\_ ages, but it (*rain*) \_\_\_\_\_ several times this winter.
11. They (*live*) in that house \_\_\_\_\_ more than 20 years, \_\_\_\_\_ it was built.
12. It's ages \_\_\_\_\_ I (*see*) \_\_\_\_\_ my neighbour. And I (*not speak*) \_\_\_\_\_ to him even longer.

**3.24**

Describe the people's face expressions, say what they feel and try to guess why they look like that. Use the Present Perfect or the Present Perfect Continuous.

Example:

*Example: The woman thinking in a serious, difficult question, or a word*



A. Jennifer



B. John



C. Louise



D. Morris



E. Gabriella



F. Lily

PAST SIMPLE & PRESENT PERFECT



Complete the second sentence so that it has a similar meaning to the first sentence.

**Example:** *I've started playing chess about 5 years ago.*

**You:** *I've been playing chess for 5 years.*

1. I haven't been to the theatre for ages.  
It's ages \_\_\_\_\_ the theatre.
2. When she heard the results of the exam, Margaret began to feel extremely happy.  
Since hearing the results \_\_\_\_\_ happy.
3. The last time you went anywhere with us was in August.  
You haven't \_\_\_\_\_ August.
4. This is Oleg's first visit to the United States.  
This is the first \_\_\_\_\_ to the United States.
5. How long have your grandparents been married?  
When \_\_\_\_\_?
6. Leonard wears the same T-shirt every day. That's the one he bought in Japan two months ago.  
Leonard has \_\_\_\_\_ since he \_\_\_\_\_.
7. It's a long time since our last conversation.  
We \_\_\_\_\_ long time.
8. This is my first game of golf.  
I \_\_\_\_\_ before.
9. Oh, no, my bag is cut on one side and my purse is missing!  
Oh, no! Someone \_\_\_\_\_.
10. I haven't been to the cinema for two months.  
The \_\_\_\_\_ was two months ago.
11. Is this car yours?  
Does \_\_\_\_\_ you?
12. Carla is eating a sandwich. Before that she had two more sandwiches.  
It's the \_\_\_\_\_.



Translate the following sentences into English. Pay attention to the use of tenses.

1. Я вивчаю мови в університеті. Я почала цікавитися іноземними мовами приблизно років 10 тому, коли навчалася у школі. Я вже добре вивчила польську, англійську і німецьку я вчу вже багато років, а зараз ще займаюся італійською.
2. — Професор виглядає досить стомленим. — Авжеж, він екзаменує студентів з дев'ятої ранку. Він вислухав уже 28 чоловік!
3. Конференція закінчилася вчора увечері, і тому більшість гостей вже поїхала.
4. — Колись у старовинному замку жила чарівна принцеса. — Бабусю, ти вже читала мені цю казку!
5. Останнім часом я почуваюся не дуже добре. — Коли це почалося? — У мене болить голова з того часу, як ми потрапили в аварію. — Ти був у лікаря? — Так, кілька разів.
6. Привіт, що ти робиш? — Та ось, з ранку мию вікна. Вже три помила, і ще два залишилось.
7. Ось уже рік, як я не бачив Стіва. І що ж він робить увесь цей час? — Уявляєш, минулої зими він раптово вирішив стати письменником. Уже написав два детективні романи, а його приятель, який працює у видавництві, надрукував їх.
8. Минулого тижня я написала Барбарі, але ще не отримала відповіді. Ти не отримував від неї

9. Вибач, що не прийшов до тебе на вечірку вчора. У мене застуда, і тому я вже три дні сиджу вдома. — Як тобі надало захворіти в таку чудову погоду? — Помив голову, вийшов на вулицю, а там вітер, і ось...
10. Ти ніде не бачив моєї сумки? Я пам'ятаю, що поклала її на цю парту, пішла до їдальні, а тепер не знаю, де вона. — Та ось вона, вже годину лежить на підвіконні.
11. Ви вперше в Лондоні? — Ні, я приїжджаю сюди вже вдруге. Уперше я приїжджав сюди як студент за обміном, тоді я навчався в університеті на факультеті іноземних мов. Тепер я приїхав сюди у відрядження.
12. Тут страшний безлад! Що ти тут робив? — Я вирішив пересунути меблі. Уже пересунув диван і крісла, але ще не вирішив, куди поставити книжкові шафи і телевізор.
13. Мешканці Ньютауна сьогодні не покидали свої домівки, тому що сьогодні вранці з зоопарку втекли декілька тигрів. Але ми просимо всіх заспокоїтись, поліція спіймала тварин і повернула їх до зоопарку.
14. Ми дивимось цей серіал уже другий рік і досі не здогадалися, хто вбив містера Ікс у першій серії.

## LIVING WITH GRAMMAR

## KEEPING UP THE CONVERSATION, RESPONDING

Exercise  
3.27.

a) Read the following dialogue and dramatize it, keeping to the same tenses the characters use.

Lord Henry: How do you like my new bowler?

Lady Helen: Oh, I didn't notice. Well, I suppose...

Lord Henry: I have a feeling you don't like it.

Lady Helen: I didn't say I didn't like it.

Lord Henry: Well, what do you think of it? Does it look all right?

Lady Helen: Sorry, what did you say? Did you speak to me?

Lord Henry: You never like anything, do you?

Lady Helen: Who gave you that idea?

Lord Henry: Well, you don't seem to like my hat.

Lady Helen: Who ever put that idea into your bowler?

b) In pairs, make up your own dialogues using as many of the underlined phrases, as you can. Keep in mind, that one of you speaks in the Present Tense, and the other responds in the Past.

## MAKING CONCLUSIONS (PRESENTING THE RESULTS)

Exercise  
3.28.

Read the conversations (a—j) and choose synonymic phrases for the underlined expressions from the list below:

1. She has succeeded.
2. I'm full, I don't want anything else to eat.
3. You are in trouble!
4. You have done something that someone else will complain strongly about.
5. She's achieved fame, success, acceptance at last.

6. You've done something seriously wrong.  
 7. She has lost her patience and self-control.  
 8. I have no idea what the solution is.

9. I've quarrelled with him.  
 10. We are friends again.  
 11. I'm fed up with it, I don't want to do it any more.

a) You know, Johnny, my sister has entered university at last!  
 Oh, she's made it! My congratulations!

b) Katie, would you like another piece of cake?  
 Now, thank you, Mrs. Dowell, I've had enough.

c) Have you heard that Maria has won Wimbledon this summer?  
 Yeah, she's arrived, she is world-famous now! But she's been working really hard, I must say.

d) Daddy, will you help me with my chemistry lesson? I don't know how these two acids will react.  
 Oooh, sonny, you've got me here. To tell you the truth, I wasn't very good at chemistry when I was at school...

e) It's me, sir. I'm sorry, sir...  
 Class, who's broken my glasses?  
 Well, Billy, you've had it!

f) Liz, I haven't seen you with Alex for ages. Are you still dating?  
I've fallen out with him! He is a liar! I thought he loved me and...

g) I don't think Catherine Gable is the right person to teach at this school!  
 What makes you think so?  
 Just listen, the children in her class are being noisy, and she's lost it with them completely! Teachers should have more patience.

h) Why do you want to quit your job? As far as I know it's well paid...  
 No, thanks, I've had enough, all those night shifts and emergency cases...

i) How about going to the disco with me, Liz?  
 Well, thank you, Tom, you are a really nice guy... But I've made it up with Alex. He is not so bad after all...

j) Harry, I think, I've lost a very important client for the firm. And that's all because of my rudeness.  
 Yeah, that's torn it!... As a matter of fact, I don't mind, he has always been such a bore, and never paid on time. I can understand why you were... er... impolite to him. But the boss will think you've done it!



**Exercise**  
**3.29.**

Finish the following dialogues using suitable expressions from the conversations in exercise 3.28.

**Example:** *Jack: I'm so sorry, Tommy, you let me ride your bike, but I fell down... I am OK, but the bike...you see...*      **You:** *Now you've done it! I didn't let you take the bike out of the yard! So you will have to pay for the new wheels!*

1. **Mom:** You've been reading 'War and Peace' for ages, Danny, but now all the four volumes are back on the shelf. Have you finally finished?

**Danny:** .....

2. **Jenny:** I thought you were dating Mike, but he says you are with your former boyfriend again.

**Carol:** Yeah, .....

3. **Carl:** Bert, I know, it's about the tenth time I've asked you for money this week, but will you please lend me fifty pounds?

**Bert:** .....

4. **Mother:** Why are you staying at home all the time, dear? Why don't you go somewhere with your friends?

**Natasha:** .....

5. **Nick:** Wow, it seems I've managed to fix the TV-set without Dad's help!

**Mother:** .....

6. **Len:** Look, that's Greg's mom on TV. They are saying she's won some international music contest.

**Gerry:** .....

7. **Paul:** Ups, look, I kicked the ball and now Headmaster's window is smashed to splinters!

**Leo:** .....

8. **Peter:** Dad, will you be cross with me if I say that I've failed my exam?

**Dad:** .....

9. **Carl:** Shall I order you another icecream, dear?

**Carol:** No, .....

10. **Teacher:** Meagan, don't you know, by chance, what beavers eat?

**Meagan:** .....

ON YOUR OWN

Exercise 3.30.

Here is Mark, an actor, telling you about his usual day. Rewrite Mark's story in the Past Indefinite, telling about his yesterday. Mind that yesterday he did everything he usually does, and found time for something else, so add some more things Mark did.



Well, I usually get up quite late, at about eleven. I wash and dress and have a cup of coffee. I never eat in the morning, because I'm usually in a hurry. That's the reason why I always break something in the kitchen — a saucer or a cup. Then I put on my jeans, find a clean T-shirt, and if I don't find a clean one I put on a sweater, and fly to the studio. As a rule, I forget something, I come back, then I don't have enough time to get to the studio by coach, and I take a taxi. Sometimes I'm lucky and I catch an express, and then it costs me much cheaper than by taxi. At the studio they shoot an episode of some stupid film, so I fight, or ride a horse, or speak to a nice young lady about how much I love her. Then I leave the studio and run to the school where I teach drama. The lesson begins at 3.05 p.m. On the way I buy a sandwich and always bite off half of it at once, because I'm very hungry. Then I come into the drama classroom and have a nice time with my students. We show different things — a river flowing, a fire burning. It's fun. At half past four I'm usually at my theatre. The costumier brings my outfit, and I make myself up. At the moment we are performing Shakespeare's Romeo and Juliet where I play Mercutio. The performance is at 5 and ends at about 8 p.m. The spectators usually give us flowers, but I never keep them. I either throw them to some nice girl in the audience, or lose them somewhere behind the stage. Then my friends and I go to a pub and drink a couple of beers. We sing some Italian or French songs, that's how we draw young girls' attention to ourselves. At about 10 my friend Leo, who lives a short way from my place, drives me home. I don't go to bed at once. I've got a greenhouse where I grow tomatoes, lemons and some flowers and I work there for several hours. I read a book at night, and only then go to bed.

Exercise 3.31.

Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

Example: I've never eaten this before. You: It is the first time I've eaten this.

- 1. It started to rain at two o'clock.  
It has .....
- 2. Six years ago we started writing to each other.  
We have .....
- 3. I have never been to this place in my life, and I like it here.  
That's .....
- 4. When did you start working here?  
How long .....
- 5. I must leave now, or I'll miss the bus.  
I'll miss .....

6. The police started looking for him two months ago.  
For two months now the .....
7. I will get home at about seven, and I'll give you a ring then.  
I'll give you a ring .....
8. I have never been to the ballet before.  
It's .....
9. I haven't seen her since we left school.  
The .....
10. I'll get to work in twenty minutes.  
It .....
11. How long is it since they went to Nairobi?  
When .....
12. I last spoke to Jack when I sold him my old car.  
I haven't .....
13. He started to play the guitar five years ago.  
He has .....
14. She hasn't ridden a horse before.  
It's .....
15. I've never eaten snails and prawns before.  
It's .....
16. I haven't seen my cousin for ages.  
It's ..... my cousin.
17. The burglar is still in the house.  
The ..... left .....
18. I don't think Bob has finished his meal yet.  
I think ..... is ..... his meal.
19. I've never seen a better example of Dali's work, I'm sure.  
This is the best .....
20. Have you been to Tibet before?  
Is this the .....

### Exercise 3.32.

Continue the following situations using the words in brackets.  
Choose between the Past Simple or the Present Perfect tenses.

- I can't see very well. (*break my glasses*)
- I'd like to go to Spain again for my holidays.  
*a. (last year), b. (twice)*
- Do you know anything about our old friend John?  
— Who? John Wayland? No. (*two years*)
- How was the concert? — (*not go / headache*)
- Was the train full? — I don't know. (*car*)
- Can you tell me anything about the plot of 'Romeo and Juliet'? — Sorry. (*not read*)
- Who are you looking for? — Peter. (*you / see him?*)
- Let's go to the swimming pool! — No, (*whole day yesterday*).
- Do you know Paris well? — Yes, (*two months last year*).
- Is he an old friend of yours? — *a. Yes, (know / 15 years). b. (first / ago).*
- Was Bert at the party? — *a. I don't know (not see). b. Actually, (leave early)*
- You look tired! — (*not sleep / weeks*)
- The 'Steak House' in Baker Street is a very nice restaurant. (*eat / yesterday*) — I (*never*).

14. Do you know little Billy? — No, I don't. — But you must know him, Bill Dimple? — Oh, yes. (*not know / mean him*)
15. I don't play golf myself, but are you a member of our local golf club? — Yes, (*be / since / come here*).

**Exercise 3.33.**

*Look back at Exercise 3.22 containing people's biographies. They give you an example of how to make short notes of someone's biography (part b) and how to present someone's biography in full (part a). Now interview someone in your family or any other adult (not a groupmate!) and make notes of his/her biography.*

*Then write a complete version of the person's biography.*

**Exercise 3.34.**

*Translate into English.*

- Пет, ти вже обідала? — Ні, але я не голодна. У мене була ділова зустріч з нашими партнерами в італійському ресторані, і я там добре поїла. — Вам вдалося вирішити усі спірні питання? — Ні, ми ще не все обговорили. За обідом ми домовились лише про купівлю макаронів із Італії.
- Учора я водила маму до лікаря. Останнім часом у неї проблеми зі спиною. — Як довго вона уже скаржиться на спину? — З того часу, як взимку впала і забила її.
- Ти знаєш його вже багато років? — Так, ми разом навчалися в Кембріджі.
- Мері, йди-но сюди! Ми тут п'ємо чай.
- Близько десяти років тому він зник з нашого міста, і з того часу я ніколи його не бачив.
- Коли я зустрівся з нею на вулиці, вона розмовляла про тебе зі своїми друзями.
- Коли я закінчив школу, я приїхав у це місто, знайшов роботу і з того часу живу тут.
- Ти постійно просиш мене позичити тобі кілька доларів! Якщо ти відчуваєш, що тобі не вистачає грошей, які дають тобі твої батьки, чому б тобі не знайти роботу?
- Ти виглядаєш так, немовби не спав усю ніч. — Так, я навіть не піднімався до спальні.
- Сьогодні ти поводишся зовсім безглуздо! Виявляється, ти зовсім не такий розумний, як мені раніше здавалося. Я вперше бачу, як люди дивляться на тебе як на дурня.
- Я перекажу текст лише тоді, коли прочитаю його ще раз. Я запам'ятовую тексти, лише прочитавши їх кілька разів.
- Вранці, спускаючись сходами, Розмарі побачила у вітальні Тоні.  
— Що ти тут робиш? — спитала вона.  
— Я тут сплю.  
— Вибач, що ми зайняли твою кімнату.  
— Я сплю в цій кімнаті вже 15 років. Симпатична кімната, чи не так?  
— Так, сонце світить у вікно з шостої ранку. Саме воно і розбудило мене. До речі, ти не бачив Філіпа? Ти не знаєш, де він зараз?  
— Гадаю, він розмовляє з мамою.  
— А, так, вони ж старі друзі, чи не так?  
— Нерозлийвода, сваряться з сьомої ранку.
- Голос у слухавці сказав: «Прошу вибачити мене за те, що турбую Вас, чи отримали Ви мої листи?» — Я відповів: «На правду, я і сам не знаю. Я був у відрядженні, і зараз тут дуже багато листів. Я їх ще не переглянув». — «Я також писав Вам до клубу». — «Ті листи я теж ще не відкривав».
- Ти написав останнім часом які-небудь картини? — А ти що, не читаєш газети? Хіба ти не бачив статтю про мою виставку? — Як вона називалася? — «Молодий художник написав вісім шедеврів».

**Exercise 3.35.**

*Fill in Veronique's story with the expressions from the conversations in exercise 3.28.*

“Well, when my parents moved to Britain, that's because my Dad got a job in Oxford University, I wasn't really happy. I had to leave my friends and all. But

now I'm here, and I like it indeed! The fact that I speak English fluently makes it easier, of course. So I've been to this school, that's Oxford Grammar School, for a couple of months already. It's a boarding school, rather expensive...

As for my classmates... Let's just say you can't feel you truly belong until you've <sup>1</sup> \_\_\_\_\_ with your classmates and then <sup>2</sup> \_\_\_\_\_ again with them several times. Only the first quarrel is really dangerous, then it just becomes like daily routine. We all are different, that's for sure. For this week I've <sup>3</sup> \_\_\_\_\_ it with my roommate several times, often over different trifles. Yesterday, for example, she put my English textbook into her drawer and I couldn't find it. This morning I was extremely furious! She got up at about five and switched on her hi-fi, quite loudly indeed. I woke up and said "Now, Jane, you've <sup>4</sup> \_\_\_\_\_!" I jumped out of bed and we began to fight with our pillows, as a joke, of course... Now I think it was quite childish...

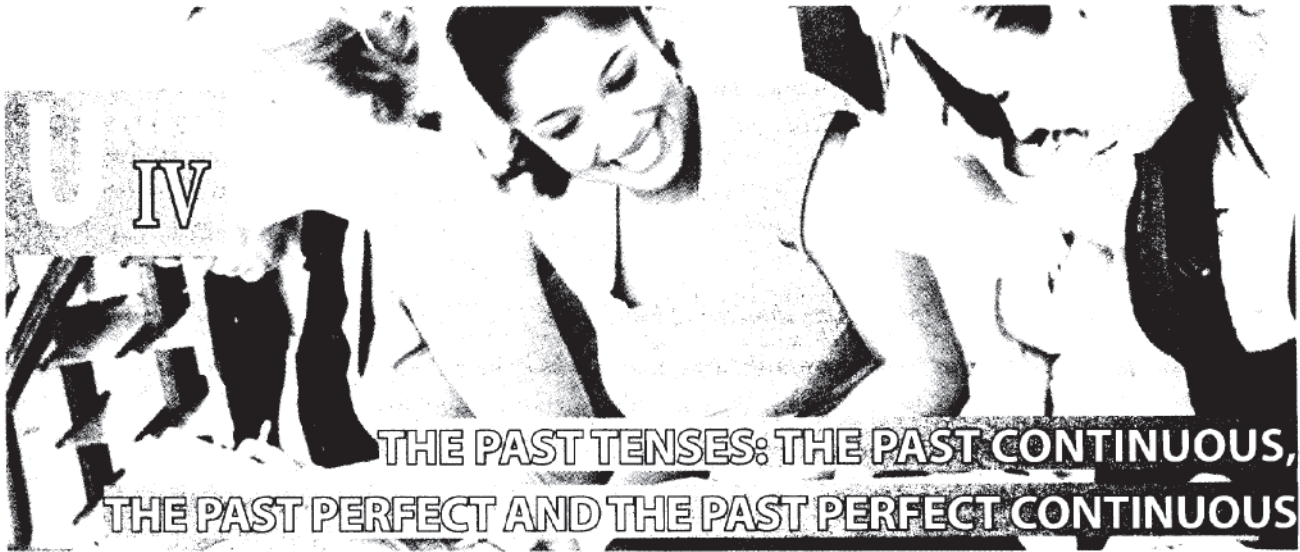
What I really hate here is big, substantial breakfasts. I'm not used to eating much in the morning. When I just arrived, I only drank my tea for breakfast and wanted to leave the table, but the lady in the dining-room told me to sit down and finish my breakfast. I said "No, thank you. I've <sup>5</sup> \_\_\_\_\_." She got really angry and hissed at me, "So, that's <sup>6</sup> \_\_\_\_\_. That's not the way nice young ladies behave. As for me, you may starve if you want, but I'll inform the headmaster and your parents!" I still can't understand why I have to eat those nasty flakes I've always detested.

Now, classes... My favourite is Maths. You see, back at home I went to a specialized Maths School, so that's something I know really well. Sometimes I ask our teacher a question and he only shrugs and says, "Um, Veronique, you've <sup>7</sup> \_\_\_\_\_ here! I'll look it up in my books."

Playing soccer is interesting. In my country it's not so popular with girls. Recently we've played with another girls' team, from a Cambridge school, and you know, we've <sup>8</sup> \_\_\_\_\_ it! Yeah, we won that game! I was extremely happy. It was only the fourth time in my life I'd come out on the soccer ground.

As for problems — well, at the very beginning... When I came to this school I didn't even guess cheating was so unpopular here. You see, back in Ukraine, if you aren't ready with your homework, you can always ask your friends to let you copy theirs. So once I didn't do my French homework and I asked a girl to let me copy her exercises, but she wouldn't! No one gave me their exercise-book! When the lesson started I was asked about the homework, and I said I had none. The teacher said, "So, Miss, you've <sup>9</sup> \_\_\_\_\_! You'll be punished!" So I had to stay in the classroom when the lessons were over, and do twice as much.

But now I can say I'm quite popular at school. Yeah, I think I've <sup>10</sup> \_\_\_\_\_. That's because I can sing and play the guitar. So in the evening I take my guitar and go down to the hall, and a lot of girls gather around to listen to me singing..."



# IV

## THE PAST TENSES: THE PAST CONTINUOUS, THE PAST PERFECT AND THE PAST PERFECT CONTINUOUS

### STUDYING GRAMMAR

#### Affirmative:

I, he, she, it + was + V+ing

You, we, they + were + V+ing

*He was cleaning his flat for 3 hours yesterday.*

#### Negative:

I, he, she, it + wasn't + V+ing

You, we, they + weren't + V+ing

*He wasn't cleaning his flat for 3 hours yesterday.*

#### Interrogative:

Was + I, he, she, it + V+ing?

Were + you, we, they + V+ing?

*Was he cleaning his flat for 3 hours yesterday?*

4.10

Study the uses of the Past Continuous Tense given below. State which of them may be applied to the given sentences.

The Past Continuous is used:

- a. to describe an action going on at a given moment in the past. The past reference can be clear from the context or indicated with the help of adverbial modifiers or a subordinate clause of time, such as:  
... at 5 o'clock in the morning (yesterday, the day before yesterday);  
when the morning came... ;

**b. to express an action going on at a definite period of time in the past:**

all day (night, month, year) long;  
 the whole day (night, week);  
 during (his stay at his aunt's);  
 still; from ... to ...; till ...;  
 ..., when/while ... etc.

**c. to give some background information: something happened. The people around were doing something;****d. to express future actions as viewed from the past with verbs of motion (to go, to come, to arrive, to leave etc.), including 'to be going to';****e. to express the change of state in the past, especially with comparative adjectives and adverbs like 'gradually';****f. to criticise repeated or habitual actions in the past, especially with 'always' and 'constantly'.**

1. When the night came, the travellers were still walking along the narrow path.
2. We were thinking of leaving Yorkshire and going to Essex.
3. I hated being Sarah's roommate. She was constantly complaining of nasty weather and her headaches.
4. They were discussing the matter all day long.
5. Because of the extremely hot weather our full-water river was gradually drying out.
6. Dad was going to Kyiv on business and I asked him to buy me a good English-English dictionary there.
7. It was raining heavily. The cold wind was blowing. I sighed to myself and stepped out onto the muddy pavement.
8. Thanks to the healer Jack was getting better and better.
9. At 7 a.m. I was trying to open my left eye.
10. I entered the conference room. Most people were snoring. The speaker at the lectern was telling the statistics.
11. While at school he was always losing his lunchbox.
12. She was eating a sandwich, while he was drinking Coke.

**Exercise 4.2.**

*Read the following pairs of sentences and explain the difference in meaning between them. Translate the sentences into Ukrainian, if necessary.*

1. When she came I was cooking dinner. — When she came I cooked dinner.
2. While she was sleeping I was talking to Tom. — While she was sleeping I talked to Tom.
3. When Jane was at school she was losing her schoolbooks. — When Jane was at school she lost her schoolbook.
4. My car was getting worse and I was thinking of buying a new one. — My car got worse, and I decided to buy a new one.
5. The young couple next door were always having noisy parties at weekends! — The young couple next door used to have parties at weekends.
6. The manager came in. Everyone was standing and looking at the laptop on the table. — The manager came in. Everyone stood up and looked at the laptop in his hand.
7. At 7 a.m. he was having breakfast. — At 7 a.m. he had breakfast.
8. When I was booting my computer the light went off. — When I loaded my computer the light went off.
9. Yesterday afternoon I was sleeping from two till five, so if you phoned me, sorry, I couldn't hear. — I slept from two till five yesterday afternoon because I was exhausted.
10. He was travelling along the coastline during his holidays — He travelled along the coastline during his holidays.

## THE PAST PERFECT TENSE

*The Past Perfect Tense***Affirmative:***(for regular verbs)*I, you, he, she, it, we, they + **had** + **V+ed***(for irregular verbs)*I, you, he, she, it, we, they + **had** + **V** in the Participle II form*Tom had painted the fence by 2 p.m. yesterday.**Maggy had written two letters before his arrival.***Negative:***(for regular verbs)*I, you, he, she, it, we, they + **hadn't** + **V+ed***(for irregular verbs)*I, you, he, she, it, we, they + **hadn't** + **V** in the Participle II form*Tom hadn't painted the fence by 2 p.m. yesterday.**Maggy hadn't written two letters before his arrival.***Interrogative:***(for regular verbs)***Had** + I, you, he, she, it, we, they + **V+ed**?*(for irregular verbs)***Had** + I, you, he, she, it, we, they + **V** in the Participle II form?*Had Tom painted the fence by 2 p.m. yesterday?**Had Maggy written two letters before his arrival?***Exercise**  
**4.3.**

Study the triplets of sentences given below and formulate the rules of using the Past Perfect Tense. Then put the rules down into the boxes. The beginnings are given for you.

1. When the rain started we had already got into the house.
2. Jane had done her homework when Mum came.
3. She had had three different jobs before she entered University.

*a past action, which happened before* \_\_\_\_\_

1. By seven o'clock everyone in the house had woken up.
2. He had finished all the preparations for the matriculation ceremony by last Friday.
3. The coffee-jar had been emptied before the lunch—time.

*a past action which happened before* \_\_\_\_\_

1. Then we had known each other for ten endless years.
2. We had understood each other much better before our wedding.
3. We had agreed on every single point before Kathy joined our company.

*an action going on before some moment in the past and expressed with* \_\_\_\_\_  
\_\_\_\_\_ verbs.



**Exercise  
4.4.**

In some cases the Past Perfect Tense is optional, which means it can be replaced with the Past Simple without any change in meaning. Read the following sentences and decide in which of them the Past Perfect is obligatory or optional.

- |  |        |
|--|--------|
| 1. The film had already started when we entered the cinema.  | 1. ___ |
| 2. I didn't recognise my school-mate because we hadn't seen each other for more than 3 years.        | 2. ___ |
| 3. After they had finished writing the composition they asked for permission to leave the classroom. | 3. ___ |
| 4. After the burglary nothing was touched until the police had found the clues.                      | 4. ___ |
| 5. Johnny came home from holidays to find that someone had broken his kitchen window.                | 5. ___ |
| 6. He refused to admit that the electricity failure in the whole house had been his fault.           | 6. ___ |

**Exercise  
4.5.**

Translate the following groups of sentences into English paying attention to the use of past tenses.

- Коли прийшли мої друзі, ми з'їли торт. — Коли прийшли мої друзі, ми їли торт. — Коли прийшли мої друзі, ми вже з'їли торт.
- Поки ми танцювали, Люсі та Анна мили посуд. — Поки ми танцювали, Люсі та Анна перемили увесь посуд. — Коли ми танцювали, дівчата вже перемили увесь посуд.
- Том зрадив, тому що його брат-близнюк добре відповів біля дошки. — Том зрадив, коли почув, як гарно його брат-близнюк відповідає біля дошки. — Том радів кожного разу, коли його брат-близнюк гарно відповідав біля дошки.
- Ну що це вона завжди зустрічалась (to date) з якимись дивними хлопцями! — В університеті вона завжди зустрічалась з якимись дивними хлопцями. — До знайомства з Пітером вона завжди зустрічалась з якимись дивними хлопцями.
- Не встигли ми і двері відчинити, як у квартирі залунав телефонний дзвінок. — Тільки-но ми відчинили двері, у квартирі залунав телефонний дзвінок. — Коли ми відчиняли двері, у квартирі залунав телефонний дзвінок.

**Note**

how the following Ukrainian sentence pattern can be rendered into English:

*Не встиг він і... , як... = Ледве він...*

- *Hardly had he done... when... (something happened)*
- *Scarcely had he done... when...*
- *No sooner had he done... than...*

## THE PAST PERFECT CONTINUOUS TENSE

### *The Past Perfect Continuous Tense*

**Affirmative:**

I, you, he, she, it, we, they + **had been + V+ing**

*Mr. Willow had been painting that picture for a couple of months till he lost his sight.*

**Negative:**

I, you, he, she, it, we, they + **hadn't been + V+ing**

*Nancy hadn't been composing a song for her mother for two hours before she went to her French class.*

**Interrogative:**

**Had + I, you, he, she, it, we, they + been + V+ing?**

*Had it been raining before the snowstorm began?*

4.6.

Study the uses of the Past Perfect Continuous Tense and then read the pairs of sentences below the box. Choose ONE sentence in each pair which can illustrate the rules in the box. Fill in the right column with the correct examples.

<p><b>We use the Past Perfect Continuous Tense:</b></p> <p>a. to express an action, which was in progress before a certain moment of time in the past and continued up to that moment or into it;</p> <p>b. to ask about HOW LONG something went on up to a particular moment in the past.</p>	<p><b>Examples:</b></p> <p>a. _____</p> <p>_____</p> <p>_____</p> <p>b. _____</p> <p>_____</p> <p>_____</p>
<p><b>But we use the Past Perfect Tense instead:</b></p> <p>a. with stative verbs ;</p> <p>b. when the action described had always taken place or had taken place for a long period of time;</p> <p>c. when the completion or the effects of the action are more important than its duration;</p> <p>d. In negative sentences when the negation refers to the predicate.</p>	<p>a. _____</p> <p>_____</p> <p>_____</p> <p>b. _____</p> <p>_____</p> <p>_____</p> <p>c. _____</p> <p>_____</p> <p>_____</p> <p>d. _____</p> <p>_____</p> <p>_____</p>

1. Taras had been saving for three years to go to a language school in Britain when his college sent him to the UK as an exchange student. / Taras had saved for three years to go to a language school in Britain when his college sent him to the UK as an exchange student.
2. The Greens had always been living in Glasgow before they emigrated to South Africa. / The Greens had always lived in Glasgow before they emigrated to South Africa
3. It hadn't been raining at night, but in the morning my linen was still wet. / It hadn't rained at night, but in the morning my linen was still wet.

4. How long had you been having a Ford before you bought your BMW? / How long had you had a Ford before you bought your BMW?
5. I'd been working hard, and the newly-painted bathroom looked beautiful. / I'd worked hard, and the newly-painted bathroom looked beautiful.
6. How long had Rosie been writing to Dating Agencies before she met her husband? / How long had Rosie written to Dating Agencies before she met her husband?

4.7.

Read the sentences, correcting mistakes in the formation or use of tenses if necessary.

1. When did he died?
2. I had been working when the fire started.
3. He didn't gave me the money.
4. Why you didn't come for classes yesterday?
5. How long do you live in this city?
6. The accident has happened at 6:45 this morning.
7. They got married five years ago.
8. When he came to the U.S., he had never studied English before.
9. He has been married for ten years. He got divorced two years ago.
10. She had left her dictionary in the library yesterday.
11. He wants to be a doctor ever since he was a little boy.
12. They were watching TV at 9:30 last night.

13. They were living in Germany when the war broke off.
14. While they were living in Thailand, they were studying English.
15. I am studying English for five years now.
16. I'm a nurse now. I had been a nurse for ten years.

## PRACTISING GRAMMAR

Exercise  
4.8

Use the information below to make complete sentences. Pay special attention to using the Past Indefinite and Continuous.

- While — Anna — make dinner — her husband — turn on — the television.
- They — watch — an extremely boring programme — while — they — have dinner.
- When — John — hear — the crash — he — rush — to the window.
- He — see — that — many people — crowd — in front of his house.
- One policeman — ask — the people — about something — while — another one — examine — the body — which — lie — on the ground.
- Liz — not take — her car — when — she — go — to work — because — it — snow.
- When — the vase — fall down — the cat — run — out of the house.
- As — it — rain — Felix — put up — his umbrella.
- When — Mrs. Snory — come home — her husband — feed — the pigs — in the shed.
- As soon as — Franky — open — the window — the birds — fly out.
- As Mrs. Wood — see — that — the children — play — happily — she — sit down — for a rest.
- But when — she — sit down — on the sofa — it — collapse.

Exercise  
4.9

Read the story substituting the words involved with different conjunctions from the box. There are more conjunctions than you can use.

while	as soon as	after	before	as	as long as	till
until	whenever	since	now that			the moment

**When** we entered 'The Yellow Submarine' at nine o'clock in the morning, the café was not very busy. One woman was sitting at a table reading a newspaper. A man had just finished his breakfast **and** his neighbour was leafing through a copy of 'Travel World'. Another woman sitting at the counter was reading the book called 'Staircase of the Heart' **and** her coffee was getting cold. **When** we looked around, we chose a nice table in the right-hand corner and sat down. We chatted about our University life, **when** we ordered two coffees and two ice-creams. The waitress behind the counter was deep in the latest issue of 'Star Lights', **when** two girls and a boy walked in. They went to the jukebox and dropped in a quarter and 'Highway of Love' echoed through the shop. **When** the woman reading 'The Morning News' coughed and turned the page, the song changed to 'Strangers in the Night'. The man closed his copy of 'Travel World' and took out his **wallet** when the woman looked up from her book and asked for some more coffee. But the waitress was still reading 'Star Lights' and tapping her right foot in time to 'La Bamba'. **When** the song was over, the man paid his check, and the woman got her coffee.

**Exercise 4.10.**

Answer the following questions. Use the verbs in brackets and choose between the Past Simple and the Past Continuous.

- Why didn't Mrs. Hall answer the telephone? (*make dinner, not hear*)
- Why did Peter suddenly jump to his feet and run to the door? (*ring*)
- Why didn't Mr. Walker look when his wife pointed out the new department store to him? (*drive*)
- Why did Betty put up her umbrella when she got out into the street? (*rain*)
- Why didn't Mr. Late arrive on time though he had started early enough and there was hardly any traffic on the road? (*break down*)
- Why was Peter suddenly called to the hospital to see his father and talk to him? (*die*)
- Why does Mr. Ronin still drive that old Ford he tried so hard to sell last year? (*buy*)
- Why has Mrs. Smith been alone with three small children since last year? (*divorce*)
- Why did Mrs. Goody tell her daughter's boyfriend to phone again a bit later? (*have a shower*)
- How did Jack know the match was exciting when he went past the football ground? (*shout*)
- Why couldn't the passengers see the Channel Islands when the pilot told them they were right over them? (*fly*)
- How did Karen get from London to Paris in about an hour? (*fly*)
- Why did Jim tiptoe up the stairs when he came home after midnight? (*sleep, want*)
- Why did Helen switch off her mobile and lock her door from inside after lunch? (*have a rest*)

**Exercise 4.11.**

A. Read the text and put the verbs in brackets in the correct tense — the Past Simple or the Past Continuous.

B. Work in small groups. Finish the story in no less than 10 sentences. Write the sentences down, but instead of the required tenses use verbs in their infinitive forms. Exchange your versions to complete, then read the endings aloud to let the authors check the tenses they meant.

Jeremy Ronny<sup>1</sup> \_\_\_\_\_ (*sleep*) in his bed. He usually<sup>2</sup> \_\_\_\_\_ (*go*) to bed early and<sup>3</sup> \_\_\_\_\_ (*sleep*) soundly throughout the night, but on the night of November 5<sup>th</sup> he suddenly<sup>4</sup> \_\_\_\_\_ (*wake up*). Something had disturbed him in his sleep. He<sup>5</sup> \_\_\_\_\_ (*turn on*) the light and<sup>6</sup> \_\_\_\_\_ (*look*) at his watch. It was one o'clock. He<sup>7</sup> \_\_\_\_\_ (*sit up*) in bed. He<sup>8</sup> \_\_\_\_\_ (*not move*). He<sup>9</sup> \_\_\_\_\_ (*listen*). Not a sound. He<sup>10</sup> \_\_\_\_\_ (*take*) out a cigarette and<sup>11</sup> \_\_\_\_\_ (*light*) it. Then suddenly there<sup>12</sup> \_\_\_\_\_ (*come*) a creaking noise as if somebody<sup>13</sup> \_\_\_\_\_ (*force*) a drawer. He<sup>14</sup> \_\_\_\_\_ (*get*) worried. <sup>15</sup> \_\_\_\_\_ somebody \_\_\_\_\_ (*search*) for something in his study downstairs? He<sup>16</sup> \_\_\_\_\_ (*get*) out of bed and<sup>17</sup> \_\_\_\_\_ (*pick*) up his robe from a chair. While he<sup>18</sup> \_\_\_\_\_ (*put*) it on he<sup>19</sup> \_\_\_\_\_ (*hear*) the noise again. He<sup>20</sup> \_\_\_\_\_ (*open*) the door and<sup>21</sup> \_\_\_\_\_ (*step*) out on the landing. He<sup>22</sup> \_\_\_\_\_ (*stop*) and<sup>23</sup> \_\_\_\_\_ (*listen*) for a while. Then he<sup>24</sup> \_\_\_\_\_ (*start*) going down the stairs. His heart<sup>25</sup> \_\_\_\_\_ (*beat*) faster and faster. Could it be a burglar trying to steal something? While these thoughts<sup>26</sup> \_\_\_\_\_ (*cross*) his mind, he reached the bottom of the stairs. Now he<sup>27</sup> \_\_\_\_\_ (*stand*) in front of the door to his study. He<sup>28</sup> \_\_\_\_\_ (*grab*) one of the big silver candle-sticks on the console-table and<sup>29</sup> \_\_\_\_\_ (*open*) the door. He<sup>30</sup> \_\_\_\_\_ (*stand*) on the threshold for a full minute. The heavy curtains<sup>31</sup> \_\_\_\_\_ (*move*) and a draught<sup>32</sup> \_\_\_\_\_ (*come*) from the window. His eyes<sup>33</sup> \_\_\_\_\_ (*go*) all

round the room, but he <sup>34</sup> \_\_\_\_\_ (see) nothing unusual. He <sup>35</sup> \_\_\_\_\_ (switch) on the light and <sup>36</sup> \_\_\_\_\_ (go) up to his desk. One of the drawers was open and his papers were gone. <sup>37</sup> \_\_\_\_\_ a man \_\_\_\_\_ (hide) somewhere in the room or had he managed to get away? The curtains! <sup>38</sup> \_\_\_\_\_ he \_\_\_\_\_ (stand) there waiting for an opportunity to strike him or to get away? Suddenly something <sup>39</sup> \_\_\_\_\_ (move) behind him. While he <sup>40</sup> \_\_\_\_\_ (turn) round...

**Exercise  
4.12.**

John is writing a love letter to Carla. You can read it below. Use the words in brackets in the right tense form. Sometimes there is more than one possibility.

My darling Carla,

It <sup>1</sup> \_\_\_\_\_ (to be) so long since you <sup>2</sup> \_\_\_\_\_ (to go) away. I <sup>3</sup> \_\_\_\_\_ (to mark off) each day on the calendar, and it's already sixty-three! Last night I <sup>4</sup> \_\_\_\_\_ (to look) at the moon, and <sup>5</sup> \_\_\_\_\_ (to wonder) if you <sup>6</sup> \_\_\_\_\_ (to look) at it too.

All our friends <sup>7</sup> \_\_\_\_\_ (to ask) me when you will be back. They <sup>8</sup> \_\_\_\_\_ (to try) to cheer me up because they say I always look so sad. This morning, while I <sup>9</sup> \_\_\_\_\_ (to shave), the postman <sup>10</sup> \_\_\_\_\_ (to ring) the doorbell, and I immediately <sup>11</sup> \_\_\_\_\_ (to run) downstairs, because I <sup>12</sup> \_\_\_\_\_ (to hope) there would be a letter from you. But once again there <sup>13</sup> \_\_\_\_\_ (to be) nothing!

Since you <sup>14</sup> \_\_\_\_\_ (to leave) there <sup>15</sup> \_\_\_\_\_ (not to be) a single day when I <sup>16</sup> \_\_\_\_\_ (not to think) of you. One or two other girls <sup>17</sup> \_\_\_\_\_ (to ask) me to take them out, but I've always <sup>18</sup> \_\_\_\_\_ (to refuse), I <sup>19</sup> \_\_\_\_\_ (to tell) them I <sup>20</sup> \_\_\_\_\_ (to promise) you that I wouldn't ever go out with anyone else. Yesterday I <sup>21</sup> \_\_\_\_\_ (to listen) to the radio and I <sup>22</sup> \_\_\_\_\_ (to hear) "Sweet Emotion" — our song! I <sup>23</sup> \_\_\_\_\_ (to feel) like crying. We <sup>24</sup> \_\_\_\_\_ (to listen) to it the first time at Elbow's Disco, but I <sup>25</sup> \_\_\_\_\_ (to give) my heart to you long before that.

With unending love, darling,

Your John

**Exercise  
4.13.**

Read the following pairs of sentences and combine them in the way shown. Introduce some changes when necessary. In some part of the sentence you will need the Past Perfect (Continuous) Tense.

**Example:** You read: John's mother cooked dinner. Then he came home. You say: When John came home his mother had cooked dinner.

- Nick divorced his wife in August. He met Helen in October.  
When Nick met \_\_\_\_\_ already.
- Martin spent all the cash he had on him. Then he saw a video he really wanted to buy.  
When Martin \_\_\_\_\_.
- Catherine bought the first mug for her collection at the age of twelve. I first saw her collection at her twenty-first birthday party.  
I saw \_\_\_\_\_ after \_\_\_\_\_ for \_\_\_\_\_.
- Kyle was expelled from school and found a job. His family found it out much later.  
When Kyle's family \_\_\_\_\_ that he \_\_\_\_\_ he \_\_\_\_\_ already \_\_\_\_\_.

5. Henry lost his pen. Then he wanted to write down Lizzy's telephone number, but he couldn't.  
Henry couldn't \_\_\_\_\_ because \_\_\_\_\_.
6. Linda got engaged to Mark on July, 12. In autumn Joshua fell in love with her and popped the question, but she said 'no'.  
Linda had to \_\_\_\_\_ as \_\_\_\_\_ in July.
7. Bohdan went to England several times with his father. Then his university sent him to England to take part in a students' tennis tournament and he was not very excited.  
When the university \_\_\_\_\_ he was not very excited because he \_\_\_\_\_.
8. The milk boiled over and made a mess on the cooker. Lucy was reading *Teens'* magazine then.  
By the time Linda finished \_\_\_\_\_.
9. The driver died as soon as his car was hit by a lorry. The lorry driver got out quickly to help the man who he thought was only injured.  
When the lorry driver \_\_\_\_\_.
10. Larry started working for the company in 1997 and proved to be very efficient. In 2002 he was appointed head of sales department.  
Larry \_\_\_\_\_ as \_\_\_\_\_ for \_\_\_\_\_ and \_\_\_\_\_.
11. Janet never used to in front of a big audience. Then one day her sister asked her to sing at the wedding party, but Janet refused.  
Janet refused \_\_\_\_\_ because \_\_\_\_\_.
12. Paula accepted a job offer in Morocco. Then she received another one — as an interpreter in Paris.  
Unfortunately, when Paula \_\_\_\_\_ already \_\_\_\_\_.
13. A heavy snowfall began shortly after midnight. When Alex tried to get out of the house the next morning he couldn't open the door.  
Alex couldn't \_\_\_\_\_ as it \_\_\_\_\_ since \_\_\_\_\_.
14. The bulb in the standard lamp fused. Soon John wanted to switch the lamp on, but it was no good.  
John failed to \_\_\_\_\_ as \_\_\_\_\_.
15. Sylvia went out for a run in the park at 6.30 am. Leonard met her there at about 8, and she looked exhausted.  
When Leonard \_\_\_\_\_ she \_\_\_\_\_ for \_\_\_\_\_.

**Exercise 4.14.**

Complete the following sentences in three different ways — using the Past Simple Tense, the Past Continuous and the Past Perfect / Past Perfect Continuous.

**Example:**

**You read:** *I didn't recognise Jane because...*      **You say:** *I didn't recognise Jane because she was wearing a fancy dress / ...because she had changed her hairstyle / ...because she didn't turn her head to me.*

1. Jeremy was extremely angry with Holly because she.....
2. Yesterday Bert stayed at school after classes because.....
3. He jumped out of the window of the house which.....
4. I didn't finish answering the exam questions because.....
5. Barbara was really proud of her boyfriend who.....
6. When I arrived home everyone.....
7. I couldn't tell her anything about the accident because.....

8. When I last met Richard he.....
9. Peggy couldn't get married to Andrew as .....
10. As soon as I woke up I found out that .....
11. Inspector Briggs knew all the details of the crime because.....
12. Max suspected that his neighbour.....
13. We were surprised to see that .....
14. I refused to play chess with Noel because .....
15. I decided to tell the manager that.....

### Exercise 4.15.

Choose the most appropriate time expression underlined:

1. The inquiry we had made about our elder son's whereabouts still hadn't been answered by / until the end of the month.
2. All the guests were singing loudly but got silent at the time / the moment Grandpa came into the lounge.
3. My great-grandma kept saying that everything used to be better in those days / in her day.
4. We jumped out of the taxi and ran into the airport building two minutes after / later our plane had taken off.
5. Sorry for not answering the doorbell — I was listening to music with my headphones on at the time / that time.
6. My mum always asked me to give her a phone call by the time / whenever I was going to stay at school after classes.
7. It wasn't until / up to the middle 90s that many Ukrainian schoolchildren got a chance to go and master their English in the USA as exchange students.
8. I managed to notice that the taller robber had a mole on his right cheek just as / while he was running away.
9. I moved to the USA in 2000, and it was more than a year before / until I started understanding what people around me were talking about.
10. Once / afterwards I'd read the prescription the doctor had given me, I found out it wasn't mine.

### Exercise 4.16.

A) Look at the timeline. The timeline shows what Jim and his family did yesterday. Complete the sentences below using the information on the timeline.

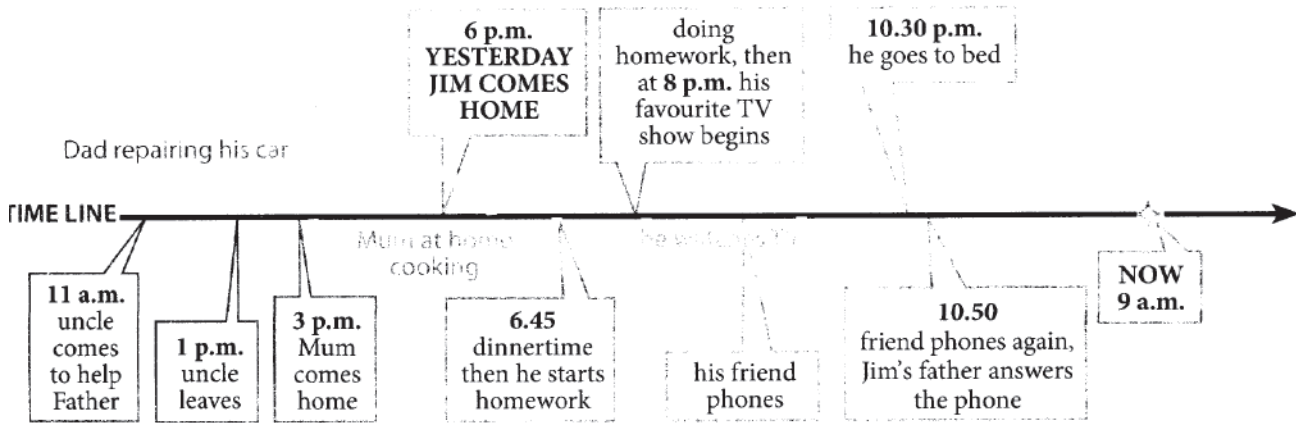
When Jim \_\_\_\_\_ home yesterday it was 6 p.m. and his mother \_\_\_\_\_ dinner.

She said she \_\_\_\_\_ at about 3 p.m. and \_\_\_\_\_ cooking almost at once. Jim asked what wonderful things they were going to have for dinner which Mum \_\_\_\_\_ for three hours already. Soon Dad came in, with his hands very dirty. He said \_\_\_\_\_ the car since morning. Jim wondered whether his uncle Alex who was a car mechanic \_\_\_\_\_ to help Dad. Dad answered he \_\_\_\_\_ at about 11 a.m. Mum was really surprised, as when she arrived uncle Alex \_\_\_\_\_ there. Dad explained Alex \_\_\_\_\_ earlier, at about 1 p.m.

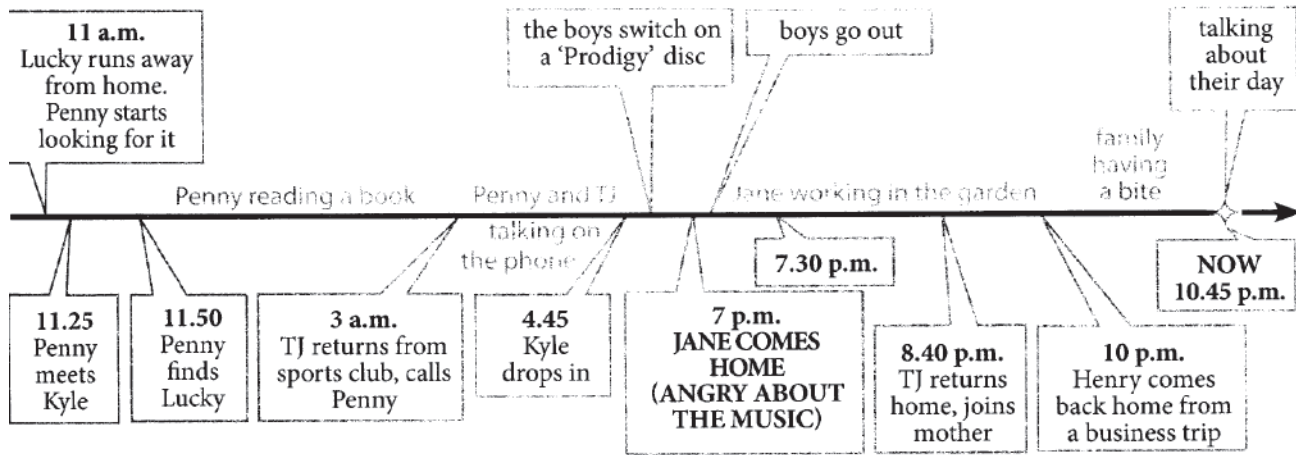
At 6.45 they \_\_\_\_\_, and as soon as \_\_\_\_\_ Jim \_\_\_\_\_ his homework. But by 8 o'clock, the time of his favourite TV show, he \_\_\_\_\_ only \_\_\_\_\_ English and French, and \_\_\_\_\_ even \_\_\_\_\_ maths and science. At about 8.45 his friend \_\_\_\_\_, but Jim \_\_\_\_\_ his friend to phone a bit later as he \_\_\_\_\_ the programme. The friends

PAST TENSES

\_\_\_\_\_ at 10.50, but Jim's father \_\_\_\_\_ and said that Jim \_\_\_\_\_. Jim's friend asked him when Jim \_\_\_\_\_ and father answered that he \_\_\_\_\_ for twenty minutes already as he \_\_\_\_\_ very tired and \_\_\_\_\_ to bed at 10.30, which was earlier than usual.



B) In this part you can find a timeline similar to the previous one. Make a story telling what happened to the characters during the day. Start with "Jane came home at 7 o'clock in the evening..."



**Characters:** Jane — a strict mother who hates rock music; Kyle — TJ's best friend;  
 Henry — Jane's husband, a businessman; Penny — TJ's girlfriend;  
 TJ — Jane and Harry's 16-year old son, on holiday; Lucky — Penny's little dog.

LIVING WITH GRAMMAR

MAKING UP CONVERSATIONS ABOUT THE PAST

Exercise 4.17

Kitty Brown, the girl in the picture, is a DJ on the radio. A couple of days ago something unusual happened to her at work. The incident was photographed by one of her colleagues.



## Unit 4

*Work in pairs. Imagine that one of you is Kitty Brown and the other is her friend. Make a conversation where the friend asks questions and Kitty tells about the incident on the radio station. Here are some useful phrases to help you.*

Work hard in the morning  
Decide to have a cup of coffee  
Have coffee in the nearby pub  
A clown from the circus  
To come to talk in the afternoon programme  
Bring his pet monkey  
Nobody in the studio  
Come in after my lunch-break  
Sit in my arm-chair  
Wear the headphones  
Make strange sounds into the mike  
Not to pay the slightest attention to...



### Exercise 4.18

*The following notes were made by a policeman at the scene of a car accident. Tell the complete story about the accident from the point of view of one of the following characters:*

- the policeman;
- witness A;
- witness B;
- lorry driver.

7.35 — police arrive. Lorry driver — in the cabin. Taxi driver — on the pavement. Witness A — sitting next to him.

7.40 — ambulance arrives. Taxi driver taken to hospital. Witness B comes out of her house.

#### Interrogation

*Witness A:* Time — about 7.15 (not sure). Walking along the street. Sees a taxi. Singing driver. Lorry — from behind the corner. Traffic regulations not broken. Taxi — into lorry. Taxi driver injured. Crawls out of the car. Witness A helps. Heavy smell of alcohol. No telephone booth around. Doesn't know who called the police.

*Witness B:* — at home. Watches TV. Window open. Time 7.20 (sure, football match finished, film begins). Hears loud singing, then crash. Looks out of the window. Taxi smashed, lorry stands at the corner. Doesn't see the drivers. Sees man running along the street to the taxi.

Understands it's car crash. Telephones the police and the ambulance. Gets dressed. Goes out.

*Lorry driver:* — driving 25 mph. Wears headphones, music on. Sudden crash. Gets out. Sees the taxi driver. Saw him before that day in the pub. Lorry driver early dinner, taxi driver — drinking. Can't call the police — mobile left at home.

*Here are the beginnings for each of the stories.*

*Policeman:*

When we arrived at the scene of the accident...

*Witness B:*

When I heard a crash I jumped up in my armchair...

*Witness A:*

When I heard a crash I was not really surprised...

*Lorry driver:*

The accident wasn't really my fault as...

PAST TENSES

4.19.

*An hour ago an accident happened in Oak Street: somebody stole Ron's bicycle. Ron spent the whole day at home. He only went out to walk with his dog. Imagine you are an investigator. Write a report where you reconstruct the chain of events and come to a conclusion who, when and why could have stolen Ron's bicycle. Use all past tenses in the proper way!*

Example:

WHO: Sue  
WHAT: played with her friend Nancy, saw her granny in the garden  
WHEN: 5 — 6 pm  
WHERE: in the yard of her house, which is next to Ron's house

WHO: Leo  
WHAT: went to the dentist's, stopped to talk to Sue and Nancy  
WHEN: 5:35 — 5:40  
WHERE: Oak Street

WHO: Ron's father  
WHAT: was going home, stopped to talk to Ron and Mary  
WHEN: 5:40 — 5:50  
WHERE: Oak Street

WHO: Ron  
WHAT: walked with his dog, talked to Mary and his father, then went down the street  
WHEN: 5:30 — 6:00  
WHERE: Oak Street

WHO: Nancy  
WHAT: played with her friend Sue, saw Mary talking to Ron and going away down the street  
WHEN: 5 — 7 pm  
WHERE: in the yard

WHO: Mary  
WHAT: was going along the street, stopped to talk to Ron  
WHEN: 5:38 — 5:55  
WHERE: Oak Street

WHO: Sue's granny  
WHAT: saw Sue and Nancy playing in the yard, saw Leo knocking at Ron's door and going away  
WHEN: 5:45  
WHERE: in the garden

ON YOUR OWN

4.20.

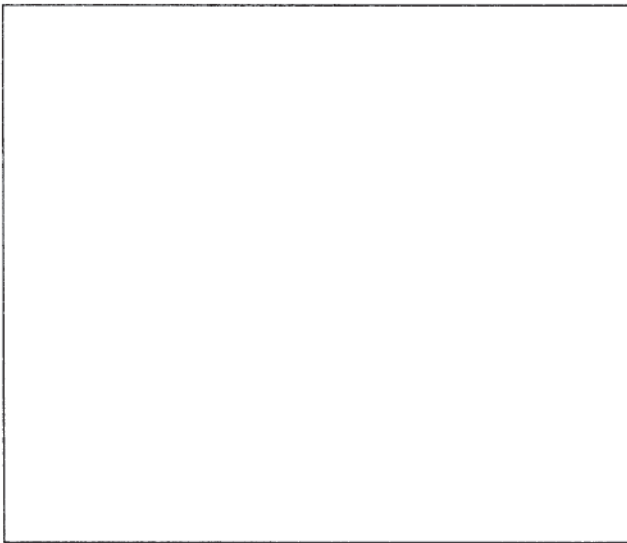
*Read the sentences, correcting mistakes in the formation or use of tenses, if necessary. Mind that you are not allowed to change the italicized sentences or parts of sentences.*

1. He had feeling well at that moment.
2. Everything was ready before we had come.
3. Mr. Garrette was used to give permission *if we asked him to let us rest for a while.*
4. Look at this boy! I know him. — How long do you know him?
5. While the clown put his things on the pavement, a crowd was gathering.
6. When he had finished singing, there was nobody near him. The people moved away.
7. *The linen was drying outside.* Helen had washed it for two hours.

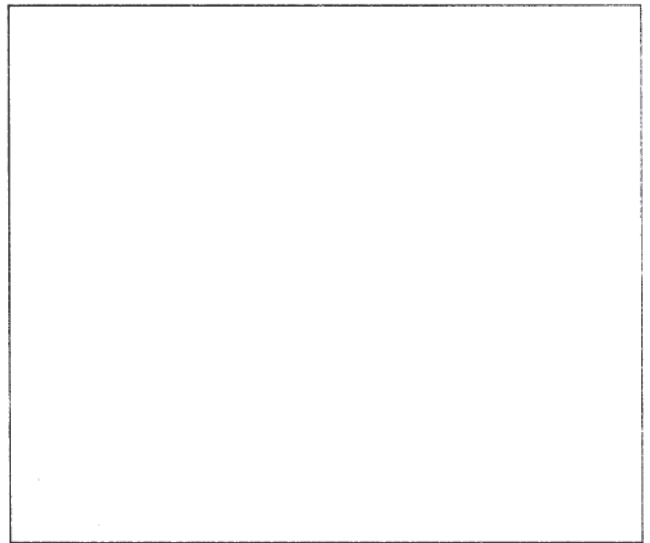
8. Jill had *already* been washing the linen. *It was hanging outside.*
9. Rose is studying German *since she moved to Dresden.*
10. My sister is a postoffice worker. *She had been a postoffice worker for three years.*
11. They have gone shopping at 11:00 this morning.
12. The children waited until the paintings had been dry.
13. Could you tell me when has she gone home?
14. As Ron was starting juggling five balls, *he said 'I can do six, if I want'.*
15. *It was already 6 am, but we weren't ready yet.* We finished the last preparations.

**Exercise**  
 4.21.

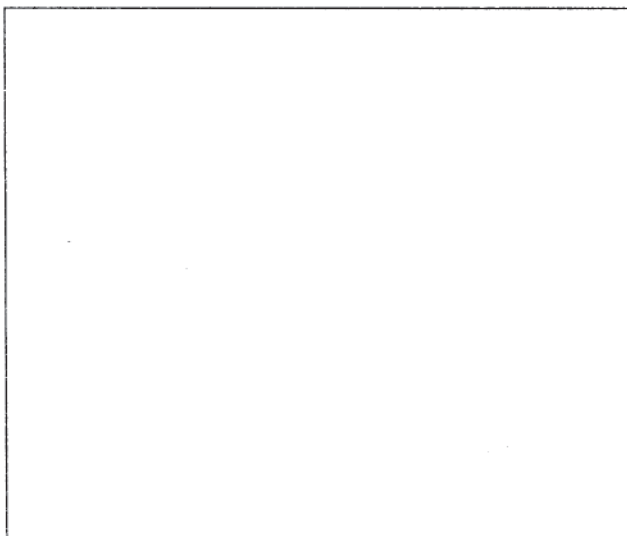
Look at the 'windows' below. Using the words under each 'window' compose, draw and then write a story. Pay special attention to the use of the Past Simple and the Past Continuous.



early — Mr Wilson — sleep — man — sell — shout



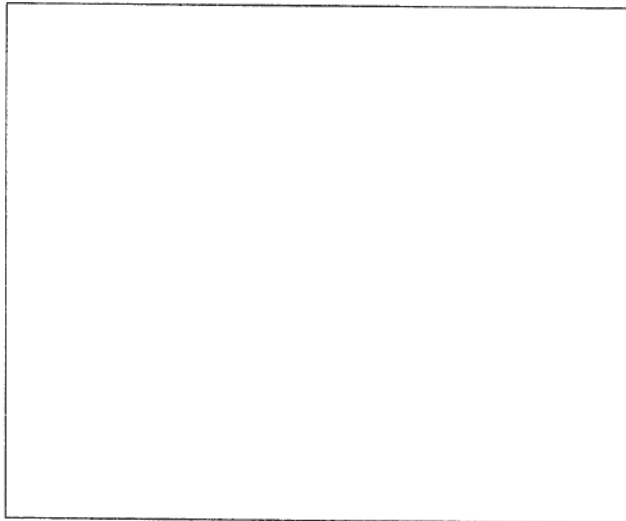
wake up — angry



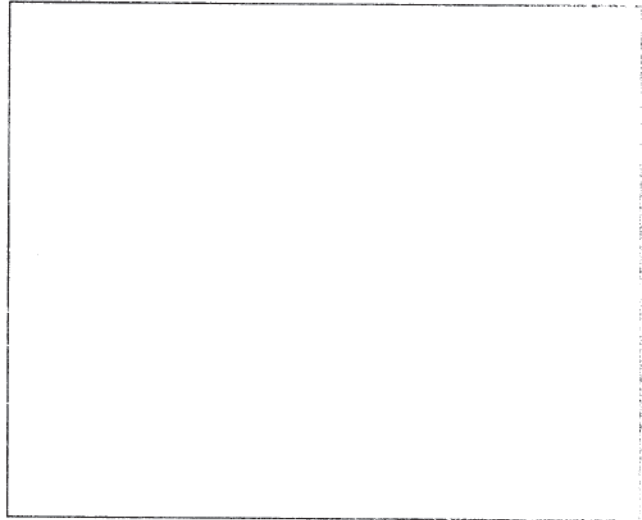
look out of — stand — smile —  
 lean out — tell — want — hold



bring upstairs — open —  
 bargain — pay



as — walk — door — drop — turn his head



see — laugh — sit on the ground

**Exercise 4.22.**

Read the following text and work out the order in which the children were coming to school.

When I entered the classroom there was still a good quarter of an hour before the lesson, but there were a lot of people there already. I asked Sue, my deskmate, if Greg, my boyfriend, was there, but she said she hadn't seen him. Then Alex, who was furiously copying something at the desk behind ours, mentioned, that Greg had arrived right after him, asked Sammy The Crammy what the lesson was going to be about, found out that there was going to be a test and left immediately. Lizzy Parkings nodded and said that she had run into Greg right at the school entrance, and he was evidently in a hurry. Then I suddenly realised that I hadn't done my French homework as I was always relying upon Greg who was top of the class in French, so I asked Celia to let me copy hers. She was surprised as she hadn't been here to hear about Greg, but confessed she hadn't done it either. She suggested we should wait for Little Nina who would certainly be at least fifteen minutes late for the lesson. The lesson started with a little commotion — Bert was knocked off his feet by Jean. The bell was just ringing when the door opened and who should come in but Bert. Scarcely had he started to apologise for being late when he was pushed into the classroom from behind...

**Exercise 4.23.**

Read the text that has too many short sentences. Rewrite the text, combining them into sentences with subordinate clauses of time with the help of conjunctions from the box. If necessary, use other conjunctions to form other types of subordinate clauses. Change tenses, if necessary.

while	as soon as	after	before	as	as long as	till
until	whenever	since	now that		the moment	

The mountain climbers came to a cliff. Edgar Woods lay down. He lay on his stomach. He crawled forward. He crawled to the edge of the cliff. The cliff went straight down. It went down 200 meters.

Laura Daniels looked in her pack. She looked in Edgar's pack. She looked in Jennifer's pack. Laura had a rope 50 meters long. Edgar had a rope 50 meters long. So did David. So did Jennifer.

'If we tie the ropes together, we shall have enough,' Laura said. The others agreed to try her plan.

Jennifer tied the knots. She tied them tight. Edgar tested each knot. He tested them by putting all his weight on them. Then they tied the end of the rope to a tree. The tree was quite big.

Then the mountain climbers threw the rope over the edge. It was just long enough. Laura was the first to start inching her way down the cliff.

In some minutes all of them were at the foot of the cliff. They started preparing for the night. The mountain climbers spent the night in the mountains. They continued their way down. They reached the camp in two days. They were happy and cheerful. They told their friends about the high cliff on their way. Everybody agreed that it had been quite dangerous to go that way. But everything had ended well. And everybody was glad.



Imagine you are a journalist. You have found several facts about a famous footballer. Make up an article from the notes in your pad. Mind that they are given in the wrong order. Leave out the facts that are relevant. Use proper tenses.

Harvard used to be an all-male university.

1911 game: Carlisle wants very much to defeat Harvard.

Jim agrees to play anyway.

Jim kicks three field goals with his bad leg to keep Carlisle in the game.

The Harvard team loses the initiative. Jim kicks the ball.

Finally, in the last quarter, Jim prepares for his fourth field goal of the day.

One of his greatest games is the Carlisle vs. Harvard game in 1911.

Jim Thorpe — the famous Indian athlete. He is called the best footballer in the history of the game.

Manchester is a city in Great Britain.

But before the game Jim Thorpe injures his ankle. His coach doesn't think he can play.

So they bandage his right leg from ankle to knee.

The kick sails straight into the goal post and Carlisle wins the game by a score of 18 — 15.

**Exercise 4.25**

A. Read the science-fiction story and fill in the gaps with the suitable verbs in the necessary tenses.  
 B. Make up a short story about the events that preceded the beginning of the ice age. You can use one of the following ideas for your story:

- a great nuclear explosion*
- a space war*
- collision with a comet*
- an earthquake*

fall	lie	put	bark	climb	not melt	take	patrol	
survive	offer	happen	bring	stir	walk	kill	shine	come
fly	wear	be (4)	help	move	open	blow	wear (2)	

The ice age \_\_\_\_\_ some weeks or maybe some months before. No one remembered for sure when everything \_\_\_\_\_. But everybody couldn't forget how the temperature \_\_\_\_ to 50 degrees below zero by Centigrade, how the piercing wind \_\_\_\_\_ and \_\_\_\_\_ a lot of strange snow, which \_\_\_\_\_ everything on its way.

The landscape all around was rather unusual and lonely. The wind \_\_\_\_\_ dry and left the skin with unpleasant burning. The streets \_\_\_\_\_ under meters of snowdrifts and \_\_\_\_\_ impassable everywhere. The snow wasn't white but grey and it \_\_\_\_\_ away, if you \_\_\_\_\_ it in your hand. Only the catastrophe protection cars \_\_\_\_\_ lonely through a cold, silent world. The world \_\_\_\_\_ on the mourning dress.

The small village on the edge of the mountain range \_\_\_\_\_. Deep under the snowdrift, life \_\_\_\_\_ once again. It \_\_\_\_\_ difficult but inevitable as flowers in the spring.

Suddenly there appeared a beam of light at a certain place. Hardly \_\_\_\_\_ a trap door \_\_\_\_\_ and two masked figures, who, in their dark suits weren't unlike two plump penguins, \_\_\_\_\_ up the hill in the twilight. The pale sun \_\_\_\_\_ in thin rays through the leaden grey clouds and hardly \_\_\_\_\_ any warmth. The figures \_\_\_\_\_, and the larger of the two \_\_\_\_\_ his comrade. He \_\_\_\_\_ a simple protective mask. The second \_\_\_\_\_ several inches shorter. He \_\_\_\_\_ less securely. He \_\_\_\_\_ snow goggles. Everything was silent. No bird \_\_\_\_\_, no dog \_\_\_\_\_.

**Exercise 4.26**

The following text is an open letter from a young woman to her mother, published in a women's magazine.

A. Put the verbs in brackets into the correct tenses.

B. Imagine you are either Jackie's mother or her fiancé John. Write another open letter (mother — to Jackie, John — to mother) on the same problem expressing your point of view.

Dear Mum!

You've liked John from the moment I \_\_\_\_\_ (to introduce) you to him and it \_\_\_\_\_ (to be) important to me that I \_\_\_\_\_ (to have) your approval, especially as Dad \_\_\_\_\_ (to die) seven years before. I \_\_\_\_\_ (to want) you to be as happy as I am after you \_\_\_\_\_ (to suffer) for such a long time.

John and I \_\_\_\_\_ (to meet) through a training course at work and we \_\_\_\_\_ (to live) for three years together be-

fore he \_\_\_\_\_ (*to pop*) the question. I \_\_\_\_\_ (*to warn*) John that you had to be the first to hear our news, but he said he \_\_\_\_\_ (*already/ to think*) and \_\_\_\_\_ (*to plan*) to ask you for my hand in marriage. You \_\_\_\_\_ (*to giggle*) while he \_\_\_\_\_ (*to make*) his request nervously and we both \_\_\_\_\_ (*to breathe*) a big sigh of relief as you \_\_\_\_\_ (*to give*) us your full blessing.

The only thing I \_\_\_\_\_ (*to think of*) for the next few months was our big day, and so \_\_\_\_\_ (*to be*) you, I know. Whenever I \_\_\_\_\_ (*to pop around*) to visit you you \_\_\_\_\_ (*to be*) to the newsagent's buying all the specialist bride magazines and turning back the corners of all the pages you thought I would be interested in, and then we \_\_\_\_\_ (*to look through*) them for hours.

One evening you \_\_\_\_\_ (*to show*) me the photographs of your and Dad's wedding day, and I \_\_\_\_\_ (*to mention*) how I \_\_\_\_\_ (*to like*) the dress you \_\_\_\_\_ (*to wear*). I reminded you how much I \_\_\_\_\_ (*always / to want*) to dress up in it in my childhood, but you \_\_\_\_\_ (*always / to tell*) me not to. So I \_\_\_\_\_ (*to feel*) offended. Then on my way to work one morning I \_\_\_\_\_ (*to find*) myself drawn to the window of a bridal shop. I \_\_\_\_\_ (*to run*) late for work, but I \_\_\_\_\_ (*to stand*) on the spot for about five minutes, mesmerised by the beautiful dress on the display. I \_\_\_\_\_ (*to know*) at once that it was the dress I \_\_\_\_\_ (*always / to dream of*) and I couldn't wait to tell you all about it. I \_\_\_\_\_ (*to telephone*) later that day to say that I \_\_\_\_\_ (*to see*) something worth discussing. I was surprised when you said that you \_\_\_\_\_ (*to get*) something for me, too. You \_\_\_\_\_ (*never / to sound*) so excited since Dad's death.

\_\_\_\_\_ (*I / hardly / to open*) the door of your house that evening, when you \_\_\_\_\_ (*to pull*) me into the front room to see what you \_\_\_\_\_ (*to prepare*) for me. What I \_\_\_\_\_ (*to see*) on the settee was your gorgeous wedding dress, which you \_\_\_\_\_ (*to keep*) untouched for more than 30 years.

You said that you \_\_\_\_\_ (*to know*) how much I \_\_\_\_\_ (*always / to like*) it and that you \_\_\_\_\_ (*to want*) me to wear it on my wedding day. All I could say was 'Oh, Mum!'

I \_\_\_\_\_ (*to feel*) so cowardly as I \_\_\_\_\_ (*to go*) home that day. How could I confess that I \_\_\_\_\_ (*to find*) my dream dress when you \_\_\_\_\_ (*to want*) me to wear yours?

Dear Mum! I'm writing this open letter in hope that you will understand and not be offended.

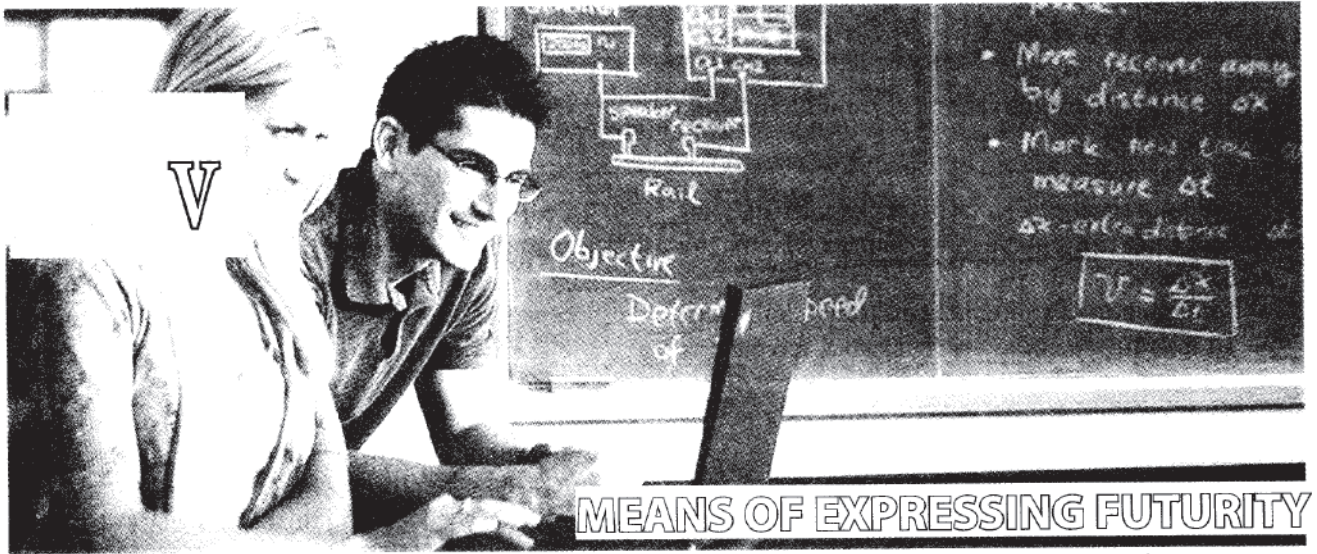
Jackie

**Exercise**  
**4.27.**

Translate sentences from Ukrainian into English.

1. Щойно він з'явився на сцені, як глядачі засміялися. Ніхто не очікував побачити клоуна на сцені оперного театру.
2. а) Коли дівчинка увійшла, я відразу її впізнала. — Ти її раніше бачила? — Я згадала, що бачила її у Браунів.  
б) Не встигла дівчинка увійти у дім, як я відразу її впізнала. Я бачила її у Браунів.  
в) Як тільки дівчинка зайшла туди, я її відразу ж упізнала. Минулого тижня я була у Браунів і бачила її там.
3. Гід розповів нам про звичайний день Джефферсона, коли той уже відійшов від громадського життя. Джефферсон зазвичай прокидався рано. У свої сімдесят років він їздив верхи 6—8 годин, вирішував проблеми своєї великої родини і дуже багато читав.
4. Любий, сьогодні ми отримали запрошення від Менді на завтрашній обід. — Я чекаю на це запрошення вже два тижні, тому ще мені кортить побачити її нові меблі. Менді купила їх три тижні тому і з того часу говорить тільки про них.
5. Марі два роки вчила іспанську до того, як поїхала до Парижу. Протягом цих двох років вона кожного дня о дев'ятій ранку сідала за стіл і починала вчити нові слова і читати тексти. На початок минулого року вона вивчила більше тисячі слів і могла говорити про погоду, родину і навчання. Коли ми приходили до неї в гості, зазвичай ми розмовляли тільки іспанською.
7. Не встигла Лінда лягти спати, як дитина заплакала. Вона підійшла до малюка і стала тихенько наспівувати колискову. Поки Лінда співала, малюк спав. Як тільки вона замовкала, він знову починав плакати.
8. У кімнаті було темно. В каміні палав вогонь, містер Дік сидів у великому кріслі і дивився на вогонь. Літня місіс Харлоу дрімала в іншому кріслі. Несподівано одне з вікон відкрилось і розбилося. Місіс Харлоу відкрила очі, а Дік швидко піднявся і підійшов до розбитого вікна. Він був здивований, чому закрите вікно несподівано відкрилось. Хтось, можливо, забув зачинити засув, а можливо, зробив це навмисне.
9. До того як Джим закінчив школу, він регулярно займався спортом. Два рази на тиждень він ходив до басейну і займався водним поло, що допомагало йому підтримувати форму. Дивно, але Джим перестав ходити до басейну відразу ж після того, як вступив до університету. Він постійно скаржився, що йому бракує часу.
10. Сьогодні у Сари був важкий день. Вона прокинулася о п'ятій ранку. О шостій ранку вона вже була в офісі і працювала з документами. З восьмої до дев'ятої вона проводила нараду. О дев'ятій тридцять у неї була зустріч з японськими бізнесменами. На цей час вона вже понідала і зробила зачіску. Потім Сара згадала, що обіцяла розповісти Майклу про результати наради і близько півгодини розмовляла з ним по телефону. Коли вона розмовляла з ним уже 20 хвилин, прийшов факс про те, що необхідно їхати до Кореї. Доки її перекладач Марк розповідав їй про свої поїздки до Гонконгу, Сара збрала документи, і вони виїхали до аеропорту.
11. Був пізній ранок, коли Карен постукала у двері містера Гендрікса. Він сидів за столом і щось уважно читав. Коли вона привіталася, він відповів не відразу. «Ви прийшли зарано. Я здивований», — нарешті сказав старий. Він виглядав змореним. Вони працювали до вечора, а потім містер Гендрікс сказав: «Я розповів вам усі свої секрети. Це все, чого я можу вас навчити». Але коли Карен прийшла додому, вона вже знала, що він сказав їй неправду. Насправді їй ще багато чому треба було вчитися, щоб працювати самостійно.
12. Коли Бен і Пенні йшли додому, вони побачили в небі літак. Він летів дуже низько над землею і сів. Першою людиною, яка вийшла з літака, був учитель місцевої школи. Діти бачили його раніше. Потім вийшли кілька родичів мера (*the Mayor*). Останнім вийшов чоловік, якого ніхто ніколи не бачив. Він ішов і витирав (*to wipe*) обличчя носовичком. Бен підбіг до нього і запропонував йому допомогти із сумками. Він спитав: «Звідкіля Ви приїхали?», і чоловік відповів: «Тихіше! Скажу вам по секрету, що я з ФБР. Нікому ні слова!» Надвечір усе село знало, що до них приїхав агент ФБР...





## STUDYING GRAMMAR

5.1.

Study the uses of the Future Simple Tense given below. State which of them may be applied to the given sentences.

The Future Simple is used:

- to describe facts in the future. The future reference can be clear or indicated with the help of the sentence adverbs, such as:  
tomorrow, the day after tomorrow, on Sunday, in a week / month / year, next Monday / week / month / year etc;
- to describe habitual actions in the future;
- to describe a succession of future actions;
- to express an action, the decision to perform which was taken at the moment of speaking (usually in conversation);
- with verbs which are not used in the continuous tenses (sense, physical or mental perception, of possession etc.);

### Affirmative:

I, you, he, she, it, we, they + **will** + V.

*I shall / will phone you in the evening.*

*It will take them about ten minutes to finish the talks.*

*He will stay with us till Thursday.*

### Negative:

I, we + **shan't / won't** + V.

You, he, she, it, they + **won't** + V.

*We shan't / won't regret about it.*

*Don't be afraid. The criminal won't escape.*

### Interrogative:

**Shall / will** + I, we + V?

**Will** + you, he, she, it, they + V?

*Shall we come to this wonderful place next year?*

*What language will you use in your report?*

f. to express formal (planned) announcements of future plans, weather forecasts;

g. to express general prediction (a definite opinion about the future);

h. to express willingness or refusal to perform an action.

1. Where are you going? — To the market. Ann and I want to buy a cat. — It must be interesting! I have never been there. Well, I **shall go** there with you.
2. Don't take Pamela's handbag! She **won't like** it.
3. Agnes **will be** 18 the day after tomorrow.
4. Agnes **will be** 18 the day after tomorrow and she **will receive** her passport soon.
5. She **will receive** a lot of letters one of these days.
6. They **will buy** a house with a large garden in the country and **grow** apples in it.
7. Val **will study** Chinese next term.
8. The President of the company **will open** a new supermarket in Leeds tomorrow.
9. Ask John if he **will take** his camera with him.
10. I think he **will try** his best to finish the task.
11. We don't know whether Andriy Shevchenko **will play** for the Milan next year.
12. He **will be** in hospital for at least a month.
13. I **will stay** here. I **won't stay** there.
14. The recorder **won't start**.
15. During our Phonetic class tomorrow we **will listen** to a new record and will be transcribing the words we **will hear**.

The Future Simple is not regularly used in subordinate clauses of time and condition. The Present Simple is used instead.

*If it is sunny tomorrow, I will take you out for a walk to the central park.*

#### Care should be taken:

conjunctions **when**, **whether** and **if** are also used in objective subordinate clauses, where there are no restrictions in the use of tenses.

Compare the two sentences:

*I don't know (what?) if Jim will phone me tomorrow. — objective clause*

*I will tell Jim the news (on what condition?) if he phones me tomorrow. — conditional clause*

## THE FUTURE CONTINUOUS TENSE

### *The Future Continuous Tense*

#### Affirmative:

I, we + **shall / will + be + V+ing**.

You, he, she, it, they + **will + be + V+ing**.

*She will be working at her thesis at 5 p.m. tomorrow.*

*When mother comes we will still be baking the cake.*

#### Negative:

I, we + **shan't / won't + be + V+ing**.

You, he, she, it, they + **won't + be + V+ing**.

*They won't be travelling around Europe this time next year.*

#### Interrogative:

**Shall / Will + I, we + be + V+ing?**

**Will + you, he, she, it, they + be + V+ing?**

*Will the kids still be playing hide-and-seek two hours later?*

**Exercise 5.2.**

*In the left column you are given several cases of when the Future Continuous Tense is used. Work in small groups and think of three examples to illustrate each usage. Write the examples down in the right column. Discuss your sentences with the rest of the class.*

A. to refer to an action that will be happening at a definite moment in the future, which is expressed in different ways:	1. by mentioning the definite time in the future.	1.
	2. by mentioning a definite period of time in the future.	2.
	3. by mentioning another action in the future after which the first one will continue or take place.	3.
B. to refer to a non-finished action / process in the future.		1. 2. 3.
C. to refer to the action that will be happening <i>while</i> another action in the future is taking place.		1. 2. 3.
D. a future action which is expected to happen due to a certain arrangement, or routine.		1. 2. 3.

**Exercise 5.3.**

*Say whether the Future Indefinite and the Future Continuous Tenses are used correctly in the following sentences. If there is a mistake, correct and explain it.*

1. Mr. Goodspit will read his newspapers during all morning.
2. Nora will clean her flat while her little son will be playing with his toys.
3. What will you do at 7 p. m. on Friday?
4. Will you be baking pizza at 10 a. m. on Friday?
5. The patient will recover sooner if he will follow his doctor's advice.
6. I don't know if I shall be present at tomorrow's meeting of the council.
7. Chief manager asks Peter if he is present at tomorrow's meeting.
8. Will I open the door for you?
9. If you see your scientific advisor tomorrow, ask him to help you with your new article.
10. When mother comes home I will still read "War and Peace" by Leo Tolstoy.

**Exercise 5.4.**

A. Study different means of expressing future.

	Means of expressing future	Meaning
1.	to be going to	A. = personal intention of doing something ( <i>I am going to buy a hat</i> ). B. = a prediction based on certain evidence that the action will be performed in the nearest future ( <i>The roof is going to fall down soon.</i> )
2.	to be about to	= <b>to be going to (B)</b>
3.	to be due to	= the action is taken as part of the time-table
4.	to be to	= official or personal arrangement
5.	the Present Simple Tense	= the action is viewed as an unalterable arrangement or part of the time-table
6.	the Present Continuous Tense	= the action is viewed as a personal arrangement

B. Read the sentences and imagine the situations they can be used in. Give the necessary contextual sentences.

1. I think I'll have lunch in the canteen today.
2. I'm having lunch with Alex.
3. I'll be having lunch in the canteen.
4. I am going to have milk for dinner tonight.

**Exercise 5.5.**

Translate into English.

1. Сьогодні увечері ми йдемо до театру.
2. Ми збираємося відвідати мою тітоньку у Львові, але ще не вирішили точно.
3. Ми відвідаємо мою тітоньку у Львові наступного тижня і вже купили квитки.
4. Подивіться на це сіре небо та хмари! День буде дощовим і вітряним. Уже невдовзі піде дощ.
5. Глядачі зайняли свої місця. Ось-ось почнеться гра.
6. Гості приїдять опівдні, а церемонія укладання шлюбу починається о 12.30.
7. В останніх телевізійних новинах оголосили, що лідери двох країн зустрінуться для перемовин у столиці.
8. Ми купляємо нову машину. Ми вже взяли кредит (*to take a loan*) у банку.

**Mind the difference**

Confusing cases

I. **The Future Simple Tense** is used to express on-the-spot decisions.

**To be about to / To be going to** is used when the future action is very close.

*I will hold the door open for you.*

*I am going to be sick. / I am about to be sick.*

II. When we talk about our intentions, plans and arrangements, we use **to be going to** or the **Present Continuous Tense**, not the Present Simple.

*We are going to eat out tonight (we have decided to eat out).*

*We are eating out tonight (we have arranged to eat out).*

**But:** *It's hot in here. I'll open the window.*

9. Фінал Кубка світу з футболу (*The Football Cup Final*) буде транслюватися на першому національному каналі.
10. Допоможіть! Я падаю!
11. Добре, я поїду на цю конференцію, якщо ви сплатите усі витрати.

### THE FUTURE PERFECT TENSE THE FUTURE PERFECT CONTINUOUS TENSE

**Exercise 5.6.**

*A. Compare the given uses of the two future tenses and find out which of them is the Future Perfect Tense and which is the Future Perfect Continuous Tense.*

.....	.....
1. is used to express a future action that will finish before or at a definite moment in the future.	1. is used to express an action that started before a definite moment in the future and continues up to it or into it.
2. is used to express a future action which will finish before another action in the future starts or takes place.	
3. is used to express an action that started before a definite moment in the future and continues up to it or into it (with stative verbs).	

*B. Supply an example for each meaning.*

The Future Perfect Tense	The Future Perfect Continuous Tense
1.	1.
2.	
3.	

**Exercise 5.7.**

*Construct sentences using the necessary future tenses where possible.*

1. .... tomorrow.
2. .... this time tomorrow.
3. .... all day tomorrow.
4. .... from 5 to 7 p.m. tomorrow.
5. We shall get higher wages if .....
6. The workers ..... by next Monday.
7. Polly ..... while Maggy .....

- 8. By the time the snowfall ..... we ..... far away.
- 9. I should find out when .....
- 10. Sam ..... still ..... in an hour.

**Exercise 5.8.**

*Compare the pairs of sentences. Which of them are incorrect? If both of them are correct, discuss the differences in their meaning.*

- 1. a. We are leaving tomorrow.  
b. We leave tomorrow.
- 2. a. Metallist will play away next Tuesday.  
b. Metallist play away next Tuesday.
- 3. a. We are going to the Opera House tomorrow evening.  
b. We will go to the Opera House tomorrow evening.
- 4. a. Wait a little. He is about to come.  
b. Wait a little. He will be coming soon.
- 5. a. We shall have been writing the test for an hour by 10 o'clock.  
b. We shall be writing the test for an hour by 10 o'clock.
- 6. a. The performance will start at 6 p. m.  
b. The performance starts at 6 p. m.
- 7. a. We shall be working at our pronunciation for 2 hours before we have dinner.  
b. We shall work at our pronunciation for 2 hours before we have dinner.
- 8. a. They will certainly be taking their places in the plane before the registration finishes.  
b. They will certainly have taken their places in the plane before the registration finishes.
- 9. a. I'll talk to him about it tomorrow.  
b. I'll be talking to him about it tomorrow.
- 10. a. I shall have been looking all the papers through by the time I finish breakfast.  
b. I shall have looked all the papers through by the time I finish breakfast.

**PRACTISING GRAMMAR**

**Exercise 5.9.**

*Answer the questions or continue the situation, using proper tenses.*

- 1. What will happen if.....
  - a. you get up at 9.30 tomorrow?
  - b. you step on your neighbour's shoe?
  - c. you forget to ring your mother on Sunday?
  - d. you come home at 1 a. m.?
  - e. you don't do your home English Grammar exercises for tomorrow?
  - f. you don't eat for two days?
  - g. you go out without a raincoat when it rains?
  - h. you don't tidy your flat for a fortnight?
  - i. you miss all your English classes?
- 2. When I ....., I'll change for dinner at once.  
 When I ....., I'll eat the roll and drink coffee.  
 When I ....., I'll start writing the report.  
 When I ....., I'll call my old friend.  
 When I ....., I'll meet him.  
 When I ....., I'll graduate from university.
- 3. While Mary ....., I .....  
 While the teacher ....., the pupils .....

- While Mother ....., the son .....
- While the Granddad ....., the Granny .....
- While you ....., I .....
- While the Dodges ....., the Wilsons .....
4. When ..... (you / finish the report)? — ..... by next Monday.  
 When ..... (your Dad / return)? — ..... by the 8<sup>th</sup> of May.  
 When ..... (Bob / recover)? — ..... by the end of the term.  
 When ..... (Teresa / to stop cheating at exams)? — ..... never .....  
 When ..... (Bill / to stop smoking)? — ..... (not / to stop) ..... before  
 he ..... problems with his health.  
 When ..... (the sun / to shine again)? — ..... as soon as .....
5. What will you do if .....
- you forget where you have put your key?
  - don't know what to answer at your exam?
  - don't remember the necessary telephone number?
  - you eat too much at your friend's party?
  - a person sitting next to you feels bad?
  - you don't have enough money to pay your fare in the tram?
  - you buy a pair of shoes that don't fit?

### Exercise 5.10.

Answer these questions, including "will", and either "when", "until", "before" or "if".

- Mr. Scott is in a hurry to get to Glasgow. Why does he tell the taxi driver to go to London Airport and not to Euston Station?
- The weather forecast was uncertain. What did Mr. Fry say when his son asked him if they could go sailing the next day?
- On his way home Mr. Peters is having a drink in the pub. Why doesn't Mr. Black sit down for a drink as well?
- Mrs. Prim's daughter is out with her boyfriend. Why is Mrs. Prim still up and about although it is long past her usual bedtime?
- The sun is shining, but Granny asks me to take my umbrella with me as I am going for a walk. What is she thinking about?
- Tom has been reading for his Physical Chemistry exam since he failed it last June. He has bought a lot of new books on Physical Chemistry and reads them every day. Why has he been doing it?
- Although Lola knew that her knowledge of English was poor, she still took the chance and applied for a job as an air hostess, but she had no luck. Why is she now studying French?
- Alice lives alone, she has a lot of plants at home. Last week she left on holiday, but asked her friend to come to her place twice a week. Why has Alice done so?

### Exercise 5.11.

Construct as many sentences as you can, referring to the future. Use all possible means of expressing the future with the corresponding adverbial modifiers of time (look them up in the box, if necessary).

at 5 p. m.	from 2 to 4 p.m. etc.	for several hours	tomorrow	this time tomorrow
in a minute	soon	if the weather is fine	by 11 o'clock...	for an hour
				I guess...

**Example:** I ... (to read) a novel by Ch. Dickens.

- I think, I will read one of the novels by Dickens on vacation.

- b. I will be reading one of the novels by Dickens this time on Sunday.
- c. I will have read this novel by Dickens by 11 p. m.
- d. I will have read this novel by Dickens before Mother comes.
- e. By 11 p. m. I will have been reading this novel by Dickens for 3 hours.
- f. I am going to read a novel by Dickens on summer holidays.

1. I ... (to buy) a book by Jeffrey Archer
2. Our bus ... (to leave)
3. Carol ... (to cook pizza)
4. George ... (to study Ukrainian)
5. The concert ... (to start)
6. Brian ... (to do his exam in Latin)

**Exercise 5.12.**

Put the verbs in brackets into the proper tenses.

1. — Have you decided where to take your British guests tomorrow?  
— Yes, I \_\_\_\_\_ (show) them Khreshchatik first and after that I \_\_\_\_\_ probably \_\_\_\_\_ (take) them to St. Sofia's Cathedral.
2. Peter and Mary \_\_\_\_\_ (to be engaged) for six months this Monday. They \_\_\_\_\_ (to celebrate) this date with their friends at the restaurant. They have already invited us.
3. I hope when I \_\_\_\_\_ (to return) you \_\_\_\_\_ (to finish) cleaning your room, Muriel.
4. What you \_\_\_\_\_ (to do) at 10.15 a. m. on Wednesday? — I \_\_\_\_\_ (to finish) getting ready for my Spanish test and \_\_\_\_\_ (to go) to University to meet my tutor.
5. My mother's hair is going grey. I think she \_\_\_\_\_ (to go) completely grey by the time she \_\_\_\_\_ (to be) 45.
6. I didn't notice that my watch \_\_\_\_\_ (to be) slow. We \_\_\_\_\_ (to be) late! The train \_\_\_\_\_ (to leave) by the time we \_\_\_\_\_ (to arrive) at the station.
7. By the end of the month Greg \_\_\_\_\_ (to work) for "Fox & Sons" for ten years. I hear, Mr. Fox \_\_\_\_\_ (to give) him a pay rise.
8. George says he \_\_\_\_\_ (to write) his annual report all day tomorrow, that's why he \_\_\_\_\_ (not to go) to the party with us.
9. Alice believes she \_\_\_\_\_ (to be grateful) to her Aunt for the rest of her life, for she always \_\_\_\_\_ (to support) Alice.
10. It's very slippery outside. I think a lot of old people \_\_\_\_\_ (to fall) on the ice unless the community service \_\_\_\_\_ (to use) a special chemical to melt the ice on the pavement.

**Exercise 5.13.**

A. Read the text and fill in the gaps with the necessary tenses.  
B. Guess what can happen to separate animals in the nearest future. Use future tenses, if necessary.

**I. Where Have All the Dinosaurs Gone?**

The dinosaurs that \_\_\_\_\_ (to live) millions of years ago \_\_\_\_\_ (to be) no longer around. They \_\_\_\_\_ (to be) extinct. Nobody \_\_\_\_\_ (to know) for sure what \_\_\_\_\_ (to happen) to them. Scientists \_\_\_\_\_ (to suggest) several hypotheses.

The most convincing of them \_\_\_\_\_ (to be) that 150 million years ago a huge meteor, about six miles across, \_\_\_\_\_ (to hit) the Earth. It probably \_\_\_\_\_ (to crash) into the Earth going 4,5000 miles per hour and \_\_\_\_\_ (to cause) a large cloud of dust. Most of the plants \_\_\_\_\_ (to die) when the dust \_\_\_\_\_ (to block) the sun's light and the temperature of the air \_\_\_\_\_ (to change). The dinosaurs \_\_\_\_\_ (not to find) the kind of food they \_\_\_\_\_ (to need) to live and soon they \_\_\_\_\_ (to die out).



Another hypothesis \_\_\_\_\_ (to be) that the Earth \_\_\_\_\_ (to change) at that time. More and more volcanoes \_\_\_\_\_ (to begin) erupting. After the ash from the volcanoes \_\_\_\_\_ (to block) the sun's light, temperature \_\_\_\_\_ (to become) too cold for some plants and dinosaurs.

These two hypotheses \_\_\_\_\_ (to be) the most valid, but neither of them \_\_\_\_\_ (to be) supported with convincing proofs. Nevertheless, we \_\_\_\_\_ (to believe) that in future the development of technology \_\_\_\_\_ (to lead) to improved ways of examining old data and new artefacts may challenge the prevailing theories. When someone \_\_\_\_\_ (to come up) with new information that \_\_\_\_\_ (to explain) more phenomena or \_\_\_\_\_ (to answer) more important questions, old theories either \_\_\_\_\_ (to prove) true or \_\_\_\_\_ (to be replaced) with new ones.

A lot of other species \_\_\_\_\_ (to become) extinct since the era of dinosaurs \_\_\_\_\_ (to end). The dodo bird \_\_\_\_\_ (to be) about the size of a large turkey. It \_\_\_\_\_ (to have) short stubby wings and that's why it couldn't fly. This bird \_\_\_\_\_ (to live) in the island of Mauritius before the sailors (to come) there and \_\_\_\_\_ (to start) eating it. And monkeys and pigs, which the sailors \_\_\_\_\_ (to bring) to the island, \_\_\_\_\_ (to eat) the dodo's eggs and young. The dodo \_\_\_\_\_ (to become) extinct in 1680.

Just a few years ago there \_\_\_\_\_ (to be) three to five billion passenger pigeons living in beech and oak forests. After many of these trees \_\_\_\_\_ (to be cut) to build farms, this pigeon's habitat \_\_\_\_\_ (to disappear). Moreover, hunters \_\_\_\_\_ (to kill) and \_\_\_\_\_ (to trap) nesting pigeons for food. All this \_\_\_\_\_ (to lead) to the situation that the last passenger pigeon \_\_\_\_\_ (to die) in 1914.

II. There are a great number of animals, birds and plants that are in danger of becoming extinct. Among them you will certainly find *the Giant panda*, *California condor*, *the Lowland gorilla*, *the Macaw (a parrot)*. *Why do you think they are endangered today? Why may they become extinct? Give your reasons in the form of a story, use if-clauses and future tenses.*

*There are some ideas you may find useful: human interference, changes in climate, hunting, disease, natural enemies...*

**You read:** *the Giant panda.*

**You say:** *The Giant panda is an endangered animal. There are only 1,100 living pandas including those in zoos. I think they have become endangered because of the human interference in their life. If we don't stop hunting them to sell into rich families, the Giant panda will have died out before 2030. You know, this kind of animal won't live long in a cage because it needs natural surroundings such as certain kinds of trees and bushes. Even if it is treated properly, such an animal is going to fall ill just because the grass is not the same as usually grows in its natural habitat.*

## LIVING WITH GRAMMAR

**Exercise  
5.14.**

a. Look at the picture. Write down the text filling in the gaps. Some given forms of the verbs can be changed, if necessary.



This young man has stolen a car. After forty-eight hours of the run he has fallen asleep. He \_\_\_\_\_ still sleeping. What \_\_\_\_\_ happen next? If nobody \_\_\_\_\_ disturb him, he \_\_\_\_\_ for another few hours. When \_\_\_\_\_, \_\_\_\_\_ start driving. \_\_\_\_\_ stop again until he \_\_\_\_\_ safe. Then he \_\_\_\_\_ his boss. The young man \_\_\_\_\_ speak to him for only a minute, but he probably \_\_\_\_\_ appoint a meeting. If he \_\_\_\_\_ lucky, he \_\_\_\_\_ get the money and leave the country for two months. He \_\_\_\_\_ sunbathing and swimming somewhere on the Canaries while the police \_\_\_\_\_. If \_\_\_\_\_ unlucky, however, the police \_\_\_\_\_ recognize and catch him before he \_\_\_\_\_ Land's End.

b. Hypothesize and give other versions of what is waiting for the young man.

c. Hypothesize about the following situations, using all ways of expressing future.

1. A 10-year-old girl is holding a one-year-old boy by her hand...
2. A young girl is sitting in the bus. Suddenly an old lady, standing next to her, falls...
3. You are driving a car late at night and ... you see two guys step on the road just before your car and wave their hands...
4. Your cat doesn't stop meowing even after it has eaten its day portion of food...
5. You have been trying to learn two hundred words for tomorrow's French class all night long, but ... without any success...
6. Your friend fell out with her boyfriend and wants you to help her in making up with him. You...
7. You want to get a job of a translator in one of the largest translation agencies in your city / town. You...

**Exercise  
5.15.**

1. Change the following newspaper headlines into complete sentences.  
2. Choose one of the suggested headlines and present a short article on the topic.  
Make up 5—8 sentences, using future, present and past tenses.

1. US President to Kyiv next spring.
2. Americans on Mars in 2080.
3. Sunshine Tomorrow.
4. Chinese in Space.
5. Use of Safety Belts Compulsory Next Year.
6. Peace Demonstrations in Trafalgar Square on Sunday.
7. AIDs to Kill 1/3 of the Inhabitants in Africa by 2030.

**Exercise  
5.16.**

Use the information given in the advertisements and write out at least three complete sentences for each advertisement.

**CHANGING  
ADOLESCENT BEHAVIOUR  
SINCE 1981**

- Depressed
- Manipulator
- Low self-esteem
- Runaway
- Out-of-control
- Alcohol/Drug use

**MEETING**  
Wednesday 5.30 p.m.  
Lecture Hall, Church St.  
"FACE THE FACTS"

Speakers:  
Dr. Roy Wilson and  
P. Wallace, MP  
  
Organizer:  
Brighton Branch  
of the Liberal Party

**THE TATE GALLERY**

Exhibition  
of French Impressionists  
from 20 till 28 of this month.  
Weekdays 10.00—6.00

**Effective 21-day  
impact program  
in Idaho.**

*Boys and girls. 13 —18 years.  
7 in group.  
School credit in most cases.  
Bringing out of fantasy world  
and back to reality.  
Learning life-sustaining skills.*

S.R.S., INC.  
Adolescent Program  
203-23 -23

*The name is golf. The place is Glenmore.*

**NEW****Glenmore**

**private residential**

**Country club community**

Championship golf course  
Comprehensive tennis facilities

Swimming pool

Walking paths

Exquisite cuisine

Presentation

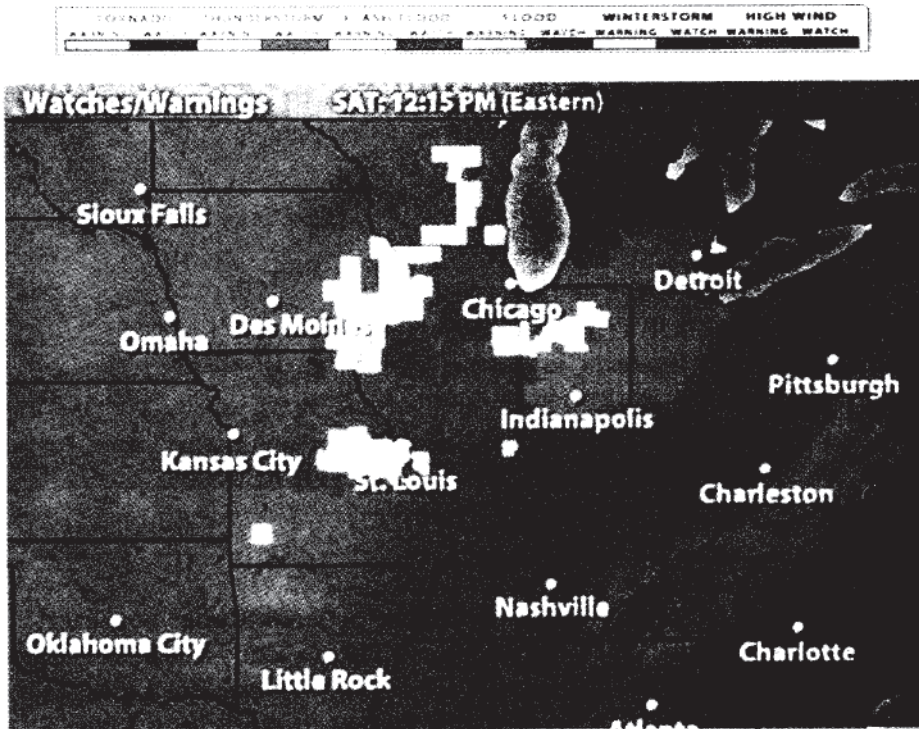
Wednesday, May 23d, 6 p.m.  
Free drinks for each golf-player

5.17.

Look at the map and write the weather forecast for tomorrow. Use the words from the box.

Overview

WSI's Jefferson City, MO Watches & Warnings Map displaying current National Weather Service Watches, Warnings and Advisories via County Fill colors. Watch/ Warnings include Thunderstorm, Tornado, Flash Flood, Flood, WinterStorm and High Wind.



- earthquakes
- lightning
- high wind
- tornado
- ice
- hurricanes
- thunder
- thunderstorm
- rain
- etc.

THE WARNING, EXPRESSING REQUESTS, HOPE AND OFFERS

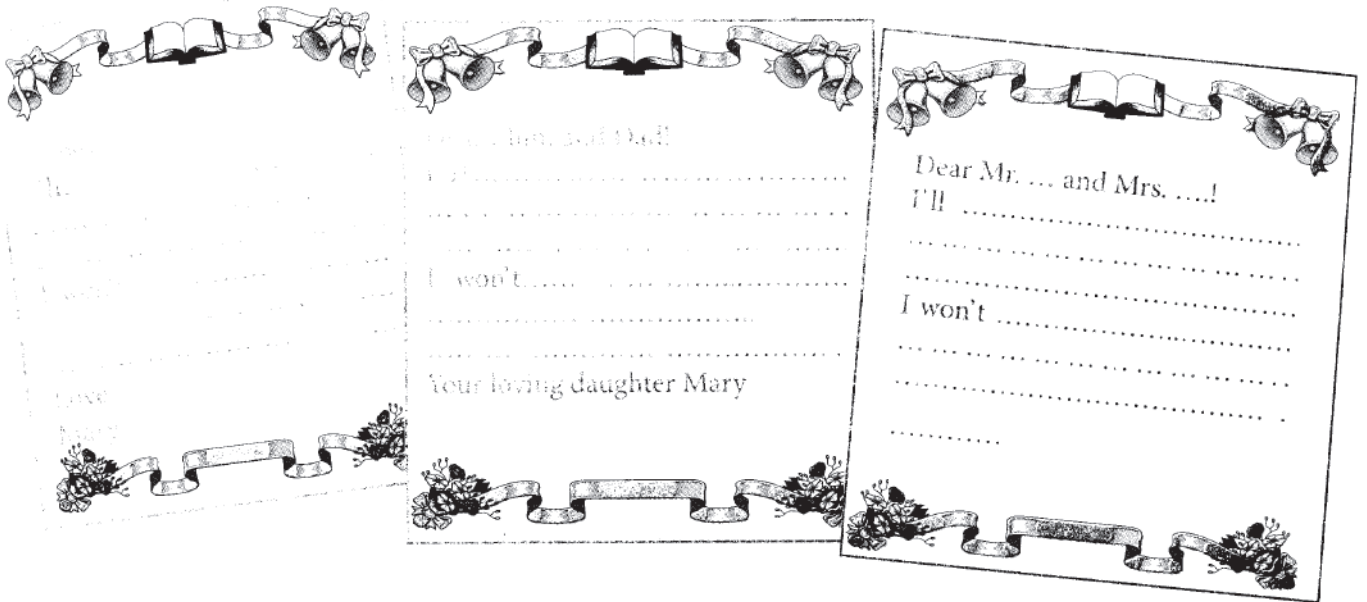
5.18.

We can use "shall" and "will" in offers, invitations, requests, warnings and hopes. These meanings express not only futurity, but also different shades of modality as well. Read the sentences and define the functions "shall" and "will" express in them.

1. We *will* do everything possible for you and your family, sir. Don't worry.
2. *Will* you help me with this bag, please? I'll be so grateful!
3. *Shall* I take your luggage to your room, Madam?
4. I *will* punish you, boys, if you don't stop laughing at poor aunt Gemma!
5. *Shall* I bring you some coffee, Jack?
- Oh, yes, darling! That's a good idea. Could you also bring two sandwiches and some jam?
6. I *will* hope for the better, and nothing will reassure me in the opposite.
7. I *won't* let you go even if you beg me! That is my decision!
8. *Won't* you join us tomorrow at barbeque?

## 5.19.

Imagine you are getting married and you are to make a list of promises, warnings, hopes etc. to your beloved, your parents, to your would-be parents-in-law.



## ON YOUR OWN

## 5.20.

Translate into English.

- Коли ви будете готуватися до іспиту, уважно перевіряйте усі дані.
- Коли ви підготуєтесь до іспиту, я дам вам диск з новим фільмом Богдана Ступки.
- Тільки-но ви підготуєтесь до іспиту, поверніть мені, будь ласка, мої підручники.
- Доки я не підготуєтесь до іспиту з математики, я не дам вам білети на концерт групи «Скорпіонз», яка приїздить до нас у місто за тиждень. А я, до речі, вже купив білети і чекаю на той момент, коли я займу у глядацькій залі своє місце, музиканти візьмуть свої гітари до рук і почнуть співати, а я цілу годину буду слухати прекрасну музику і дивитись, як професійно вони працюють.
- Доки я не знайду відповіді на усі свої питання, я звідси не піду.
- Якщо я не знайду цей журнал, мені доведеться йти до бібліотеки. Я проглядатиму всі полиці і відчиняти усі шухляди стола. Поки я буду все це робити, зробіть мені каву, будь ласка.
- Так ми йдемо в кіно? Сеанс починається за 15 хвилин. — Так, звичайно йдемо, як і домовлялись. Я ось-ось буду готова. Поки місис Саймонз тут, я спокійна і за дітей, і за нас з тобою.
- Маю надію, що до того часу як я повернуся з роботи, ви з Машею приберете у квартирі і вивчите уроки. Якщо я прийду додому і побачу, що ви нічого не зробили і граєтесь у схованки, у неділю ми не підемо до зоопарку.
- Наступного вересня виповниться 15 років, як він працює в нашому відділі.
- Наступного вересня буде 15 років, як він прийшов до нас у відділ. Він був тоді молодий та симпатичний, і половина дівчат нашого відділу відразу ж закохались у нього. Подивіться, як він змінився! Він погладшав, у нього зіпсувався характер і він уже не шуткує з нами вранці, як робив це 15 років тому, а мовчки сидить за своїм столом і читає свіжу газету. Тепер він наш бос.

## FUTURE TENSES

11. До кінця місяця ми будемо редагувати нову книгу дуже відомого автора.
12. До кінця місяця ми закінчимо цю роботу. Ми робили її надто довго, але ось-ось закінчимо.
13. До завтрашнього ранку учасники раллі подолають приблизно 2000 кілометрів пустелею і використають близько півтони бензину кожний.
14. Бабуся буде виглядати щасливою, якщо ти скажеш їй, як ти її любиш і як часто ти будеш їй писати.
15. Доки ми не приїдемо до університету, ми не довідаємося, хто нам завтра буде читати лекцію з методики викладання англійської мови.
16. Я іду на нову виставу Жолдака, а ти? — Я маю намір піти наступного тижня. Хочу попросити тебе купити квитки для нас з Тіною.

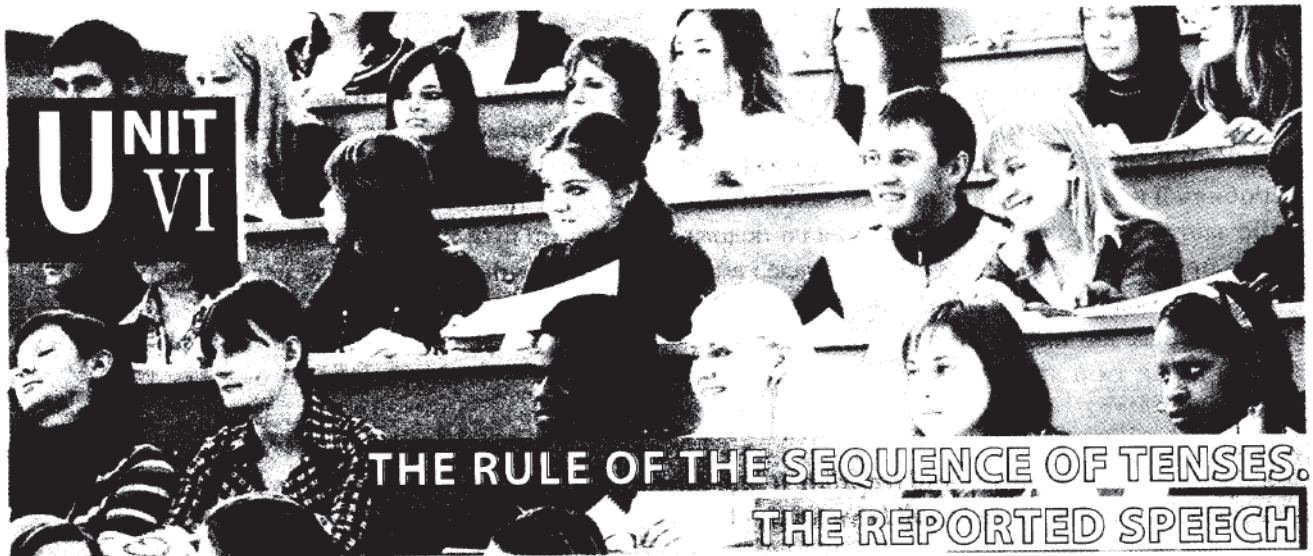
### Exercise

5.21.

*Read the text and translate it into English. Choose one of the spheres in life and hypothesize, which changes will have taken place on Earth by the year 3000.*

food	agriculture	houses	family	jobs	schools
health	transport	clothes	entertainment	education	etc.

До 3000 року на нашій планеті відбудуться значні зміни. Половину поверхні Землі будуть займати пустелі й напівпустелі. Ресурси питної води і корисних копалин вичерпаються. Усі льодовики розтануть, а Південний полюс стане найгарячішим місцем на Землі. Люди будуть жити в підземних містах і дихати штучно виробленим повітрям. Вони будуть часто стояти в чергах і очікувати, поки їм привезуть чисту воду з марсіанських морів...



**STUDYING GRAMMAR**

**THE SEQUENCE OF TENSES. THE REPORTED SPEECH**

**Exercise 6.1.**

A. Study the two patterns and the examples of common reporting verbs.

Type of Sentence	Direct Speech	Reported Speech
Affirmative	<i>I know this rule.</i>	<i>He says that he knows this rule.</i>
Interrogative	<i>Does he know this rule?</i>	<i>The teacher asks if he knows this rule.</i>
Imperative	<i>Pete, open the window!</i>	<i>Mother asks Pete to open the window.</i>

- Common reporting verbs**
- |           |           |
|-----------|-----------|
| say       | tell      |
| speak     | utter     |
| declare   | pronounce |
| announce  | notify    |
| ask       | inquire   |
| request   | order     |
| beg       | warn      |
| inform    | advise    |
| enlighten | etc.      |

B. Say for which types of sentences we use the given reporting verbs.  
 Reporting verbs for affirmative sentences: .....  
 Reporting verbs for interrogative sentences: .....  
 Reporting verbs for imperative sentences: .....

**Exercise 6.2.**

The rule of the sequence of tenses works when the predicate in the principal clause (i.e. a reporting verb) is used in one of the past tenses. Then the predicates in the subordinate clauses (i.e. reported statements, questions or orders) should also be used in past tenses.

A. Study the patterns for reporting statements. Name the tenses used in the reported speech (ex.: the Past Perfect, the Future Simple in the Past etc.).

**Reporting statements**

Kate teaches children at school.	He said that	Kate <b>taught</b> children at school.
Kate is teaching Tom to read now.		Kate <b>was teaching</b> Tom to read then.
Kate has already taught Tom to read.		Kate <b>had</b> already <b>taught</b> Tom to read.
Kate has already been teaching Tom for a month.		Kate <b>had</b> already <b>been teaching</b> Tom for a month.

Kate <b>taught</b> Tom to read last year.	<b>He said that</b>	Kate <b>had taught</b> Tom to read the previous year / the year before.
Kate <b>was teaching</b> Tom to read in the morning yesterday.		Kate <b>had been teaching</b> Tom to read in the morning the previous day / the day before.
Kate <b>had taught</b> Tom to read before she bought him this book.		Kate <b>had taught</b> Tom to read before she (had) bought him <b>that</b> book.
Kate <b>had been teaching</b> Tom to read for a month before she bought him this book.		Kate <b>had been teaching</b> Tom to read for a month before she (had) bought him <b>that</b> book.
Kate <b>will teach</b> Tom next month.		Kate <b>would teach</b> Tom the following month.
Kate <b>will be teaching</b> Tom to read at the lesson tomorrow.		Kate <b>would be teaching</b> Tom to read at the lesson the following day.
Kate <b>will have taught</b> Tom to read by next month.		Kate <b>would have taught</b> Tom to read by the following month.
Kate <b>will have been teaching</b> Tom to read for a month by next Monday.		Kate <b>would have been teaching</b> Tom to read for a month by the following Monday.

B. Study the patterns for reporting questions, orders, requests etc. Fill in the gaps with the corresponding verb forms and adverbials.

**Reporting questions**

General, alternative and disjunctive questions		
Does Kate <b>teach</b> Tom?	<b>He asked / wondered whether</b>	Kate ..... Tom.
Does Kate <b>teach</b> Tom or Pete?		Kate ..... Tom or Pete.
Kate teaches Tom to read, doesn't she?		Kate ..... Tom to read.
Is Kate <b>teaching</b> Tom to read now?		Kate ..... Tom to read then.
Has Kate <b>taught</b> Tom to read <b>yet</b> ?		Kate ..... Tom to read.
Has Kate <b>been teaching</b> Tom for a month?		Kate ..... Tom for a month.
Did Kate <b>teach</b> Tom to read <b>last year</b> ?		Kate ..... Tom to read .....
Was Kate <b>teaching</b> Tom to read in the morning <b>yesterday</b> ?		Kate ..... Tom to read in the morning .....
Had Kate <b>taught</b> Tom to read before she bought him <b>this</b> book?		Kate ..... Tom to read before she bought him ..... book.
Had Kate <b>been teaching</b> Tom to read for a month before she bought him <b>this</b> book?		Kate ..... Tom to read for a month before she bought him ..... book.
Will Kate <b>teach</b> Tom <b>next</b> month?		Kate ..... Tom the ..... month.
Will Kate <b>be teaching</b> Tom to read at the lesson <b>tomorrow</b> ?		Kate ..... Tom to read at the lesson the ..... day.



Will Kate <b>have taught</b> Tom to read by next month?	<b>He asked / wondered</b>	<b>if whether</b>	Kate ..... Tom to read by the ..... month.
Will Kate <b>have been teaching</b> Tom to read for a month by next Monday?			Kate ..... Tom to read for a month by the ..... Monday.

Special questions			
Who is teaching Tom to read?	<b>He asked / wondered</b>	<b>who</b>	was teaching Tom to read.
Whom is Kate teaching to read?		<b>whom</b>	Kate was teaching to read.
Where is Kate teaching Tom to read?		<b>where</b>	Kate was teaching Tom to read.
What is Kate teaching Tom to do now?		<b>what</b>	Kate was teaching Tom to do then.
What is Kate teaching Tom to read for?		<b>what</b>	Kate was teaching Tom to read for.
Why is Kate teaching Tom to read?		<b>why</b>	Kate was teaching Tom to read.
How long has Kate been teaching Tom to read?		<b>how long</b>	Kate had been teaching Tom to read.

Reporting orders and requests				
Open the window, Paul!	<b>He</b>	<b>told</b>	<b>Paul</b>	<b>to open</b> the window.
Will you help me, Paul?		<b>asked</b>		<b>to help</b> him.
Do help me, Paul!		<b>begged</b>		<b>to help</b> him.
Come up to me, Paul!		<b>ordered</b>		<b>to come up to</b> him.

Reporting advice, requests, invitations, suggestions, promises, permissions etc.				
Why don't you call him?	<b>He</b>	<b>advised</b>	me / us / you / him / her / them	<b>to call</b> him.
You had better go there at once!		<b>suggested</b>	(me / my)	<b>calling</b> him.
Would you like a piece of cake?		<b>advised</b>	me	<b>to go</b> there at once.
It's dangerous! Don't go there!		<b>offered</b>	me	a piece of cake.
Would you mind going to the circus on Sunday?		<b>warned</b>	me	not <b>to go</b> there.
		<b>suggested</b>	(me / my)	<b>going</b> to the circus on Sunday.
		<b>asked</b>	(me)	<b>if I would mind going</b> to the circus on Sunday.
I <b>will</b> collect you from school today.		<b>promised</b>	(me)	<b>to collect</b> me from school.
You may take my pen!	<b>allowed</b>	me	<b>to take</b> his pen.	

Let's watch this film together!	He	suggested		watching the film together.
				that we should watch the film together.
Let's not watch the film together!				
Let her watch the film alone!		suggested	her	watching the film alone.
				that she should watch the film alone.

C. According to the rule of the sequence of tenses time some adverbials and demonstrative pronouns are also to be changed. Study the table below and fill it in with the corresponding pronouns and adverbials.

Essential word changes	
Direct Speech	Reported Speech
this	
that	that
these	
those	
now	
today	
yesterday	the previous day, ...
the day before yesterday	
tomorrow // in ... (some time)	the following day //
the day after tomorrow	
last week / month / year	
next week / month / year	
ago // two days ago	

**Note 1.**

The rule of the sequence of tenses is observed in object; subject and predicative clauses.

The rule of the sequence of tenses is not usually observed in such cases:

1. We can report the Past Simple as the Past Simple or change it into the Past Perfect to emphasize that the action took place earlier in the past.  
*Nina said that she didn't call / hadn't called Mark.*
2. When the reported part contains a general truth (a law of nature, a permanent state etc.)  
*The teacher told the children that hope dies last.*
3. When the reported part denotes actual present (usually in conversations and in news reports).  
*Tom called me and said he is waiting for us downstairs. Let's go!*  
*Mum said that the cat has caught the mouse.*  
Sometimes when the situation hasn't changed.  
*He said that he loves me.*

4. When the reported part contains some modal verbs that have no equivalents in the past (should, must etc.)  
*He said that he **should** be there with us.*
5. When the exact date is mentioned and the order of actions is clear from the context (unless we wish to emphasize).  
*The teacher said that the Ukrainian Constitution **was adopted in 1996**.*

"Yes" and "No" in the reported speech	
"Yes, I will feed the dog," she said.	→ She <b>agreed / consented</b> to feed the dog.
"Yes, I do," she said.	→ She <b>answered in the positive</b> .
"No, I won't feed your dog," she said.	→ She <b>refused</b> to feed his dog.
"No, I don't know him," she said.	→ She <b>denied</b> that she knew him / knowing him.
"No, I don't," she said.	→ She <b>answered in the negative</b> .
"Thank you", "Hello", "Goodbye"	
"Thank you, Peter," she said.	→ She <b>thanked</b> him.
"Hello," he said to Mary.	→ He <b>greeted</b> Mary.
"Goodbye," he said.	→ He <b>said goodbye / bade farewell</b> .

**6.3.** Each of these sentences contains one mistake or more. Find the mistakes and correct them.

- He told that the experiment should be held not later than on Monday, if we wanted to obtain reliable results.
- Nelly wondered where were the boys, for they left two hours ago and haven't returned yet.
- The traffic warden asked me whether I read the Highway Code before.
- They informed us that Peter may be late for dinner today.
- He said to us to give him a lift to work.
- Mother asked when will Tom come back home.
- The teacher said the pupils they were to hand in the compositions tomorrow.
- Mother had told me, when I was seven years old, that the Moon and the Sun were the heavenly bodies that were situated very far from us.
- Gala said that Veronique always helped her to administrate the club, but now she doesn't, because she has entered the Financial College and has to study hard there.
- He telephoned me next morning and asked was Mary at home or not.
- Mr. Brown suggested us to visit our friend Alex.
- They invited to the Town Hall to discuss the problems of investments.
- Mother thought I need a week to finish my diploma, but, actually, I will need two.
- Alice asked Denis what was he doing in her aunt's office in the middle of the night.
- The police officer inquired if Mr. Smith let his daughter to use his credit card.

**6.4.**

- A. Study the combinability of reporting verbs.**  
**B. Continue the sentences in the reported speech.**

**V + to infinitive**

to agree  
to intend

to threaten  
to promise

to offer  
to refuse

to mean  
to want

SEQUENCE OF TENSES. REPORTED SPEECH

**V + object + to infinitive**

<i>to advise</i>	<i>to allow</i>	<i>to ask</i>	<i>to beg</i>	<i>to command</i>	<i>to invite</i>
<i>to order</i>	<i>to remind</i>	<i>to warn</i>	<i>to order</i>	<i>to forbid</i>	<i>to beg</i>

**V + gerund**

<i>to apologize for</i>	<i>to complain (to smb) of / about smth</i>	<i>to deny</i>	<i>to suggest</i>
<i>to insist on</i>	<i>to inform smb of / about smth</i>	<i>to accuse smb of</i>	<i>to boast about/of</i>

**V + that + clause**

<i>to boast</i>	<i>to complain</i>	<i>to deny</i>	<i>to explain to smb</i>	<i>to inform</i>
<i>to promise</i>	<i>to remark</i>	<i>to exclaim</i>	<i>to remind</i>	<i>to threaten</i>

**V + that + should + bare infinitive**

<i>to suggest</i>	<i>to insist</i>	<i>to demand</i>
-------------------	------------------	------------------

- |                             |                              |                               |
|-----------------------------|------------------------------|-------------------------------|
| 1. He suggested ...         | 8. She exclaimed ...         | 15. The Dean informed ...     |
| 2. They apologized for ...  | 9. They refused ...          | 16. The woman begged ...      |
| 3. She threatened ...       | 10. The student promised ... | 17. The lecturer remarked ... |
| 4. Granny complained ...    | 11. Father explained ...     | 18. The child demanded ...    |
| 5. The boy boasted ...      | 12. The doctor forbade ...   | 19. The boy apologized ...    |
| 6. The teacher insisted ... | 13. Nora reminded ...        | 20. Her parents advised ...   |
| 7. The boss allowed ...     | 14. Mr. Black insisted ...   |                               |

**Exercise 6.5.**

*Report the following statements, questions and requests. Use two or more versions wherever possible.*

- |  |  |
|--|--|
| 1. "I know the rule well," Peter said.   | 15. I asked Sonya, "Will you help me with my work?" "Yes, I will," she said.   |
| 2. "Have you passed your Ukrainian History exam yet?" Bert asked Andrew.   | 16. The teacher said, "Open your textbooks, children, and read the new rule."  |
| 3. "Will you give me a lift?" Maggie asked Peter.  | 17. "Who is this girl? I don't know her," he said. "Let's ask Nelly about it."   |
| 4. "They have been training for two months, so their performance is going to be rather perfect," the teacher said.                             | 18. "Did you meet them in the library yesterday?" Nina asked.  |
| 5. "Stop crying, you, naughty child!" the woman said.  | 19. I thought, "He is a very clever man. We have been friends for years. He can help me."                                      |
| 6. "Alice drew a still life yesterday and she wants to show it to the teacher," Rosie told Betsy.  | 20. He asked us, "Where will you go tomorrow?" "We were swimming in the pool on Sunday and decided to go to a new exhibition." |
| 7. "You can use the dictionary, if you need, but you must finish the work in time, Helen," Ms. Smith said.                                     | 21. The secretary said, "Pass me the paper, please." "Here you are!"   |
| 8. "Does he speak French?" Mr. Well asked us.  | 22. "Are you ill, Susan?" "Yes, Madam." "Have you been ill long?" "No." "Were you at work last week?" "No."                    |
| 9. "No, I have no time to wait," she told them at once.  | 23. Sarah said to us, "I have come from the post-office."  |
| 10. The boy asked his friend, "Which way has my brother gone?"   | 24. "Let the children go and play in the yard," Dad suggested.   |
| 11. She said, "I shall be very glad to see you on Friday."   | 25. "Let us not stay at home the whole week-end," Bob suggested us.  |
| 12. The lieutenant commanded: "Stay where you are!"  |  |
| 13. The woman asked, "How much does this dress cost?"  |  |
| 14. Nora said, "I went to see Kevin yesterday, but he was not in. His roommate informed me that Kevin had just gone to the concert with Mary." |  |

## PRACTISING GRAMMAR

6.6.

Retell the following short stories in the reported speech. Use different reporting verbs.

I.

"People may fall ill with measles even when grown up," said a man overanxious about his health to his no less nervous neighbour, "Smith had the measles twice and died of it." "Did he, really?" exclaimed the neighbour turning pale. "I wonder whether he died — the first time or the second."

II.

A king asked one of his courtiers, "Do you play cards?" "I don't, your majesty," answered the courtier, who happened to be an honest man, "for I cannot tell a king from a knave".

III.

Two friends were driving in a gig when the horse grew restive. "Gently, Johnny," said one to the other. "Don't use your whip. Don't irritate the animal. Better let me

down. It'll make the things easier for you and for the horse." He was let down, and directly he was on the ground, he changed his point of view. "Now, Johnny," he said, "don't let the horse get better of you. Use your whip! Give it to him hot! I am sure you will manage with him perfectly. And I prefer walking."

IV.

My sister-in-law and I were discussing the merits of our household when my brother said, "It's our dishwasher that I enjoy most of all."

His wife looked at him with some surprise. "Don't say silly things," she said. "How can you enjoy the dishwasher when you haven't washed a single dish in your life?" "That's true," he said. "But now when I am sitting back in an arm-chair enjoying my after-dinner rest, I don't feel guilty any longer."

6.7.

A.

1. Read a part from the play "Dangerous Corner" by J. B. Priestley and find out who these people are talking about. Is he dead or alive?
2. Present this person's profile to the class.
3. Retell this part of a dialogue as precise as possible in the reported speech.

**Freda** [*in a low, bitter voice*]: I can believe that. I know he could be like that sometimes. He was that day.

**Olwen** [*gently*]: You found that, too, that day?

**Freda**: Yes, he was in one of his worst moods. He could be cruel — torturing — sometimes.

**Olwen**: I've never seen him as bad as he was that night. He wasn't really sane.

**Robert** [*shocked*]: Olwen!

**Olwen** [*very gently*]: I'm sorry, Robert. I didn't want you to know all this, but there is no help for it now. You see, Martin had been taking some sort of drug...

**Robert**: Drug? Do you mean dope stuff?

**Olwen**: Yes, he had had a lot of it.

**Robert**: Are you sure? I can't believe it!

**Stanton**: It's true, Caplan. I knew it.

**Gordon**: So did I. He made me try some once, but I didn't like it.

**Robert**: When was it? Do you remember when he went to Berlin and how nervous he was just then?

**Stanton**: Yes, I remember.

**Gordon**: Well, a fellow he met there *put him on to it*.

**Robert**: But where did he get it? Who was helping him?

**Gordon**: A German he knew in town...

**Stanton**: Didn't you try to stop him?

**Gordon**: Of course, but he only laughed. I don't blame him, really... None of you can understand what life was like to Martin — he was so sensitive and nervous. He was one of those people who are meant to be happy.

- B.
1. Have you ever met a drug addict? Do you think it's possible to cure such a person? Discuss it in groups.
  2. Write an essay on one of the following topics (mind that you should use not less than ten quotations of other people's words):
    - a. What makes people take drugs? OR: The life of a drug addict.

SEQUENCE OF TENSES. REPORTED SPEECH

- b. When did drug addicts appear? (the history of the question)
- c. How can we try to cure a drug addict?
- d. Your own topic on this problem.

6.8.

1. Read the conversation and try to understand who the two people speaking are, when and in what country they live, what stratum of society they belong to.
2. What might happen before and after the conversation? Give your versions.
3. Rewrite the story that was told by Greta, a witness, as a dialogue, including remarks, and act it out in class.



Ernest said that he was there just to say good night to his new acquaintance, Miss Hazel Conway. Miss Conway looked disappointed and murmured something. He continued, cutting in, that it had been a great pleasure for him to come there and meet them all, especially her. He added that he was a newcomer round there and that he had only been to the place for about three months. He asked if she knew that he had bought a share in the paper mill. She answered negatively. He mentioned that he hadn't been there a week before he noticed her. Miss Conway exclaimed at it though she knew it too well. He admitted that he had been watching out for her ever since. He said he expected she had noticed him knocking about. Miss Conway denied noticing it. But Ernest begged her to admit she had. At last Hazel said that, if he must know, she had noticed him... He was pleased to hear that and added that he had thought so. But Hazel continued to speak indignantly that she had because he had behaved very stupidly and rudely, and if he wanted to

look silly himself, that was his affair, but she wouldn't stand if he wanted to make her look silly too. He said he was sorry and said that she was the most beautiful girl in that town and that he had been saying it to her for the last three months in his mind. But he had known that it wouldn't have been long before he got to know her, Miss Hazel Conway. And he promised her that she would see that there was a bit more in him that met the eye. And in the end he asked her if he could call to see her some time. Hazel advised him to ask her mother about it. This made him furious and he asked sarcastically if she weren't old enough to have her own friends. She answered that she wasn't used to making friends with people quickly. Ernest exclaimed that he had heard she had. Hazel got angry and asked if he had been discussing her with people and if he was going to do that again. He easily admitted it and was surprised why it could be forbidden for him to do so.

*They stared at one another.*



## LIVING WITH GRAMMAR

## REPORTING ASKING AND INQUIRING IN THE REPORTED SPEECH

6.9.

Report the following interrogative sentences depending on the speaker's purpose of utterance (whether it is a request or a question proper).

Example:

*He asked me, "Could you give me a lift?"* → *He asked me if I could give him a lift.*  
*She asked me, "Did you switch the light on?"* → *She asked me if I had switched it on.*

1. He asked, "How long does the average kangaroo live?"
2. My groupmate asked me, "Were you present at the previous lecture in English Lexicology?"
3. Mother asked Maggie, "Could you switch on the light in the bathroom? Little Nell is going to take a bath, but she isn't tall enough to switch it on herself."
4. Mother asked Maggie, "Did you switch on the light for little Nell when she was going to take a bath?"
5. Jane asked her elder sister, "Have you been happy with you husband during all these years?"
6. One scout asked another, "Will you be swimming in the sea or climbing in the mountains tomorrow?"
7. One scout asked another, "Will you give me a glass of mango juice, please?"
8. Mary asked Pete, "Could you imagine that we would stay in the traffic jam for three hours and would be late for work?"
9. Granny asked Nancy, "Would you be so kind as to bring me some milk for breakfast?"
10. Granny asked Nancy, "Would you like to have a snack?"
11. Father asked us, "Would you mind my smoking here?"
12. Granny asked Nancy, "How many apples have you gathered today?"
13. I asked my groupmate, "Was it difficult for you to pass this exam?"
14. I asked my groupmate, "Does your sister like to play volley-ball?"
15. I asked my roommate, "Do you mind my taking one of your umbrellas?"
16. I asked my roommate, "Will you lend me your umbrella, because it's raining cats and dogs, and I've left mine in the lab."

## REPORTING DENYING, REFUSING, COMPLAINING, ETC. IN THE REPORTED SPEECH

6.10.

Match the functions in the box and the phrases in the direct speech. Make the sentences reported, using the corresponding reporting verbs. Mention, WHO is speaking and WHOM he or she addresses.

boasting	forbidding	begging	promising	apologizing	denying
insisting	refusing	complaining	suggesting	warning	

Example:

*"I won't pay the fine, I will call the police at once."* → *The ticket collector warned me that he would call the police if I didn't pay the fine.*

1. We didn't do it! You can't blame us for it!
2. Your mother should know about your misfortune. You should tell her immediately.
3. I'd be grateful if you gave me something to eat. Do help me, Madam!
4. I shouldn't have told him your secret! I am so sorry!

## SEQUENCE OF TENSES. REPORTED SPEECH

5. I don't want you to work all night long! Go to bed at once!
6. I have been the first to fulfill the task! Where is my sweet?
7. I won't give you any sweets before dinner, Garry! Go and help your sister to lay the table!
8. I will give you some sweets after dinner, Garry! But now will you go and help your sister to lay the table?
9. Let's work together!
10. You never listen to me, Sam! Can you do it at least once?

### 6.11.

*Express permission or prohibition in the reported speech. Use different patterns.*

#### Example:

1. You **may use** my looking glass and lipstick, if you have left yours at home.
2. You **may not come in** without knocking! It's impolite.
3. Everybody **is permitted to** use these files, don't be afraid to use them!
4. The old woman **doesn't mind our using** her library.

#### You:

5. You **may call** me whenever you need it, Rita!
6. Nobody **is permitted to** work in this department more than a week.
7. You **can ask** me any question you want, darling!
8. I **don't mind driving** to the country and **resting** there for a week or two, and what about you?

### ON YOUR OWN

### 6.12.

*A newspaper reporter has been present at a strange job interview and wants to write an article about the applicant. Help him and write the article, changing the direct speech into the reported speech. Think of a headline.*

Once a young man applied for a job to the manager of a circus. The following dialogue took place between them.

"What is your name and what can you do?"

"I'm Peter Holt, I can eat six dozen eggs at a single sitting."

"Where did you work before?"

"At a café in the East End."

"Have you ever had an experience of working at a circus?"

"Yes, I worked with a small circus company for two years."

"What happened then?"

"I was not satisfied with the salary and left."

"Do you know our programme?"

"I shall be glad to hear about it."

"We give four shows every day."

"Well, four shows will fetch more money than one!"

"Do you think you can perform four times a day?"

"I have no doubt whatever about it."

"But on Saturdays we are going to give six shows."

"The more, the better."

"On holidays we shall try to manage a show every hour."

"In that case one thing must be settled before I sign a contract."

"Which one?"

"No matter how many shows you give a day, I must have time to go out and have my dinner."



**Exercise 6.13.**

Convert the following quotations into the reported speech. Choose any of them and illustrate them with historical background or events from your own life. Can you choose any as your motto?

1. I came, I saw, I conquered. (*Julius Caesar*)
2. I am a part of all that I have met. (*A. Tennyson*)
3. I never think of the future. It comes soon enough. (*Albert Einstein*)
4. Britain and France had to choose between war and dishonour. They chose dishonour. They shall have war. (*Winston Churchill*)
5. When I am dead, I hope it may be said: "His sins were scarlet, but his books were read." (*H. Belloc*)
6. If you are going through Hell, keep going. (*Winston Churchill*)
7. Never give in! That's my motto. Don't think of trouble, and trouble won't come. (*Agatha Christie*)
8. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields, and in the streets, we shall fight in the hills; we shall never surrender. (*Winston Churchill*)
9. Don't part with your illusions. When they are gone, you may still exist, but you have ceased to live. (*Mark Twain*)
10. I have been a selfish being all my life, in practice, though not in principle. (*J. Austen*)

**Exercise 6.14.**

Translate into English observing the rules of the sequence of tenses.

Егор спитав, хто з нас:	<ol style="list-style-type: none"> <li>1. вмiє грати на скрипці.</li> <li>2. їздив на канікули до Берліна.</li> <li>3. приніс підручники.</li> <li>4. любить піццу.</li> <li>5. навчався англійської мови до того, як пішов до школи.</li> <li>6. дивився усі серії цього фільму з грудня минулого року.</li> <li>7. брав участь у підготовці до олімпіади з турецької мови.</li> </ol>
Неллі спитала їх, коли:	<ol style="list-style-type: none"> <li>1. вони від'їжджають.</li> <li>2. відправляється їх автобус.</li> <li>3. вони встигли купити нові підручники.</li> <li>4. вони літали до Китаю: минулого року чи позаминулого.</li> <li>5. у них урок граматики.</li> </ol>
Діна спитала Піта, скільки:	<ol style="list-style-type: none"> <li>1. цукру покласти йому в чай.</li> <li>2. зошитів йому потрібно на рік.</li> <li>3. кімнат у його квартирі.</li> <li>4. тістечок йому покласти.</li> <li>5. вправ з алгебри він зробив.</li> <li>6. часу в нього пішло, щоб написати перший розділ своєї книги.</li> </ol>
Неллі спитала:	<ol style="list-style-type: none"> <li>1. хто вилітає до Варшави.</li> <li>2. скільки коштує цей диск.</li> <li>3. де мама і що вона робить.</li> <li>4. з ким її брат Віллі піде на концерт.</li> <li>5. куди зникла її улюблена тарілка.</li> </ol>

Неллі спитала:

6. навіщо з кімнати винесли усі меблі.
7. чому Мері з самого ранку плаче у себе в кімнаті.
8. скільки заплатив тато за комп'ютер для Тома і Мері.
9. коли бабуся поїхала до подруги і чи буде вона у своєї подруги, доки тато не звільниться і не забере її на машині.

### Exercise 6.15.

Translate into English observing the rules of the sequence of tenses.

1. Учитель спитав, хто з нас любить книжки цього автора.
2. Вона зазначила, що любить читати книжки цього автора.
3. Ще місяць тому вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони впевнились (made sure), що читають доволі добре.
4. Ще минулого тижня Денис не знав, що світло рухається швидше за звук. І коли його молодша сестра спитала про це, він неправильно відповів.
5. Він сказав мені учора, що раніше навчався в політехнічному університеті, а зараз навчається в педагогічному.
6. Я ніколи не чув, що Олег бував у Австрії. Але Марія вчора сказала мені, що він жив у Відні два роки і дуже змінився з того часу, як повернувся звідти.
7. Ми вирішили позаминулого тижня, що наступного літа ми усі разом поїдемо до Карпат.
8. Богдан запропонував усім поїхати влітку до Полтави.
9. Я чув, що його батько професор і живе в Києві.
10. Я знаю, що його батько професор і живе в Києві.
11. Студент заявив, що йому ніхто не сказав, що семінар з валеології переноситься на четвер.
12. Бабуся поцікавилась, коли я запрошу своїх друзів на день народження і який торт я хочу, щоб вона спекла.
13. Сержант спитав капітана, чи боявся той іти в бій. (*to go into battle*). Капітан відповів, що не боявся і зараз не боїться.
14. Злочинець погрожував, що вб'є їх, якщо вони зателефонують до поліції.
15. Вона попередила нас, що ми можемо спізнитися, якщо зараз не вирушимо. Вона також сказала нам взяти лише необхідні речі, зачинити двері її ключем і взяти таксі.
16. Ми побоювались, що нам не вистачить квитків на виставу.
17. Він заперечував, що раніше працював у зоопарку.
18. Мама попросила нас піти до крамниці. Вона пообіцяла, що, якщо ми будемо себе гарно вести, вона дозволить нам піти на завтрашній футбольний матч.
19. Слідчий спитав, чи чув я про це раніше і чи зустрічався з підозрюваним. Я підтвердив, що ми познайомились у Москві.
20. Вона заперечувала, що мала намір залишити місто, і побоювалась, що ми дізнаємося правду.



**GENERAL REVISION OF TENSES**

**Exercise 1.**

Fill in the table with the following sentences in all suggested tenses, using the corresponding adverbial modifiers:

*L'Nouvelles technologies*

	Present	Past	Future
Simple	1.	1.	1.
	2.	2.	2.
Continuous	1.	1.	1.
	2.	2.	2.
Perfect	1.	1.	1.
	2.	2.	2.



TENSE REVISION

Perfect Continuous	1.	1.	1.
	2.	2.	2.

**Exercise 2.** Translate the sentences into English and write the schemes for each sentence (see Unit III).

Пітер писав листа, коли прийшла Меггі.	
Пітер писав листа уже півгодини, коли прийшла Меггі.	
Тільки-но Пітер написав листа, прийшла Меггі.	
Не встиг Пітер написати листа, як прийшла Меггі.	
Пітер писав листа, поки Меггі варила суп.	
Пітер написав листа, коли Меггі зварила суп.	
Пітер уже написав листа, коли Меггі зварила суп.	
Після того як Пітер написав листа, Меггі зварила суп.	
Перед тим як Пітер написав листа, Меггі зварила суп.	
Я давно його не бачила.	
Я давно його бачила.	

<p>Я не бачила його з того часу, як його звільнили з роботи.</p>	
<p>Де ти бачив його останнього разу? — Останнім часом я зустрічаю його у Ванесси. Він звичайно приходить туди близько 5 і сидить до закриття. Я звикла, що він мовчки п'є каву і дивиться на тих, хто танцює. Раніше він звичайно співав після третьої порції віскі, але зараз він уже не співає.</p>	

**Exercise 3.** Complete the sentences, using the necessary tenses.

1. ...., since .....
2. I am used to .....
3. I used to .....
4. It's the first time .....
5. I'll see to it .....
6. .... scarcely ....., it started to rain.
7. It's ages since .....
8. Mind that .....
9. Hardly ..... home, ..... my sister called.
10. Mary ..... Pete ..... lately.
11. When ..... to London last?
12. .... us go for a walk, ..... we?

**Exercise 4.** Fill in the gaps with the necessary tenses.

1. Some animals protect themselves with the help of mimicry. Mimicry ..... (1. to be) an outward resemblance of one organism to another or to its environment that ..... (2. to give) it a selective advantage, such as protection from predators. It ..... (3. to be) not a conscious process, but rather an adaptation. Since 1861, when Henry Walter



Bates ..... (4. to discover) that the non-toxic viceroy butterfly ..... (5. to mimic) the body colourings of the toxic monarch butterfly, scientists ..... (6. to use) it as an example of mimicry. Recently though, scientists ..... (7. to discover) that viceroys may have their own toxic defense system. They ..... (8. to believe) that the two butterflies ..... (9. to mimic) each other. Sharing similar body colour patterns ..... (10. to reduce) mortality for all species possessing that pattern because birds ..... (11. to learn) quickly that butterflies coloured orange and black ..... (12. to taste) bad.

2. For the world, the year 1900 was a clean slate on which history was going to be written, a new era that ..... (1. *to promise*) peace and limitless hope for everyone. A new century ..... (2. *to begin*), and it ..... (3. *to bring*) with it a series of astonishing inventions that ..... (4. *to reshape*) life around the globe. Steam and electric automobiles were replaced by the combustion engine. There ..... (5. *to appear*) submarines and airplanes. The world population ..... (6. *to explode*) to a billion and a half people. It ..... (7. *to be*) a time to grow and expand.

3. One day she ..... (1. *to come*) home from a business meeting and ..... (2. *to see*) that her fourteen-year-old daughter ..... (3. *to fight*) with two boys in the muddy yard. Margaret ..... (4. *to stare*) in disbelief: "That ..... (5. *to be*) the girl who one day ..... (6. *to run*) the company! God help us all!"

4. The morning when Josephine left, Robert ..... (1. *to feel*) as though she ..... (2. *to take*) a piece of his life away. He ..... (3. *to wander*) at random and ..... (4. *to murmur*): "We ..... (5. *to be*) just friends. We ..... (6. *to be*) friends since she ..... (7. *to be*) a baby." He ..... (8. *to repeat*) and ..... (9. *to repeat*) the words, but that ..... (10. *not to help*). He ..... (11. *to know*) that she ..... (12. *to spend*) the summer at the seaside, so he ..... (13. *to decide*) to do the same.

5. In David's office the following morning Tim and David ..... (1. *to sit*) facing each other. "I ..... (2. *to need*) about two months to get my affairs in order here," David said. "I ..... (3. *to think*) about the financing we ..... (4. *to need*) to begin with. If we ..... (5. *to go*) to one of the big companies, they ..... (6. *to swallow*) us and ..... (7. *to give*) us a small share. It ..... (8. *not to belong*) to us any more in such case. I ..... (9. *to think*) we should finance it ourselves. I ..... (10. *to figure*) it ..... (11. *to cost*) eighty thousand dollars to get started. By the moment I ..... (12. *to save*) the equivalent of about forty thousand dollars. So we ..... (13. *to need*) forty thousand more."

"I ..... (14. *to have*) ten thousand dollars," Tim said. "And I ..... (15. *to have*) a brother who ..... (16. *to loan*) me another five thousand."

"So we ..... (17. *to be*) twenty-five thousand dollars short," David said. "We ..... (18. *to try*) to borrow that from a bank."

**Exercise 5.**

Translate into English, using proper tenses.

1. Що не кажи, а у близнюків є свої переваги, яких не може бути в інших людей. Так, у Данії одному ув'язненому допоміг вийти на волю його брат-близнюк. Один з братів відбував 11-місячний термін (*to serve one's sentence*) в одній з данських тюрем. З якоїсь причини йому було потрібно вийти на волю, і тоді брати непомітно для охоронців помінялись одержею, після чого ув'язнений спокійно вийшов із тюрми, а інший близнюк залишився

«сидіти» за нього. Коли заміну було викрито, було вже занадто пізно. Справжній ув'язнений уже виїхав за ворота і був недосяжний (*to be out of reach*) для охорони тюрми. З того часу цієї людини ніхто не бачив. Ув'язнений зник, і, мабуть, вже не збирається повертатися до тюрми, а на його брата чекає суд. Зараз усім цікаво, чи жалкує брат-близнюк про те, що допоміг брату, і скільки часу він просидить у тюрмі за допомогу (*assistance*) втекти.

## 2. Фальшивий герой (A Sham Hero)

Один полковник індійської армії дуже хотів отримати медаль. Він представив комісії докази (*to produce evidence*) власної хоробрості: фотографії повстанців (*rebels*), яких він убив під час бою. Але комісія не повірила полковникові і провела власне розслідування (*to hold an inquiry*). Виявилось, що полковник заплатив місцевим селянам гроші, щоб вони позували для фото (*to pose*). Їх облили кетчупом (*to pour over*) і, поки вони лежали у такому вигляді на землі, відзняли серію «доказів». Тепер замість медалі у полковника будуть великі неприємності.

3. Одна моя подруга днями розповіла мені цікавий випадок зі свого життя. Сім років тому вона навчалась в університеті... Тоді ж Ліз зустрічалась із хлопцем із забезпеченої родини. Вони покохали один одного і навіть збирались заручитись. Йому подобалось, що Ліз буде юристом, і він не раз казав, що це благородна професія, не те що там якась офіціантка чи покоївка. Усі казали, що Ліз і Мет (так звали хлопця) просто створені один для одного. Але мало хто знав, що Ліз не вистачало грошей, щоб сплачувати за навчання і що вона тимчасово влаштувалась на роботу в один з лондонських пабів. Ліз соромилась розповісти Мету

про свою нову роботу, думаючи, що він не буде вважати її гідною себе (*to be unworthy of*). Одного разу Ліз і Мет домовились, що Мет приїде до неї додому о 10 увечері, тому що до того часу він буде зайнятий у власному офісі, оскільки домовився з менеджером звірити всі рахунки за останній місяць, і вони пойдуть вечеряти у свій улюблений паб. У той день Ліз як раз працювала в іншому пабі, і, з огляду на те, що наближалось Різдво, вона була вдягнена в костюм Санта Клауса. Раптом вона побачила, що за столиком спиною до неї сиділа симпатична пара — юнак та дівчина. Меню лежало на столику, але вони не бачили його — вони дивились один на одного. Ліз затремтіла, коли почула знайомий голос. Юнак за столиком був Мет! Яким ввічливим він був, яким ніжним! Дівчину поруч із собою він називав «Ненсі, дорога!», «Ненсі, лялечко!», «Ненсі, серденько!» Ліз він не впізнав і лише замовив два салати, дві пампушки (*a doughnut*) і дві коли. Поки Ліз несла тацю з їжею, вона думала про своє кохання, про мрії, які не справилились (*might-have-been dreams*), і раптом втратила свідомість



(*to faint*). Мет опинився до неї ближче за усіх і кинувся на допомогу. Коли юнак зірвав з неї ковпак, бутафорську (*fake*) бороду та вуса, він побачив, що це Ліз і що вона все зрозуміла. Прошепотівши «Вибач!», він вибіг з пабу, і з того часу Ліз його більше не бачила. Вона закінчила університет і працює у великій фірмі. Останнім часом у неї дуже багато роботи і вечорами вона часто залишається в офісі. Не дуже давно у них з'явився новий нічний сторож (*a night watchman*), і тільки-но Ліз побачила його, вона відразу ж упізнала цього чоловіка — то був Мет!

6. **Fill in the gaps with the necessary verb form. Use particle 'not' where necessary. To help you, the infinitives of some verbs are given in brackets.**

The two policemen ..... at the Hotel Monarque at twenty past seven that Thursday morning. They ..... tired, discontented and hungry. Since midnight they ..... forty-three hotels on the west side of the city, on each occasion with no success. They ..... over a thousand registration cards and ..... (*to wake*) seven innocent Englishmen who ..... (*not, come*) anywhere near fitting the description of Adam Scott.

At eight they ..... off duty and ..... go home to their wives and breakfasts; but they still ..... three hotels to check before then. When the landlady ..... them coming into the hall, she ..... as quickly as possible from the inner office towards them. She ..... the police and ..... (*to will*) to believe anyone who told her that the Swiss pigs were even worse than the Germans. Twice in the last year she ..... (*to fine*) and once even ..... (*to threaten*) with jail over her failure to register every guest. If they ..... (*to catch*) her once more, she ..... they ..... her license away and with it her living. Her slow mind ..... to recall who ..... (*to book in*) the previous evening. Eight people ..... (*to register*) but only two ..... cash — the Englishman who hardly ..... his mouth, Mr. Pemberton ..... the name he ..... (*to fill in*) on the missing card, and Maurice who always ..... with a different girl whenever he ..... in Geneva. She ..... both their cards and ..... (*to pocket*) the money. Maurice and the girl ..... (*to leave*) by seven and she already ..... (*to make up*) their bed, but the Englishman still ..... (*to be asleep*) in his room.

“We need to check your registration cards for last night, Madam.”

“Certainly, monsieur,” she ..... with a warm smile and ..... together the six remaining cards: two Frenchmen, one Italian, two nationals from Zurich and one from Basle.

“..... an Englishman ..... here last night?”

“No,” said the landlady firmly. “I ..... an Englishman,” she ..... helpfully, “for at least a month. .... you ..... to see the cards for the last week?”



"No, that ..... necessary," said the policeman.

The landlady ..... (*to grunt*) with satisfaction. "But we still ..... (*to need*) to check your unoccupied rooms. I ..... from the certificate that there ..... twelve guest bedrooms in the hotel," the policeman ..... "So, there must be six that should be empty."

"There ..... no one in them," ..... the landlady. "I already ..... (*to check*) them once this morning."

"We still need to see for ourselves," the other officer insisted.

The landlady ..... (*to pick up*) her pass key and ..... (*to waddle*) towards the stairs, which she ..... to climb as if they ..... the final summit of Everest. She ..... (*to open*) bedrooms five, seven, nine, ten, eleven. Maurice's room had been remade within minutes of his leaving but the old lady ..... she ..... (*to lose*) her silence the moment they ..... (*to enter*) twelve. She just ..... (*to stop*) herself from knocking on the door before she ..... the key in the lock. The two policemen ..... (*to walk in*) ahead of her while she ..... in the corridor, just in case there ..... any trouble. Not for the first time that day she ..... (*to curse*) the efficiency of Swiss police.

"Thank you, Madame," said the first policeman as he ..... back into the corridor. "We are sorry to have troubled you," he added. He ..... a tick on his list next to the Hotel Monarque.

As the two policemen ..... their way downstairs, the landlady ..... into the room number twelve, mystified. The bed ..... undisturbed, as if it ..... (*not, to sleep*) in, and there ..... no sign of anyone having spent the night there. She ..... (*to call*) on her tired memory. She ..... (*not, drink*) that much the previous night — she ..... the fifty franks in her pocket as if to prove the point. "I ..... , where he .....," she muttered.

(After Jeffrey Archer)



# UNIT VII

## THE NOUN: ITS CLASSIFICATION, CATEGORIES AND USE

### STUDYING GRAMMAR

#### STRUCTURAL ANALYSIS

Simple  
(e.g.: work, mouse, conduct, pen)

Derivative  
(e.g.: mousetrap, snowball, dining-room)

(e.g.: work, heir, king)

#### Exercise 7.1

Derivative nouns are formed with the help of suffixes that indicate different meanings.  
A. Try to guess the meanings of the suffixes and fill in the gaps in the table. Write more examples.

suffix	meaning	example
-er, -or	a person / a doer of an action / profession	instructor, writer, actor, ...
-er, -or	machine, a thing	cooker, mincer, word processor, ...
-ology	.....	sociology, neurology, ...
-ics	.....	physics, mathematics, ...
-ness	an abstract noun that is formed from an adjective	happiness, ...
-ess	.....	heiress, actress, hostess, ...
-ment	.....	development, ...
-ity	.....	generosity, activity, anxiety, ...
-ful	.....	mouthful, spoonful, ...
-ing	.....	ironing, singing, ...
-dom	.....	boredom, ...
-hood	.....	boyhood, ...

B. Which of the suffixes are used to form nouns from verbs, adjectives, other nouns: *-ism, -acy, -ity, -ance, -ence, -ment, -hood, -ness, -ess, -ship, -ist, -cy, -or, -er, -ian, -dom, -ment* etc.? Fill in the table, adding your examples.

verb + ..... → noun	adjective + ..... → noun	noun + ..... → noun
		-cy (Luna → lunacy)

**Exercise 7.2.**

Use the nouns denoting doers of different actions or professions with suffixes *-an, -ant, -ar, -er, -ian, -ese, -ist, -or* wherever possible.

- I can play the violin. I am a .....
- I am from Rome, so I am a .....
- He is from Milan, so he is a .....
- Tomas studied history at university, he is a top ..... at our institute.
- Alex assists the professor, so he is professor's .....
- My father drives well. He is a good .....
- Her granny works in the library. She is a .....
- Newton is a famous .....
- Ivan Pavlov is a well-known .....
- Anna plays badminton best of all in our group. She is a good .....
- We are from Kharkiv. We are .....
- Shakespeare wrote plays, so he is a .....
- If a person doesn't feel well, he goes to visit a .....
- This child always tells lies. He is a .....

**Exercise 7.3.**

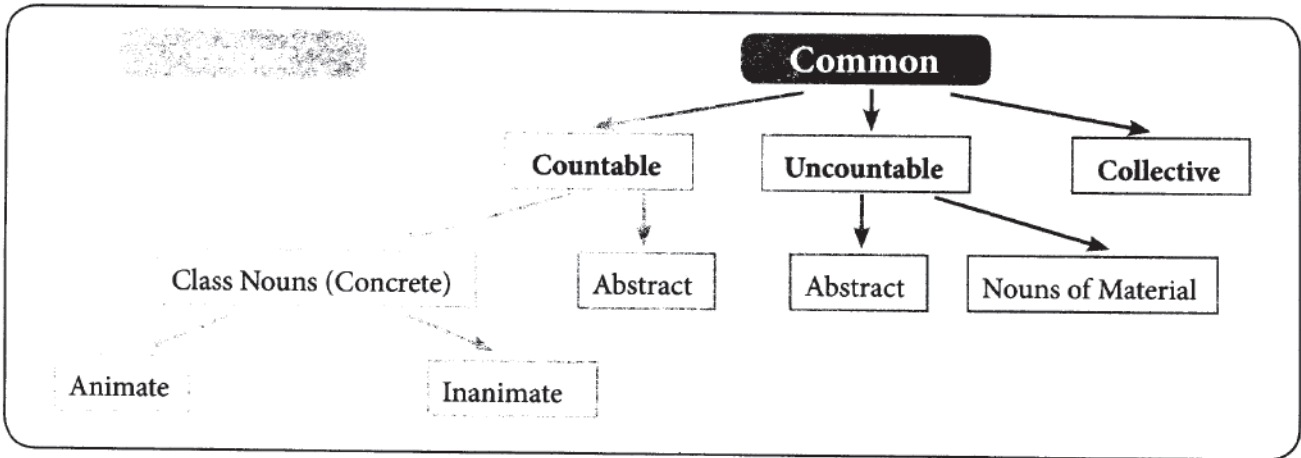
Complete the sentences with nouns that originate from verbs, adjectives or other nouns.

- Student Petrov is **absent**. Can you explain his .....
- Can you **explain** your behaviour? Is there any .....
- Nelly is **anxious** to know if Paul loves Mary. It's a usual .....
- All of us will **arrive** at Victoria Station. On our ..... we are going to the hotel.
- Let's **try** again. We shall have another .....
- Mary **decided** to enter the Teachers' Training College. It's her final .....
- Mother **warned** you not to do it. She gave you a .....
- Each **king** rules in his .....
- Don't **argue** with me. I don't want an .....
- Isaac Newton **discovered** that. He made that .....

**Grammatical Categories of the Noun:**

1. Number      2. Case

Semantic Classification of Nouns



THE CATEGORY OF NUMBER

Regular Plurals

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Sometimes uncountable nouns can become countable, but the meanings of the singular and plural forms are rather different. Read the following nouns, find their meanings in the dictionary and fill in the table:

Noun	Uncountable	Countable
Difference		
Talk		
Authority		
Paper		
Grief		

Work		
Custom		
Colour		

**Exercise**

7.50

Consider the given groups of nouns, suggesting the spelling rules for making them plural. Put down the rules and the plural forms into the corresponding columns.

Noun in the singular	Noun in the plural	Your explanation
watch match class		
monarch stomach epoch		
army		
day guy monkey		
penny Kennedy		
month bath birth		
youth path oath		
potato negro echo torpedo veto embargo		

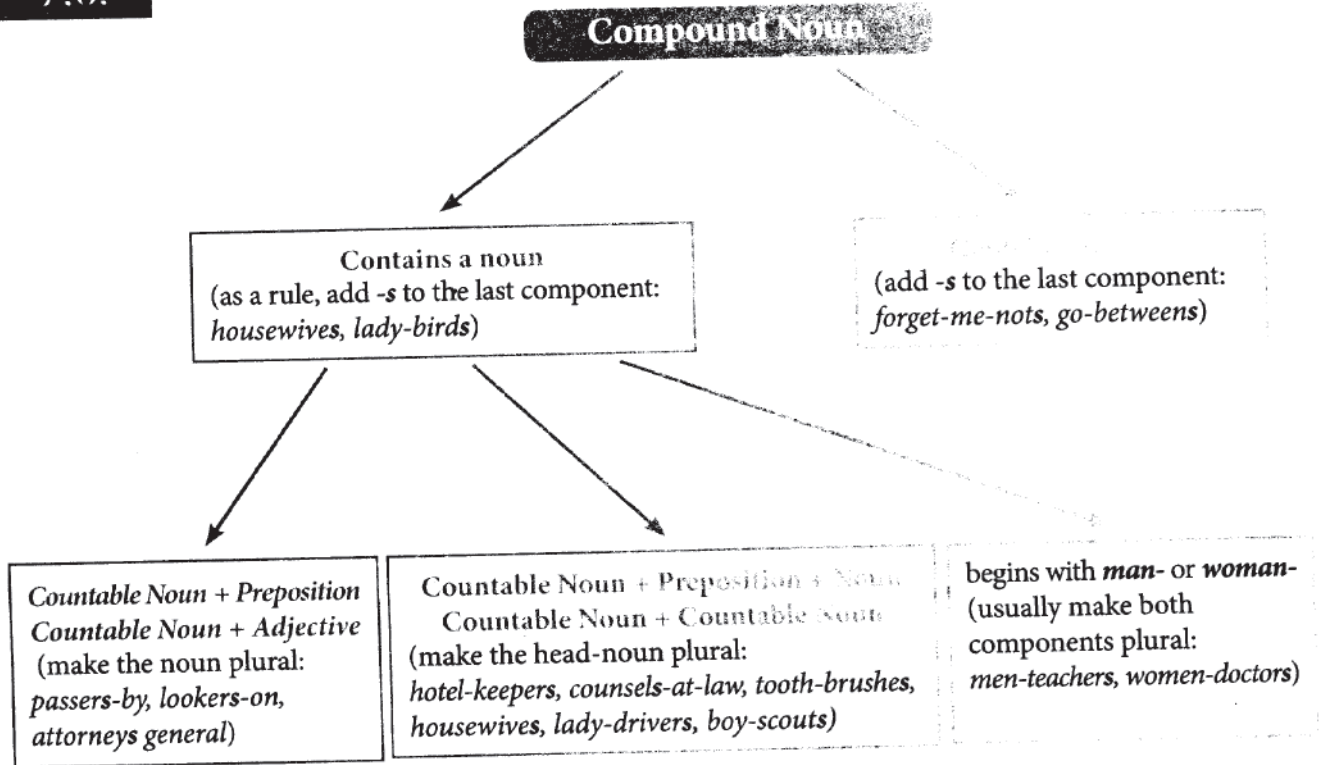
Noun in the singular	Noun in the plural	Your explanation
radio studio bamboo kangaroo cuckoo piano tango		
kilo photo pro		
mosquito volcano cargo motto tobacco		
concerto		
thief sheaf half elf wolf wife		
reef proof safe cliff gulf grief cuff chief		
wharf hoof scarf dwarf		

#### Collective Nouns

1. Collective nouns that are used only with a verb in the singular (*machinery, foliage*)
2. Collective nouns that are used only with a verb in the plural — nouns of multitude (*cattle, poultry, police, vermin, gentry, clergy, public, people*)
3. Collective nouns that are used with a verb either in the singular or in the plural (*family, crowd, army, jury*)

**Exercise 7.6.**

Study the algorithm and make the nouns plural wherever possible.



Man-of-war, notary public, police station, stepdaughter, editor-in-chief, policeman, man-servant, pick-up, commander-in-chief, grown-up, mother-in-law, lady-bird, boy-scout, sunshine, merry-go-round, show-off, lady-driver, man-hole.

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Irregular Plurals

**Exercise 7.7.**

Study the rules and make the nouns plural.

A. There are seven nouns that form their plural form by changes in the root. Fill in the table with the forms of such nouns:

man	
woman	
	teeth
	feet

	geese
mouse	
louse	

B. There are three nouns that form their plural by adding *-en* ending:

- ox — ...
- child — ...
- brother — ...

C. There are some nouns for which the singular and the plural form coincide. Translate them into Russian and memorize.

Some nouns of French origin	corps [kɔ:], rendezvous, précis, chassis	Mind the pronunciation: corps [kɔ:z]
Some nouns of Latin origin	series, species etc.	
Some nouns denoting people's social relations	counsel, offspring, bourgeois	
Some kinds of fish	fish, cod, halibut, mullet, trout, plaice, pike, salmon	
Some kinds of animals	bison, deer, sheep, grouse, moose, swine	
Some kinds of fruit	fruit, grapefruit	
Some kinds of machinery	aircraft, hovercraft, spacecraft	

D. Nouns, acting as quantifiers in measurements (*pair and couple (2), dozen (12), score (20), head (about cattle)*), are used in the singular, if preceded by a numeral: *two dozen eggs, two hundred head of cattle*.

E. Some nouns of foreign origin, mainly Latin and Greek have retained their original plural forms: *analysis — analyses, datum — data, formula — formulae*.

Coach, monarch, salesperson, tigress, countess, self, dynamo, wharf, foot, louse, carp, herring, trout, lobster, radius, oasis, tempo, curriculum, hypothesis, travel agent, man driver, baggage, experience, tariff, grief, Master-of-Arts, MA, court martial, tattoo, step-daughter, runner-up, scarf, path, swine, labour, taboo, hoof, proof.

**Note**

When we speak about individuals of some of these nouns, we use them in the plural.

*There are many fish in this pond.*

*I have got two goldfishes.*

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There are nouns that are used only with a verb in the singular, though they may end in -s. They are called *Singularia Tantum*.

1. Uncountable nouns (mass nouns, abstract nouns): *water, gas, love, stubbornness, excitement* etc.
2. Personal names, geographical names, other proper nouns: *Brooklyn, The Strand, The Old Monk, Brussels, Wales, The United Kingdom of Great Britain and Northern Ireland*.
3. Names of sports games: *billiards, cards, draughts, dominoes, bowls, skittles* etc.
4. Names of diseases: *mumps, shingles, measles, German measles, rickets, rabies, diabetes* etc.
5. Names of sciences and subjects for studying: *phonetics, linguistics, gymnastics, politics, mathematics, physics, ethics* etc\*.
6. A number of nouns that can't be made plural in English, but are countable in Russian: *advice, gallows, knowledge, news, progress, research, summons* etc.
7. A number of nouns that are *Singularia Tantum* in English, but are *Pluralia Tantum* in Russian: *money, hair\*\**, *chess, applause* etc. Mind it that *волосся* in Ukrainian is singular.

\*But: when names of sciences are used to express somebody's knowledge on the subject, grades, figures, these nouns are used with a verb in the plural. Compare the sentences:

*Physics studies the laws of nature. (a science) — Her Physics are very poor. (grades)*

*Statistics is an interesting science to study. (a subject) — What are the statistics on this point? (figures)*

\*\*But: noun 'hair', when used in the meaning «волосинка», is countable: *Her hair is blond. He has several grey hairs.*

There are nouns that are used only with a verb in the plural; they usually end in -s. They are called *Pluralia Tantum*.

1. Names of tools, consisting of two parts: *tweezers, pincers, scales, scissors, spectacles, binoculars, pliers, tongs, dividers, nutcrackers, clippers, fetters* etc.
2. Names of clothes: *trousers, pajamas (pyjamas), tights, breeches, culottes, corduroys, trunks, draws, shorts, briefs, overalls, slacks, pants, panties, knickers, underpants, braces* etc.
3. Some geographical names: *the Netherlands, the West Indies, the Highlands, the Hebrides* etc.
4. Substantivised adjectives, denoting groups of people: *the young, the old, the poor, the rich, the living, the wounded, the blind, the dead, the disabled (the handicapped)* etc.
5. Other nouns: *arms, ashes, contents, customs, earnings, goods, greens, holidays, odds, outskirts, suburbs, headquarters, looks, premises, particulars, stairs, thanks, surroundings, troops, wages, proceeds, remains, forces, whereabouts, the Middle Ages* etc.

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A. Study the classification.

B. Explain the use of the Absolute Genitive.

**Case**

**The Common Case**  
(Ex.: *Mary is here. The newspaper is fresh.*)

**The Genitive Case**  
(Ex.: *This is Mary's pen. This is a today's newspaper.*)

**Absolute Genitive**  
(Ex.: 1. *This is Peter's book, and that is Mary's.*  
2. *We live at my aunt's.*  
3. *They married at St. Paul's.*  
4. *We buy bread at the baker's.*  
5. *I dislike this husband of my mother's.*)

**Dependent Genitive**  
(Ex.: *Mary's pen*)

C. Formulate the rules of formation and pronunciation of the Genitive Case ending.

**The Rules of Formation**

- For singular nouns:**
  - Mary's book, this student's notebook*
  - My father-in-law's car*
  - Dickens' [nz] or Dickens's [siz] novels*
  - Sophocles' [liz] plays (Greek)*
- For plural nouns:**
  - these students' notebooks*
  - these children's toys*

**The Pronunciation Rules:**

- s is pronounced as [s], if .....
- s is pronounced as [z], if .....
- s is pronounced as [iz], if .....

**Exercise 7.9.**

A. Supply the rule with the necessary examples from the list below.

The Genitive Case may be used to express several meanings:

- possession: .....
- relation of the whole to its parts: .....
- personal / social relations: .....
- authorship: .....
- measurements: .....
- subjective relations: .....
- objective relations: .....
- a quality of something: .....

**Examples:** a day's trip, Nina's coming (Nina has come), the criminal's arrest (they arrested the criminal), Lina Kostenko's poem, the horse's leg, Bohdan's friend, Mary's notebook, she has got angel's eyes.

## B. Supply the rule with the necessary examples from the list below.

The Genitive Case is used with:	An '-of-phrase' is used with:
Names of persons and higher animals: .....	Inanimate objects: .....
Nouns denoting time, distance and measurement: .....	Abstract notions: .....
Names of countries and towns, or with nouns 'world', 'nation', 'country', 'city', 'town', 'ship', 'car': .....	Nouns denoting time, distance and measurement (sometimes with other meaning): .....
Names of newspapers: .....	Long phrases: .....
Nouns 'sun', 'moon', 'earth': .....	.....
In a number of set phrases: <i>a pin's head, at one's finger's end, for goodness' sake, at arm's length,</i> .....	.....

**Examples:** the motorbike's wheels, two hours' drive, the leg of a chair, Ukraine's population, the world's top racers, to move at a snail's pace, a matter of trial and error, today's newspapers, The Guardian's columnist, Welsh revolt of 1283, a friend of my mother's cousin, Mr. Scott's letters, a year's absence, the newspapers of today, a cat's tail, the sun's beam.

**Mind the difference:***My brother's photo*

= the photo that belongs to my brother

= the photo with the image of my brother

*The photo of my brother*

= the photo with the image of my brother

**The Double Genitive** is used in the meaning 'one of':*This is a friend of my mother's.* = *one of my mother's friends***The Group Genitive** is used to show that several people are related to something in common:*Mum and Dad's room.***Exercise**

7, 10.

Transform into -'s where possible.

- The cage of the canary
- the brother of my uncle
- the photo of my granny
- the dog of the girls
- the money of my father
- the daughter of his cousin
- the mother of Lily
- the bag of his friend
- the trousers of the boys
- the television of tomorrow

**Exercise**

7, 11.

Match the names of shops and departments with the sentences. Pay attention to the use of the Absolute Genitive.

1. We buy bread and rolls at .....
2. We buy sweets and pastry at .....
3. We buy pills and tablets at .....
4. We buy men's suits at .....
5. We buy fish at .....
6. We buy meat at .....
7. We buy cereals at .....
8. We buy apples, greens and cabbage at .....
9. We buy pens, rulers and erasers at .....
10. We buy pins at .....
11. A lady does her hair at .....
12. A man can be shaved at .....

the baker's	the butcher's
the grocer's	the greengrocer's
the fishmonger's	the haberdashery
the confectioner's	the stationer's
the hairdresser's	the barber's
the chemist's	lady's footwear
the florist's	the ironmonger's
men's wear	

13. We buy lady's shoes at .....
14. We buy nails and screws at .....
15. We buy flowers at .....

**Exercise 7.12.**

*Translate into English, using -s genitive wherever possible.*

Футболка мого брата, футболки мого брата, одна з футболок мого брата, книга моїх сестер, книги моїх сестер;  
 оцінка його дочки, оцінки його дочки, оцінки його дітей, оцінки дітей його невістки, друзі наших друзів, кабінет головного редактора, знання жінок-лікарів, успіхи сина мого друга, машина родичів наших сватів;  
 машина Джона і машина Мері, машина Джона і Мері, сестра королеви Великої Британії, речі когось іншого, сумка дівчини, яку я бачив учора;  
 романи Діккенса, убивство Цезаря (Caesar), ідеї Аристотеля (Aristotle), закон Архімеда (Archimedes), Собор Святого Павла, контрольні Алекса, квіти Аліси;  
 відстань в одну милю, роль Таймс, мовчання в декілька хвилин, зміст коробки, промені сонця, Національна опера України, швидка допомога (ambulance service) міста Харкова, черепашачою ходою, приїзд генерала, добробут нації.

**PRACTISING GRAMMAR**

**Exercise 7.13.**

*Make the following nouns plural.*

Soprano, bench, tomato, schoolchild, cherry, cuckoo, proof, domino, step-daughter, spy, monkey, broth, memo, box, stomach, tattoo, Ukrainian, sheep, ship, Czech, cliff, mosquito, sister-in-law, drop-out, gentleman-farmer, mouthful, editor-in-chief, policeman, court martial, cola, man-doctor, wharf, birth, toothbrush, analysis, elf, phenomenon, actress, negro, bee, Galsworthy, echo, concerto, self, youth, dwarf, foot, bison.

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**Exercise  
7.14.**

Make the following nouns singular where possible.

Eyes, scarves, greens, foxes, radios, women, geese, crew, houses, brethren, phenomena, mice, means, wreaths, couches, trays, countries, keys, cargoes, children, men, oxen, buses, premises, glasses, horses, tattoos, lives, tries, lice, quizzes, works, trunks, oaths, zoos, oats, physics.

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 .....  
 .....  
 .....

**Exercise  
7.15.**

Match the nouns and their definitions. Comment on the category of number of the nouns in the left column.

vermin	a small fat bird with feathered feet that is shot for sport to be eaten
plaice	a small area in a desert, where water and plants are found
aircraft	birds that are kept on farms to produce eggs or to be killed for food
runner-up	a formal word for children, to name animals' young
oasis	a flat sea fish
lobster	a sea creature that has a shell, two claws and eight legs
grouse	a sea fish
offspring	a person, who comes second in a competition or race
poultry	Air Force, fleet, or an airplane
mullet	cockroaches, rats, mice, flees etc.

**Exercise  
7.16.**

Use the necessary forms of the verbs 'to be', 'to have' and 'to live'. Translate the following sentences into Ukrainian and analyze the use of the italicized nouns in them.

1. There ..... many *bison* in this National Park.
2. *Fish* ..... good for health.
3. There ..... a lot of *herring* in this area, so we're going fishing in the morning.
4. This *moose* ..... rather old. *Moose* usually ..... not more than 25 years.
5. *Dice* ..... rather popular in the Eastern countries.
6. These *deer* ..... several *offspring*.
7. *Salmon* ..... good for different kinds of pies.
8. There ..... two *series* of burglaries in the city; the second *series* ..... especially cruel.
9. This *species* of roses ..... exquisite. And these two ..... the *species* of the latest selection.
10. Several *hovercraft* ..... seen in the neutral waters.
11. *Aircraft* ..... used for different purposes nowadays.
12. *Plaice* ..... rarely found in the southern seas.
13. The *machinery* ..... too old at this plant.
14. The *vermin* always ..... a great trouble for the inhabitants of old houses.

**Exercise 7.17.**

Use the necessary form of the verb. Mark it, where both singular and plural forms are possible.

1. The scissors ..... (to be) sharp.
2. At present the government ..... (to discuss) the situation in the country.
3. The trousers ..... (to be) torn.
4. There ..... (to be) a lot of people in the streets of the city.
5. The cattle ..... (to graze) in the field at present.
6. Now the jury ..... (to try) to come to a certain decision.
7. The peoples of the world ..... (to want) to live in peace.
8. The police ..... (to investigate) the case.
9. Vermin usually ..... (to live) where there ..... (to be) a lot of litter.
10. The committee ..... (to have) a meeting now.
11. Our family ..... (to like) going in for races together.
12. Our family ..... (to be) early-risers.
13. The crowd already ..... (to gather) around the broken car.
14. A crowd ..... (to be) very dangerous for children and old people.
15. The news ..... (to become) known to everybody.
16. The Headquarters just ..... (to move) to Brussels.
17. Bowls ..... (not to be) a thrilling game, but dice ..... (to be).
18. .... (to be) there any crossroads nearby?
19. Many species of animals already ..... (to die out).
20. The species ..... (to be) well-known to the scientists.

**Exercise 7.18.**

Translate into English, using -'s genitive wherever possible:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ця сумка — моя, а та — моєї тітки.</li> <li>2. Це фотографія моєї подруги. Моя подруга на ній дуже красива.</li> <li>3. Ми вже вивчили текст восьмого уроку, а ти?</li> <li>4. Ти вже бачив квартиру Пітера і Мері? — Ще ні, але я збираюсь відвідати їх у неділю.</li> <li>5. Вам подобається нова пісня цього українського композитора?</li> <li>6. Професори обговорюють статті сина мого друга.</li> </ol> | <ol style="list-style-type: none"> <li>7. Чим займається сестра Чарльза? — Вона художниця. — Чим вона зараз займається? — Вона зараз пише портрет сестри своєї свекрухи.</li> <li>8. Ти уже переглянув сьогоднішню «Сандей Таймс»? — Ще ні, але я прочитав усю сьогоднішню «Гардіан».</li> <li>9. Твори Діккенса і Теккерея дуже популярні серед читачів.</li> <li>10. Чиї це речі? — Мого друга. Онде він пливе далеко в морі!</li> </ol> |
|--|--|

**LIVING WITH GRAMMAR****NAMING****Exercise 7.19.**

Each student in the group chooses two or three nouns in one of the boxes with the list of Singularia Tantum nouns, Pluralia Tantum nouns or collective nouns (see Studying grammar section) and suggests a definition for them. The rest of the group should guess the noun.

**Example:...**

This is an animal that lives in the mountains of North America. Name it!  
 This is a device, used to see something better from a long distance, but you can't wear it. What is it?  
 This is a tool, used for...

**Exercise 7.20.**

- A. Give names for the nationalities of the following countries, filling in the gaps of the table.
- B. In pairs discuss characteristic traits of people of different nationalities.

**Example:**

A. The Spaniards are more suntanned and talkative than the Finns  
 B. Oh, yes. But if you meet a person, you can't tell a Finn from, for example, a Norwegian during the first minutes of the talk.

**Note**

Words to denote nationality are formed according to several schemes. Substantivized adjectives, ending in *-ese, -ss*, have identical singular and plural forms. Substantivized adjectives, ending in *-ian*, can be made plural. Words, ending in *-man*, change their last element into the plural form.

Country	A representative	The people
Brazil	a .....	the .....
Spain		
Poland		
Ukraine		
Norway		
Sweden		
Denmark		
Holland		
France		
China		
England		
Scotland		
Wales		
Ireland		
Hungary		
Greece		
Israel		
Switzerland		
Iraq		
Japan		
Finland		

**MAKING COUNTABLE**

**Exercise 7.21.**

Uncountable nouns can become countable if you use them with certain quantifiers.

1. Translate the nouns in the box. Which of them denote:

- A. containers for liquid? B. containers for solid matter? C. parts of material?

cube	bar	slice	sheet	jar	bottle	piece	box	pot	jug	chunk	splash	wisp	tube
drop	pinch	sip	lump	pack	can	tin	canister	blade	strip	grain	heap	pile	etc.

## 2. Match parts A and B in the sentences below and fill in the gaps.

## A

1. I saw ..... a blade of ..... grass.
2. Have you got ..... chocolate?
3. Can I have ..... bread, please?
4. We need ..... paper.
5. Buy me ..... soap, please!
6. We need ..... jam for the cake.
7. Buy me ..... milk, please!
8. Have you got ..... matches?
9. I've made ..... tea.
10. Buy ..... toothpaste.
11. Add ..... hot water, please.
12. I've drunk ..... tea.
13. Add a ..... soda, please!
14. I can see ..... smoke in the distance.
15. There is a ..... rubbish in the back yard.
16. A chair is ..... furniture.
17. I'd like ..... ice.

## B

- a. a wisp of
- b. a cube of
- c. a splash of
- d. a box of
- e. a sip of
- f. a tube of
- g. a blade of
- h. a bar of
- i. slice of
- j. a pinch of
- k. a pack of
- l. a jar of
- m. a heap of
- n. an article of
- o. a pot of
- p. a cake of
- q. a bottle of

**Exercise 7.22.**

*Groups of objects of the same type or people doing the same work have certain names. Use the nouns denoting such names in the sentences below.*

bunch	swarm	crew	herd
team	pack	flock	committee
bundle	staff	family	government

1. The President suggested the ..... that they should bring the situation under control together.
2. He was looking for a ..... of his keys, but with no success.
3. The ..... were enjoying their after-dinner coffee.
4. A ..... of big birds was circling above the broken car.
5. A ..... of wolves was seen near the village.
6. School psychologists don't belong to the teaching ....., though their work is rather important for teachers.
7. The smell of honey attracted a ..... of wasps.
8. A ..... of dirty laundry was lying on the floor.
9. The parliament ..... had their meeting on Tuesday, but didn't come to a common decision.
10. There was a large ..... of elephants standing on their way.
11. All of us are fast runners, so our ..... is going to win.
12. The ..... of this airplane started working together five years ago.

## REFERENCE TO GENDER

**Exercise 7.23.**

*Pronouns 'he' or 'she' may sometimes substitute nouns if you want:*

- to speak about pets;
- to speak about forces of nature or other common nouns in fairytales;



- to speak about one’s cars, bikes etc.;
- to speak about one’s boats and ships;
- to speak about countries, cities (only ‘she’).

A. Insert ‘he’, ‘she’ or ‘it’ pronouns in the required form into the following sentences.

1. Mr. Merdock was the captain of the “Titanic”. He took ..... to sea for the first time.
2. Before the dam was built there was a flourishing sardine industry in the Nile Delta, where ..... flows into the Mediterranean.
3. The glory of Detroit’s industries, ..... majesty the automobile.
4. According to a mythological legend Greece and ..... genius were creators of Magna Grecia.
5. Portugal has proved that ..... is an excellent organizer of international events — Expo 98, for example, and the tennis Masters in 2000.
6. England is proud of ..... poets.
7. This year Israel is celebrating ..... anniversary.
8. These chemicals in turn get back into the river and pollute .....
9. I love my car. .... (the car) is my greatest passion.
10. France is popular with ..... (France’s) neighbours at the moment.
11. Is Wales only famous for ..... history and tradition?
12. Hundreds of thousands of tourists visit Wales every year for its countryside, historic buildings or ..... famous cities.
13. I travelled from England to New York on the Queen Elizabeth, ..... is a great ship.
14. Greenland is often badly treated by mapmakers, who, the Los Angeles Times says, “glaze ..... with white,

**Mind**

- The names of countries are replaced by the pronoun ‘it’ if a geographical description is meant.
- The names of ancient cities and cities-states are also replaced by the pronoun ‘she’.
- Міста-побратими = sister cities.
- A computer may be referred to as ‘he’.

and move on without citing ..... villages or capturing the curves of ..... coast, ..... broad glacial surface”.

15. The town mouse was a very superior mouse, who thought that living in town was far better than living the country. So one day, ..... invited his country cousin to stay with ..... in ..... town house and experience the civilized lifestyle of the town. “Don’t worry,” said the town mouse, “that’s just my neighbour — the dog, ..... wants to join us for dinner.”
16. Rivers: what do they mean to you? Anyone who has ever lived beside one and gone for walks along ..... bank, swum in ..... , gone fishing, taken a boat or just looked down on ..... from a bridge, knows differently.
17. Athens appealed to ..... enemy.
18. Babylon, the mother of all sins, ..... was fallen because of ..... sins.
19. Rome set up ..... province in Sicily in 241 B.C.
20. Oxford did not feel in the least at home with such people as Huxley. In fact, ..... felt rather desperately at bay between past and future.
21. The shadow looming over Venice’s greatness was that of ..... greatness itself.
22. Iceland is famous for ..... geyser fields.
23. Prague was gazing out of ..... windows smiling happily at ..... self.

B. Write a short essay about your pets or a fairy tale about forces of nature (200 words).

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**Exercise**  
**7.24**

Grammatical gender barely concerns nouns in English. It is mostly expressed by means of lexical equivalents, suffixation, prefixation or compound nouns.

Consider the means of expressing gender and supply the table with examples of your own.

Means	Examples
1. Contrasting nouns describing people	1. Bachelor — spinster, ...
2. Contrasting nouns describing animals	2. Dog — bitch, ...
3. Suffixes indicating female gender	3. Poet — poetess, hero — heroine, usher — usherette, ...
4. Prefixes indicating female gender	4. He-goat — she-goat, ...
5. Compound nouns	5. Landlord — landlady, policeman — policewoman, bridegroom — bride, ...
6. Attributive expressions*	6. Woman wrestler, male nurse, boyfriend, ...

\* If possible, try to use gender-neutral expressions to avoid sexism.

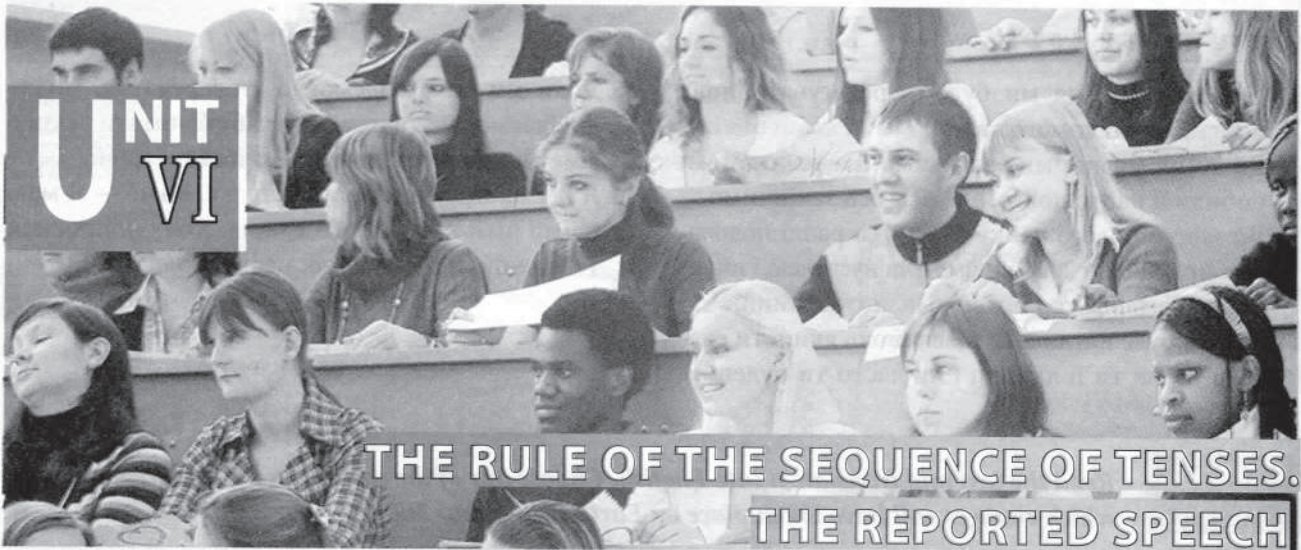
**Exercise**  
**7.25**

1. Give the feminine of the given nouns in A and B. Some examples have been done for you.

2. Some of the words in the feminine that were used to denote jobs have gone out of use. What are they? Use their equivalents in common gender.

3. Consider the nouns in group C and fill in the table with the corresponding nouns in common gender.

A. Nouns, denoting jobs	B. Nouns, denoting social position
actor — ...	bridegroom — ...
steward — ...	widower — ...
head-master — headmistress	host — ...
chairman — ...	monk — nun
policeman — ...	bachelor — spinster
usher — ...	nephew — niece
author — ...	god — ...
school-teacher / schoolmaster — ...	heir — ...
spokesman — spokeswoman	viscount — viscountess
poet — ...	baron — baroness
	prince — ...
	duke — ...
	king — ...



**STUDYING GRAMMAR**

**THE SEQUENCE OF TENSES. THE REPORTED SPEECH**

**Exercise 6.1.**

A. Study the two patterns and the examples of common reporting verbs.

Common reporting verbs	
say	tell
speak	utter
declare	pronounce
announce	notify
ask	inquire
request	order
beg	warn
inform	advise
enlighten	etc.

Type of Sentence	Direct Speech	Reported Speech
<b>Affirmative</b>	<i>I know this rule.</i>	<i>He says that he knows this rule.</i>
<b>Interrogative</b>	<i>Does he know this rule?</i>	<i>The teacher asks if he knows this rule.</i>
<b>Imperative</b>	<i>Pete, open the window!</i>	<i>Mother asks Pete to open the window.</i>

B. Say for which types of sentences we use the given reporting verbs.

- Reporting verbs for affirmative sentences: .....
- Reporting verbs for interrogative sentences: .....
- Reporting verbs for imperative sentences: .....

**Exercise 6.2.**

The rule of the sequence of tenses works when the predicate in the principal clause (i.e. a reporting verb) is used in one of the past tenses. Then the predicates in the subordinate clauses (i.e. reported statements, questions or orders) should also be used in past tenses.

A. Study the patterns for reporting statements. Name the tenses used in the reported speech (ex.: the Past Perfect, the Future Simple in the Past etc.).

**Reporting statements**

Kate <b>teaches</b> children at school.	<b>He said that</b>	Kate <b>taught</b> children at school.
Kate <b>is teaching</b> Tom to read now.		Kate <b>was teaching</b> Tom to read then.
Kate <b>has</b> already <b>taught</b> Tom to read.		Kate <b>had</b> already <b>taught</b> Tom to read.
Kate <b>has</b> already <b>been teaching</b> Tom for a month.		Kate <b>had</b> already <b>been teaching</b> Tom for a month.

Kate <b>taught</b> Tom to read last year.	<b>He said that</b>	Kate <b>had taught</b> Tom to read the previous year / the year before.
Kate <b>was teaching</b> Tom to read in the morning yesterday.		Kate <b>had been teaching</b> Tom to read in the morning the previous day / the day before.
Kate <b>had taught</b> Tom to read before she bought him this book.		Kate <b>had taught</b> Tom to read before she (had) bought him <b>that</b> book.
Kate <b>had been teaching</b> Tom to read for a month before she bought him this book.		Kate <b>had been teaching</b> Tom to read for a month before she (had) bought him <b>that</b> book.
Kate <b>will teach</b> Tom next month.		Kate <b>would teach</b> Tom the following month.
Kate <b>will be teaching</b> Tom to read at the lesson tomorrow.		Kate <b>would be teaching</b> Tom to read at the lesson the following day.
Kate <b>will have taught</b> Tom to read by next month.		Kate <b>would have taught</b> Tom to read by the following month.
Kate <b>will have been teaching</b> Tom to read for a month by next Monday.		Kate <b>would have been teaching</b> Tom to read for a month by the following Monday.

B. Study the patterns for reporting questions, orders, requests etc. Fill in the gaps with the corresponding verb forms and adverbials.

**Reporting questions**

General, alternative and disjunctive questions		
Does Kate <b>teach</b> Tom?	<b>He asked / wondered whether</b>	Kate ..... Tom.
Does Kate <b>teach</b> Tom or Pete?		Kate ..... Tom or Pete.
Kate teaches Tom to read, doesn't she?		Kate ..... Tom to read.
Is Kate <b>teaching</b> Tom to read now?		Kate ..... Tom to read then.
Has Kate <b>taught</b> Tom to read <b>yet</b> ?		Kate ..... Tom to read.
Has Kate <b>been teaching</b> Tom for a month?		Kate ..... Tom for a month.
Did Kate <b>teach</b> Tom to read <b>last year</b> ?		Kate ..... Tom to read .....
Was Kate <b>teaching</b> Tom to read in the morning <b>yesterday</b> ?		Kate ..... Tom to read in the morning .....
Had Kate <b>taught</b> Tom to read before she bought him <b>this</b> book?		Kate ..... Tom to read before she bought him ..... book.
Had Kate <b>been teaching</b> Tom to read for a month before she bought him <b>this</b> book?		Kate ..... Tom to read for a month before she bought him ..... book.
Will Kate <b>teach</b> Tom <b>next</b> month?		Kate ..... Tom the ..... month.
Will Kate <b>be teaching</b> Tom to read at the lesson <b>tomorrow</b> ?		Kate ..... Tom to read at the lesson the ..... day.

Will Kate <b>have taught</b> Tom to read by <b>next</b> month?	He asked / wondered	if whether	Kate ..... Tom to read by the ..... month.
Will Kate <b>have been teaching</b> Tom to read for a month by <b>next</b> Monday?			Kate ..... Tom to read for a month by the ..... Monday.

Special questions			
Who is teaching Tom to read?	He asked / wondered	who	was teaching Tom to read.
Whom is Kate teaching to read?		whom	Kate was teaching to read.
Where is Kate teaching Tom to read?		where	Kate was teaching Tom to read.
What is Kate teaching Tom to do now?		what	Kate was teaching Tom to do then.
What is Kate teaching Tom to read for?		what	Kate was teaching Tom to read for.
Why is Kate teaching Tom to read?		why	Kate was teaching Tom to read.
How long has Kate been teaching Tom to read?		how long	Kate had been teaching Tom to read.

Reporting orders, requests etc.

Reporting orders and requests				
Open the window, Paul!	He	told	Paul	to open the window.
Will you help me, Paul?		asked		to help him.
Do help me, Paul!		begged		to help him.
Come up to me, Paul!		ordered		to come up to him.

Reporting advice, requests, invitations, suggestions, promises, permissions etc.				
Why don't you call him?	He	advised	me / us / you / him / her / them	to call him.
		suggested	(me / my)	calling him.
You had better go there at once!		advised	me	to go there at once.
Would you like a piece of cake?		offered	me	a piece of cake.
It's dangerous! Don't go there!		warned	me	not to go there.
Would you mind going to the circus on Sunday?		suggested	(me / my)	going to the circus on Sunday.
		asked	(me)	if I would mind going to the circus on Sunday.
I <b>will</b> collect you from school today.		promised	(me)	to collect me from school.
You may take my pen!	allowed	me	to take his pen.	

Let's watch this film together!	He	suggested		watching the film together.
				that we should watch the film together.
Let's not watch the film together!				
Let her watch the film alone!		suggested	her	watching the film alone.
				that she should watch the film alone.

C. According to the rule of the sequence of tenses time some adverbials and demonstrative pronouns are also to be changed. Study the table below and fill it in with the corresponding pronouns and adverbials.

Essential word changes	
Direct Speech	Reported Speech
this	
that	that
these	
those	
now	
today	
yesterday	the previous day, ...
the day before yesterday	
tomorrow // in ... (some time)	the following day //
the day after tomorrow	
last week / month / year	
next week / month / year	
ago // two days ago	

**Note 1.**

The rule of the sequence of tenses is observed in object; subject and predicative clauses.

The rule of the sequence of tenses is not usually observed in such cases:

1. We can report the Past Simple as the Past Simple or change it into the Past Perfect to emphasize that the action took place earlier in the past.

*Nina said that she didn't call / hadn't called Mark.*

2. When the reported part contains a general truth (a law of nature, a permanent state etc.)

*The teacher told the children that hope dies last.*

3. When the reported part denotes actual present (usually in conversations and in news reports).

*Tom called me and said he is waiting for us downstairs. Let's go!*

*Mum said that the cat has caught the mouse.*

Sometimes when the situation hasn't changed.

*He said that he loves me.*

4. When the reported part contains some modal verbs that have no equivalents in the past (should, must etc.)  
*He said that he **should** be there with us.*
5. When the exact date is mentioned and the order of actions is clear from the context (unless we wish to emphasize).  
*The teacher said that the Ukrainian Constitution **was adopted in 1996**.*

**Note II.****"Yes" and "No" in the reported speech**

- |  |  |
|--|--|
| "Yes, I will feed the dog," she said.  | → She <b>agreed / consented</b> to feed the dog.     |
| "Yes, I do," she said.                 | → She <b>answered in the positive</b> .              |
| "No, I won't feed your dog," she said. | → She <b>refused</b> to feed his dog.                |
| "No, I don't know him," she said.      | → She <b>denied</b> that she knew him / knowing him. |
| "No, I don't," she said.               | → She <b>answered in the negative</b> .              |

**"Thank you", "Hello", "Goodbye"**

- |                               |  |
|-------------------------------|--|
| "Thank you, Peter," she said. | → She <b>thanked</b> him.                  |
| "Hello," he said to Mary.     | → He <b>greeted</b> Mary.                  |
| "Goodbye," he said.           | → He <b>said goodbye / bade farewell</b> . |

**Exercise 6.3.**

*Each of these sentences contains one mistake or more. Find the mistakes and correct them.*

- He told that the experiment should be held not later than on Monday, if we wanted to obtain reliable results.
- Nelly wondered where were the boys, for they left two hours ago and haven't returned yet.
- The traffic warden asked me whether I read the Highway Code before.
- They informed us that Peter may be late for dinner today.
- He said to us to give him a lift to work.
- Mother asked when will Tom come back home.
- The teacher said the pupils they were to hand in the compositions tomorrow.
- Mother had told me, when I was seven years old, that the Moon and the Sun were the heavenly bodies that were situated very far from us.
- Gala said that Veronique always helped her to administrate the club, but now she doesn't, because she has entered the Financial College and has to study hard there.
- He telephoned me next morning and asked was Mary at home or not.
- Mr. Brown suggested us to visit our friend Alex.
- They invited to the Town Hall to discuss the problems of investments.
- Mother thought I need a week to finish my diploma, but, actually, I will need two.
- Alice asked Denis what was he doing in her aunt's office in the middle of the night.
- The police officer inquired if Mr. Smith let his daughter to use his credit card.

**Exercise 6.4.**

- A. Study the combinability of reporting verbs.**  
**B. Continue the sentences in the reported speech.**

**V + to infinitive**

to agree  
to intend

to threaten  
to promise

to offer  
to refuse

to mean  
to want

**V + object + to infinitive**

<i>to advise</i>	<i>to allow</i>	<i>to ask</i>	<i>to beg</i>	<i>to command</i>	<i>to invite</i>
<i>to order</i>	<i>to remind</i>	<i>to warn</i>	<i>to order</i>	<i>to forbid</i>	<i>to beg</i>

**V + gerund**

<i>to apologize for</i>	<i>to complain (to smb) of / about smth</i>	<i>to deny</i>	<i>to suggest</i>
<i>to insist on</i>	<i>to inform smb of / about smth</i>	<i>to accuse smb of</i>	<i>to boast about/of</i>

**V + that + clause**

<i>to boast</i>	<i>to complain</i>	<i>to deny</i>	<i>to explain to smb</i>	<i>to inform</i>
<i>to promise</i>	<i>to remark</i>	<i>to exclaim</i>	<i>to remind</i>	<i>to threaten</i>

**V + that + should + bare infinitive**

<i>to suggest</i>	<i>to insist</i>	<i>to demand</i>
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- |                             |                              |                               |
|-----------------------------|------------------------------|-------------------------------|
| 1. He suggested ...         | 8. She exclaimed ...         | 15. The Dean informed ...     |
| 2. They apologized for ...  | 9. They refused ...          | 16. The woman begged ...      |
| 3. She threatened ...       | 10. The student promised ... | 17. The lecturer remarked ... |
| 4. Granny complained ...    | 11. Father explained ...     | 18. The child demanded ...    |
| 5. The boy boasted ...      | 12. The doctor forbade ...   | 19. The boy apologized ...    |
| 6. The teacher insisted ... | 13. Nora reminded ...        | 20. Her parents advised ...   |
| 7. The boss allowed ...     | 14. Mr. Black insisted ...   |                               |

**Exercise 6.5.**

Report the following statements, questions and requests. Use two or more versions wherever possible.

- "I know the rule well," Peter said.
- "Have you passed your Ukrainian History exam yet?" Bert asked Andrew.
- "Will you give me a lift?" Maggie asked Peter.
- "They have been training for two months, so their performance is going to be rather perfect," the teacher said.
- "Stop crying, you, naughty child!" the woman said.
- "Alice drew a still life yesterday and she wants to show it to the teacher," Rosie told Betsy.
- "You can use the dictionary, if you need, but you must finish the work in time, Helen," Ms. Smith said.
- "Does he speak French?" Mr. Well asked us.
- "No, I have no time to wait," she told them at once.
- The boy asked his friend, "Which way has my brother gone?"
- She said, "I shall be very glad to see you on Friday."
- The lieutenant commanded: "Stay where you are!"
- The woman asked, "How much does this dress cost?"
- Nora said, "I went to see Kevin yesterday, but he was not in. His roommate informed me that Kevin had just gone to the concert with Mary."
- I asked Sonya, "Will you help me with my work?" "Yes, I will," she said.
- The teacher said, "Open your textbooks, children, and read the new rule."
- "Who is this girl? I don't know her," he said. "Let's ask Nelly about it."
- "Did you meet them in the library yesterday?" Nina asked.
- I thought, "He is a very clever man. We have been friends for years. He can help me."
- He asked us, "Where will you go tomorrow?" "We were swimming in the pool on Sunday and decided to go to a new exhibition."
- The secretary said, "Pass me the paper, please." "Here you are!"
- "Are you ill, Susan?" "Yes, Madam." "Have you been ill long?" "No." "Were you at work last week?" "No."
- Sarah said to us, "I have come from the post-office."
- "Let the children go and play in the yard," Dad suggested.
- "Let us not stay at home the whole week-end," Bob suggested us.



## PRACTISING GRAMMAR

Exercise  
6.6.

Retell the following short stories in the reported speech. Use different reporting verbs.

## I.

"People may fall ill with measles even when grown up," said a man overanxious about his health to his no less nervous neighbour, "Smith had the measles twice and died of it." "Did he, really?" exclaimed the neighbour turning pale. "I wonder whether he died — the first time or the second."

## II.

A king asked one of his courtiers, "Do you play cards?" "I don't, your majesty," answered the courtier, who happened to be an honest man, "for I cannot tell a king from a knave".

## III.

Two friends were driving in a gig when the horse grew restive. "Gently, Johnny," said one to the other. "Don't use your whip. Don't irritate the animal. Better let me

down. It'll make the things easier for you and for the horse." He was let down, and directly he was on the ground, he changed his point of view. "Now, Johnny," he said, "don't let the horse get better of you. Use your whip! Give it to him hot! I am sure you will manage with him perfectly. And I prefer walking."

## IV.

My sister-in-law and I were discussing the merits of our household when my brother said, "It's our dishwasher that I enjoy most of all."

His wife looked at him with some surprise. "Don't say silly things," she said. "How can you enjoy the dishwasher when you haven't washed a single dish in your life?" "That's true," he said. "But now when I am sitting back in an arm-chair enjoying my after-dinner rest, I don't feel guilty any longer."

Exercise  
6.7.

## A.

1. Read a part from the play "Dangerous Corner" by J. B. Priestley and find out who these people are talking about. Is he dead or alive?
2. Present this person's profile to the class.
3. Retell this part of a dialogue as precise as possible in the reported speech.

**Freda** [*in a low, bitter voice*]: I can believe that. I know he could be like that sometimes. He was that day.

**Olwen** [*gently*]: You found that, too, that day?

**Freda**: Yes, he was in one of his worst moods. He could be cruel — torturing — sometimes.

**Olwen**: I've never seen him as bad as he was that night. He wasn't really sane.

**Robert** [*shocked*]: Olwen!

**Olwen** [*very gently*]: I'm sorry, Robert. I didn't want you to know all this, but there is no help for it now. You see, Martin had been taking some sort of drug...

**Robert**: Drug? Do you mean dope stuff?

**Olwen**: Yes, he had had a lot of it.

**Robert**: Are you sure? I can't believe it!

**Stanton**: It's true, Caplan. I knew it.

**Gordon**: So did I. He made me try some once, but I didn't like it.

**Robert**: When was it? Do you remember when he went to Berlin and how nervous he was just then?

**Stanton**: Yes, I remember.

**Gordon**: Well, a fellow he met there *put him on to it*.

**Robert**: But where did he get it? Who was helping him?

**Gordon**: A German he knew in town...

**Stanton**: Didn't you try to stop him?

**Gordon**: Of course, but he only laughed. I don't blame him, really... None of you can understand what life was like to Martin — he was so sensitive and nervous. He was one of those people who are meant to be happy.

- B.
1. Have you ever met a drug addict? Do you think it's possible to cure such a person? Discuss it in groups.
  2. Write an essay on one of the following topics (mind that you should use not less than ten quotations of other people's words):
    - a. What makes people take drugs? OR: The life of a drug addict.

- b. When did drug addicts appear? (the history of the question)
- c. How can we try to cure a drug addict?
- d. Your own topic on this problem.

**Exercise**  
**6.8.**

1. Read the conversation and try to understand who the two people speaking are, when and in what country they live, what stratum of society they belong to.
2. What might happen before and after the conversation? Give your versions.
3. Rewrite the story that was told by Greta, a witness, as a dialogue, including remarks, and act it out in class.



Ernest said that he was there just to say good night to his new acquaintance, Miss Hazel Conway. Miss Conway looked disappointed and murmured something. He continued, cutting in, that it had been a great pleasure for him to come there and meet them all, especially her. He added that he was a newcomer round there and that he had only been to the place for about three months. He asked if she knew that he had bought a share in the paper mill. She answered negatively. He mentioned that he hadn't been there a week before he noticed her. Miss Conway exclaimed at it though she knew it too well. He admitted that he had been watching out for her ever since. He said he expected she had noticed him knocking about. Miss Conway denied noticing it. But Ernest begged her to admit she had. At last Hazel said that, if he must know, she had noticed him... He was pleased to hear that and added that he had thought so. But Hazel continued to speak indignantly that she had because he had behaved very stupidly and rudely, and if he wanted to

look silly himself, that was his affair, but she wouldn't stand if he wanted to make her look silly too. He said he was sorry and said that she was the most beautiful girl in that town and that he had been saying it to her for the last three months in his mind. But he had known that it wouldn't have been long before he got to know her, Miss Hazel Conway. And he promised her that she would see that there was a bit more in him that met the eye. And in the end he asked her if he could call to see her some time. Hazel advised him to ask her mother about it. This made him furious and he asked sarcastically if she weren't old enough to have her own friends. She answered that she wasn't used to making friends with people quickly. Ernest exclaimed that he had heard she had. Hazel got angry and asked if he had been discussing her with people and if he was going to do that again. He easily admitted it and was surprised why it could be forbidden for him to do so.

*They stared at one another.*



## LIVING WITH GRAMMAR

## REQUESTING AND INQUIRING IN THE REPORTED SPEECH

Exercise  
6.9.

Report the following interrogative sentences depending on the speaker's purpose of utterance (whether it is a request or a question proper).

**Example:** Request: Ben asked me to give him a lift. / if I could give him a lift.  
Question proper: Ben asked me where I was going.

1. He asked, "How long does the average kangaroo live?"
2. My groupmate asked me, "Were you present at the previous lecture in English Lexicology?"
3. Mother asked Maggie, "Could you switch on the light in the bathroom? Little Nell is going to take a bath, but she isn't tall enough to switch it on herself."
4. Mother asked Maggie, "Did you switch on the light for little Nell when she was going to take a bath?"
5. Jane asked her elder sister, "Have you been happy with you husband during all these years?"
6. One scout asked another, "Will you be swimming in the sea or climbing in the mountains tomorrow?"
7. One scout asked another, "Will you give me a glass of mango juice, please?"
8. Mary asked Pete, "Could you imagine that we would stay in the traffic jam for three hours and would be late for work?"
9. Granny asked Nancy, "Would you be so kind as to bring me some milk for breakfast?"
10. Granny asked Nancy, "Would you like to have a snack?"
11. Father asked us, "Would you mind my smoking here?"
12. Granny asked Nancy, "How many apples have you gathered today?"
13. I asked my groupmate, "Was it difficult for you to pass this exam?"
14. I asked my groupmate, "Does your sister like to play volley-ball?"
15. I asked my roommate, "Do you mind my taking one of your umbrellas?"
16. I asked my roommate, "Will you lend me your umbrella, because it's raining cats and dogs, and I've left mine in the lab."

BOASTING, DENYING, REFUSING,  
COMPLAINING ETC. IN THE REPORTED SPEECHExercise  
6.10.

Match the functions in the box and the phrases in the direct speech. Make the sentences reported, using the corresponding reporting verbs. Mention, WHO is speaking and WHOM he or she addresses.

boasting	forbidding	begging	promising	apologizing	denying
insisting	refusing	complaining	suggesting	warning	

**Example:** *If you don't pay the fine, I will call the police at once.* → *The ticket collector warned me that he would call the police if I didn't pay the fine.*

1. We didn't do it! You can't blame us for it!
2. Your mother should know about your misfortune. You should tell her immediately.
3. I'd be grateful if you gave me something to eat. Do help me, Madam!
4. I shouldn't have told him your secret! I am so sorry!

5. I don't want you to work all night long! Go to bed at once!
6. I have been the first to fulfill the task! Where is my sweet?
7. I won't give you any sweets before dinner, Garry! Go and help your sister to lay the table!
8. I will give you some sweets after dinner, Garry! But now will you go and help your sister to lay the table?
9. Let's work together!
10. You never listen to me, Sam! Can you do it at least once?

### EXPRESSING PERMISSION AND PROHIBITION IN THE REPORTED SPEECH

#### Exercise 6.11.

Express permission or prohibition in the reported speech. Use different patterns.

**Example:** *Mary permitted / allowed me to use her book.* **You:** *Mary said that I might use her book.*

1. You **may use** my looking glass and lipstick, if you have left yours at home.
2. You **may not come** in without knocking! It's impolite.
3. Everybody **is permitted to** use these files, don't be afraid to use them!
4. The old woman **doesn't mind our using** her library.
5. You **may call** me whenever you need it, Rita!
6. Nobody **is permitted to** work in this department more than a week.
7. You **can ask** me any question you want, darling!
8. I **don't mind driving** to the country and **resting** there for a week or two, and what about you?

### ON YOUR OWN

#### Exercise 6.12.

A newspaper reporter has been present at a strange job interview and wants to write an article about the applicant. Help him and write the article, changing the direct speech into the reported speech. Think of a headline.

Once a young man applied for a job to the manager of a circus. The following dialogue took place between them.

"What is your name and what can you do?"

"I'm Peter Holt, I can eat six dozen eggs at a single sitting."

"Where did you work before?"

"At a café in the East End."

"Have you ever had an experience of working at a circus?"

"Yes, I worked with a small circus company for two years."

"What happened then?"

"I was not satisfied with the salary and left."

"Do you know our programme?"

"I shall be glad to hear about it."

"We give four shows every day."

"Well, four shows will fetch more money than one!"

"Do you think you can perform four times a day?"

"I have no doubt whatever about it."

"But on Saturdays we are going to give six shows."

"The more, the better."

"On holidays we shall try to manage a show every hour."

"In that case one thing must be settled before I sign a contract."

"Which one?"

"No matter how many shows you give a day, I must have time to go out and have my dinner."

**Exercise 6.13.**

Convert the following quotations into the reported speech. Choose any of them and illustrate them with historical background or events from your own life. Can you choose any as your motto?

1. I came, I saw, I conquered. (*Julius Caesar*)
2. I am a part of all that I have met. (*A. Tennyson*)
3. I never think of the future. It comes soon enough. (*Albert Einstein*)
4. Britain and France had to choose between war and dishonour. They chose dishonour. They shall have war. (*Winston Churchill*)
5. When I am dead, I hope it may be said: "His sins were scarlet, but his books were read. (*H. Belloc*)
6. If you are going through Hell, keep going. (*Winston Churchill*)
7. Never give in! That's my motto. Don't think of trouble, and trouble won't come. (*Agatha Christie*)
8. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields, and in the streets, we shall fight in the hills; we shall never surrender. (*Winston Churchill*)
9. Don't part with your illusions. When they are gone, you may still exist, but you have ceased to live. (*Mark Twain*)
10. I have been a selfish being all my life, in practice, though not in principle. (*J. Austen*)

**Exercise 6.14.**

Translate into English observing the rules of the sequence of tenses.

Єгор спитав, хто з нас:	<ol style="list-style-type: none"> <li>1. вмiє грати на скрипці.</li> <li>2. їздив на канікули до Берліна.</li> <li>3. приніс підручники.</li> <li>4. любить піццу.</li> <li>5. навчався англійської мови до того, як пішов до школи.</li> <li>6. дивився усі серії цього фільму з грудня минулого року.</li> <li>7. брав участь у підготовці до олімпіади з турецької мови.</li> </ol>
Неллі спитала їх, коли:	<ol style="list-style-type: none"> <li>1. вони від'їжджають.</li> <li>2. відправляється їх автобус.</li> <li>3. вони встигли купити нові підручники.</li> <li>4. вони літали до Китаю: минулого року чи позаминулого.</li> <li>5. у них урок граматики.</li> </ol>
Діна спитала Піта, скільки:	<ol style="list-style-type: none"> <li>1. цукру покласти йому в чай.</li> <li>2. зошитів йому потрібно на рік.</li> <li>3. кімнат у його квартирі.</li> <li>4. тістечок йому покласти.</li> <li>5. вправ з алгебри він зробив.</li> <li>6. часу в нього пішло, щоб написати перший розділ своєї книги.</li> </ol>
Неллі спитала:	<ol style="list-style-type: none"> <li>1. хто вилітає до Варшави.</li> <li>2. скільки коштує цей диск.</li> <li>3. де мама і що вона робить.</li> <li>4. з ким її брат Віллі піде на концерт.</li> <li>5. куди зникла її улюблена тарілка.</li> </ol>

Неллі спитала:	6. навіщо з кімнати винесли усі меблі. 7. чому Мері з самого ранку плаче у себе в кімнаті. 8. скільки заплатив тато за комп'ютер для Тома і Мері. 9. коли бабуся поїхала до подруги і чи буде вона у своєї подруги, доки тато не звільниться і не забере її на машині.
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**Exercise**  
**6.15.**

Translate into English observing the rules of the sequence of tenses.

- Учитель спитав, хто з нас любить книжки цього автора.
- Вона зазначила, що любить читати книжки цього автора.
- Ще місяць тому вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони впевнились (*made sure*), що читають доволі добре.
- Ще минулого тижня Денис не знав, що світло рухається швидше за звук. І коли його молодша сестра спитала про це, він неправильно відповів.
- Він сказав мені учора, що раніше навчався в політехнічному університеті, а зараз навчається в педагогічному.
- Я ніколи не чув, що Олег бував у Австрії. Але Марія вчора сказала мені, що він жив у Відні два роки і дуже змінився з того часу, як повернувся звідти.
- Ми вирішили позаминулого тижня, що наступного літа ми усі разом поїдемо до Карпат.
- Богдан запропонував усім поїхати влітку до Полтави.
- Я чув, що його батько професор і живе в Києві.
- Я знаю, що його батько професор і живе в Києві.
- Студент заявив, що йому ніхто не сказав, що семінар з валеології переноситься на четвер.
- Бабуся поцікавилась, коли я запрошу своїх друзів на день народження і який торт я хочу, щоб вона спекла.
- Сержант спитав капітана, чи боювся той іти в бій. (*to go into battle*). Капітан відповів, що не боювся і зараз не боїться.
- Злочинець погрожував, що вб'є їх, якщо вони зателефонують до поліції.
- Вона попередила нас, що ми можемо спізнитися, якщо зараз не вирушимо. Вона також сказала нам взяти лише необхідні речі, зачинити двері її ключем і взяти таксі.
- Ми побоювались, що нам не вистачить квитків на виставу.
- Він заперечував, що раніше працював у зоопарку.
- Мама попросила нас піти до крамниці. Вона пообіцяла, що, якщо ми будемо себе гарно вести, вона дозволить нам піти на завтрашній футбольний матч.
- Слідчий спитав, чи чув я про це раніше і чи зустрічався з підозрюваним. Я підтвердив, що ми познайомились у Москві.
- Вона заперечувала, що мала намір залишити місто, і побоювалась, що ми дізнаємося правду.



**GENERAL REVISION OF TENSES**

**Exercise 1.** Fill in the table with the following sentences in all suggested tenses, using the corresponding adverbial modifiers:

1. Nina learns 10 words every day.    2. Tom usually has his lunch at 1 a. m.

	Present	Past	Future
Simple	1. 2.	1. 2.	1. 2.
Continuous	1. 2.	1. 2.	1. 2.
Perfect	1. 2.	1. 2.	1. 2.

Perfect Continuous	1.	1.	1.
	2.	2.	2.

**Exercise 2**

Translate the sentences into English and write the schemes for each sentence (see Unit III).

Пітер писав листа, коли прийшла Меггі.	
Пітер писав листа уже півгодини, коли прийшла Меггі.	
Тільки-но Пітер написав листа, прийшла Меггі.	
Не встиг Пітер написати листа, як прийшла Меггі.	
Пітер писав листа, поки Меггі варила суп.	
Пітер написав листа, коли Меггі зварила суп.	
Пітер уже написав листа, коли Меггі зварила суп.	
Після того як Пітер написав листа, Меггі зварила суп.	
Перед тим як Пітер написав листа, Меггі зварила суп.	
Я давно його не бачила.	
Я давно його бачила.	



Я не бачила його з того часу, як його звільнили з роботи.

Де ти бачив його останнього разу? — Останнім часом я зустрічаю його у Ванесси. Він звичайно приходить туди близько 5 і сидить до закриття. Я звикла, що він мовчки п'є каву і дивиться на тих, хто танцює. Раніше він звичайно співав після третьої порції віскі, але зараз він уже не співає.

### Exercise 3.

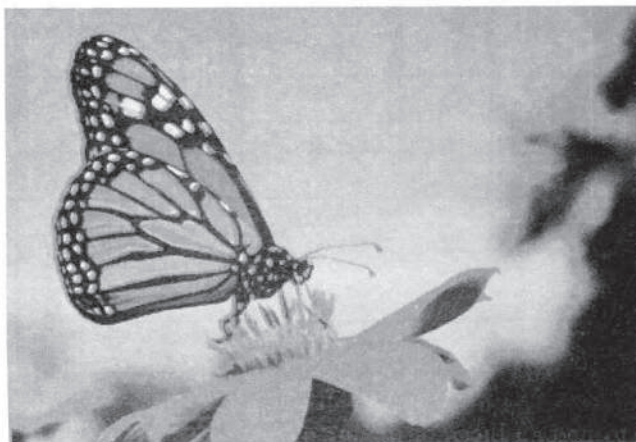
Complete the sentences, using the necessary tenses.

- ....., since .....
- I am used to .....
- I used to .....
- It's the first time .....
- I'll see to it .....
- ..... scarcely ....., ..... it started to rain.
- It's ages since .....
- Mind that .....
- Hardly ..... home, ..... my sister called.
- Mary ..... Pete ..... lately.
- When ..... to London last?
- ..... us go for a walk, ..... we?

### Exercise 4.

Fill in the gaps with the necessary tenses.

1. Some animals protect themselves with the help of mimicry. Mimicry ..... (1. to be) an outward resemblance of one organism to another or to its environment that ..... (2. to give) it a selective advantage, such as protection from predators. It ..... (3. to be) not a conscious process, but rather an adaptation. Since 1861, when Henry Walter Bates ..... (4. to discover) that the non-toxic viceroy butterfly ..... (5. to mimic) the body colourings of the toxic monarch butterfly, scientists ..... (6. to use) it as an example of mimicry. Recently though, scientists ..... (7. to discover) that viceroys may have their own toxic defense system. They ..... (8. to believe) that the two butterflies ..... (9. to mimic) each other. Sharing similar body colour patterns ..... (10. to reduce) mortality for all species possessing that pattern because birds ..... (11. to learn) quickly that butterflies coloured orange and black ..... (12. to taste) bad.



2. For the world, the year 1900 was a clean slate on which history was going to be written, a new era that ..... (1. *to promise*) peace and limitless hope for everyone. A new century ..... (2. *to begin*), and it ..... (3. *to bring*) with it a series of astonishing inventions that ..... (4. *to reshape*) life around the globe. Steam and electric automobiles were replaced by the combustion engine. There ..... (5. *to appear*) submarines and airplanes. The world population ..... (6. *to explode*) to a billion and a half people. It ..... (7. *to be*) a time to grow and expand.

3. One day she ..... (1. *to come*) home from a business meeting and ..... (2. *to see*) that her fourteen-year-old daughter ..... (3. *to fight*) with two boys in the muddy yard. Margaret ..... (4. *to stare*) in disbelief: "That ..... (5. *to be*) the girl who one day ..... (6. *to run*) the company! God help us all!"

4. The morning when Josephine left, Robert ..... (1. *to feel*) as though she ..... (2. *to take*) a piece of his life away. He ..... (3. *to wander*) at random and ..... (4. *to murmur*): "We ..... (5. *to be*) just friends. We ..... (6. *to be*) friends since she ..... (7. *to be*) a baby." He ..... (8. *to repeat*) and ..... (9. *to repeat*) the words, but that ..... (10. *not to help*). He ..... (11. *to know*) that she ..... (12. *to spend*) the summer at the seaside, so he ..... (13. *to decide*) to do the same.

5. In David's office the following morning Tim and David ..... (1. *to sit*) facing each other. "I ..... (2. *to need*) about two months to get my affairs in order here," David said. "I ..... (3. *to think*) about the financing we ..... (4. *to need*) to begin with. If we ..... (5. *to go*) to one of the big companies, they ..... (6. *to swallow*) us and ..... (7. *to give*) us a small share. It ..... (8. *not to belong*) to us any more in such case. I ..... (9. *to think*) we should finance it ourselves. I ..... (10. *to figure*) it ..... (11. *to cost*) eighty thousand dollars to get started. By the moment I ..... (12. *to save*) the equivalent of about forty thousand dollars. So we ..... (13. *to need*) forty thousand more."

"I ..... (14. *to have*) ten thousand dollars," Tim said. "And I ..... (15. *to have*) a brother who ..... (16. *to loan*) me another five thousand."

"So we ..... (17. *to be*) twenty-five thousand dollars short," David said. "We ..... (18. *to try*) to borrow that from a bank."

### Exercise 5. Translate into English, using proper tenses.

1. Що не кажи, а у близнюків є свої переваги, яких не може бути в інших людей. Так, у Данії одному ув'язненому допоміг вийти на волю його брат-близнюк. Один з братів відбував 11-місячний термін (*to serve one's sentence*) в одній з данських тюрем. З якоїсь причини йому було потрібно вийти на волю, і тоді брати непомітно для охоронців помінялись одежею, після чого ув'язнений спокійно вийшов із тюрми, а інший близнюк залишився

«сидіти» за нього. Коли заміну було викрито, було вже занадто пізно. Справжній ув'язнений уже виїхав за ворота і був недосяжний (*to be out of reach*) для охорони тюрми. З того часу цієї людини ніхто не бачив. Ув'язнений зник, і, мабуть, вже не збирається повертатися до тюрми, а на його брата чекає суд. Зараз усім цікаво, чи жалкує брат-близнюк про те, що допоміг брату, і скільки часу він просидить у тюрмі за допомогу (*assistance*) втекти.

## 2. Фальшивий герой (A Sham Hero)

Один полковник індійської армії дуже хотів отримати медаль. Він представив комісії докази (*to produce evidence*) власної хоробрості: фотографії повстанців (*rebels*), яких він убив під час бою. Але комісія не повірила полковникові і провела власне розслідування (*to hold an inquiry*). Виявилось, що полковник заплатив місцевим селянам гроші, щоб вони позували для фото (*to pose*). Їх облили кетчупом (*to pour over*) і, поки вони лежали у такому вигляді на землі, відзняли серію «доказів». Тепер замість медалі у полковника будуть великі неприємності.

3. Одна моя подруга днями розповіла мені цікавий випадок зі свого життя. Сім років тому вона навчалась в університеті... Тоді ж Ліз зустрічалась із хлопцем із забезпеченої родини. Вони покохали один одного і навіть збирались заручитись. Йому подобалось, що Ліз буде юристом, і він не раз казав, що це благородна професія, не те що там якась офіціантка чи покоївка. Усі казали, що Ліз і Мет (так звали хлопця) просто створені один для одного. Але мало хто знав, що Ліз не вистачало грошей, щоб сплачувати за навчання і що вона тимчасово влаштувалась на роботу в один з лондонських пабів. Ліз соромилась розповісти Мету

про свою нову роботу, думаючи, що він не буде вважати її гідною себе (*to be unworthy of*). Одного разу Ліз і Мет домовились, що Мет приїде до неї додому о 10 увечері, тому що до того часу він буде зайнятий у власному офісі, оскільки домовився з менеджером звірити всі рахунки за останній місяць, і вони поїдуть вечеряти у свій улюблений паб. У той день Ліз як раз працювала в іншому пабі, і, з огляду на те, що наближалось Різдво, вона була вдягнена в костюм Санта Клауса. Раптом вона побачила, що за столиком спиною до неї сиділа симпатична пара — юнак та дівчина. Меню лежало на столику, але вони не бачили його — вони дивились один на одного. Ліз затремтіла, коли почула знайомий голос. Юнак за столиком був Мет! Яким ввічливим він був, яким ніжним! Дівчину поруч із собою він називав «Ненсі, дорога!», «Ненсі, лялечко!», «Ненсі, серденько!» Ліз він не впізнав і лише замовив два салати, дві пампушки (*a doughnut*) і дві коли. Поки Ліз несла тацю з їжею, вона думала про своє кохання, про мрії, які не справдились (*might-have-been dreams*), і раптом втратила свідомість



(*to faint*). Мет опинився до неї ближче за усіх і кинувся на допомогу. Коли юнак зірвав з неї ковпак, бутафорську (*fake*) бороду та вуса, він побачив, що це Ліз і що вона все зрозуміла. Прошепотівши «Вибач!», він вибіг з пабу, і з того часу Ліз його більше не бачила. Вона закінчила університет і працює у великій фірмі. Останнім часом у неї дуже багато роботи і вечорами вона часто залишається в офісі. Не дуже давно у них з'явився новий нічний сторож (*a night watchman*), і тільки-но Ліз побачила його, вона відразу ж упізнала цього чоловіка — то був Мет!

## Exercise 6

Fill in the gaps with the necessary verb form. Use particle 'not' where necessary. To help you, the infinitives of some verbs are given in brackets.

The two policemen ..... at the Hotel Monarque at twenty past seven that Thursday morning. They ..... tired, discontented and hungry. Since midnight they ..... forty-three hotels on the west side of the city, on each occasion with no success. They ..... over a thousand registration cards and ..... (*to wake*) seven innocent Englishmen who ..... (*not, come*) anywhere near fitting the description of Adam Scott.

At eight they ..... off duty and ..... go home to their wives and breakfasts; but they still ..... three hotels to check before then. When the landlady ..... them coming into the hall, she ..... as quickly as possible from the inner office towards them. She ..... the police and ..... (*to will*) to believe anyone who told her that the Swiss pigs were even worse than the Germans. Twice in the last year she ..... (*to fine*) and once even ..... (*to threaten*) with jail over her failure to register every guest. If they ..... (*to catch*) her once more, she ..... they ..... her license away and with it her living. Her slow mind ..... to recall who ..... (*to book in*) the previous evening. Eight people ..... (*to register*) but only two ..... cash — the Englishman who hardly ..... his mouth, Mr. Pemberton ..... the name he ..... (*to fill in*) on the missing card, and Maurice who always ..... with a different girl whenever he ..... in Geneva. She ..... both their cards and ..... (*to pocket*) the money. Maurice and the girl ..... (*to leave*) by seven and she already ..... (*to make up*) their bed, but the Englishman still ..... (*to be asleep*) in his room.

"We need to check your registration cards for last night, Madam."

"Certainly, monsieur," she ..... with a warm smile and ..... together the six remaining cards: two Frenchmen, one Italian, two nationals from Zurich and one from Basle.

"..... an Englishman ..... here last night?"

"No," said the landlady firmly. "I ..... an Englishman," she ..... helpfully, "for at least a month. .... you ..... to see the cards for the last week?"

"No, that ..... necessary," said the policeman.

The landlady ..... (*to grunt*) with satisfaction. "But we still ..... (*to need*) to check your unoccupied rooms. I ..... from the certificate that there ..... twelve guest bedrooms in the hotel," the policeman ..... "So, there must be six that should be empty."

"There ..... no one in them," ..... the landlady. "I already ..... (*to check*) them once this morning."

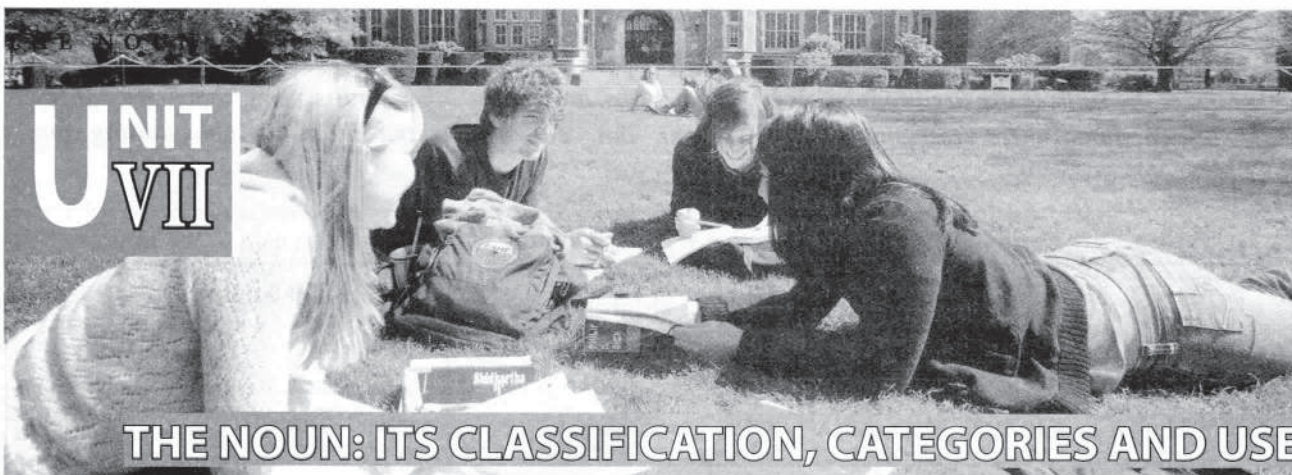
"We still need to see for ourselves," the other officer insisted.

The landlady ..... (*to pick up*) her pass key and ..... (*to waddle*) towards the stairs, which she ..... to climb as if they ..... the final summit of Everest. She ..... (*to open*) bedrooms five, seven, nine, ten, eleven. Maurice's room had been remade within minutes of his leaving but the old lady ..... she ..... (*to lose*) her silence the moment they ..... (*to enter*) twelve. She just ..... (*to stop*) herself from knocking on the door before she ..... the key in the lock. The two policemen ..... (*to walk in*) ahead of her while she ..... in the corridor, just in case there ..... any trouble. Not for the first time that day she ..... (*to curse*) the efficiency of Swiss police.

"Thank you, Madame," said the first policeman as he ..... back into the corridor. "We are sorry to have troubled you," he added. He ..... a tick on his list next to the Hotel Monarque.

As the two policemen ..... their way downstairs, the landlady ..... into the room number twelve, mystified. The bed ..... undisturbed, as if it ..... (*not, to sleep*) in, and there ..... no sign of anyone having spent the night there. She ..... (*to call*) on her tired memory. She ..... (*not, drink*) that much the previous night — she ..... the fifty franks in her pocket as if to prove the point. "I ....., where he .....", she muttered.

(After Jeffrey Archer)

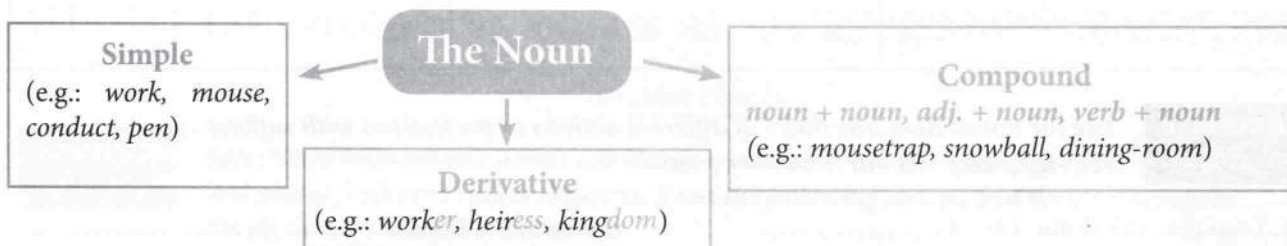


# UNIT VII

## THE NOUN: ITS CLASSIFICATION, CATEGORIES AND USE

### STUDYING GRAMMAR

#### STRUCTURAL CLASSIFICATION OF NOUNS



#### Exercise 7.1.

Derivative nouns are formed with the help of suffixes that indicate different meanings.  
A. Try to guess the meanings of the suffixes and fill in the gaps in the table. Write more examples.

suffix	meaning	example
-er, -or	a person / a doer of an action / profession	instructor, writer, actor, ...
-er, -or	machine, a thing	cooker, mincer, word processor, ...
-ology	.....	sociology, neurology, ...
-ics	.....	physics, mathematics, ...
-ness	an abstract noun that is formed from an adjective	happiness, ...
-ess	.....	heiress, actress, hostess, ...
-ment	.....	development, ...
-ity	.....	generosity, activity, anxiety, ...
-ful	.....	mouthful, spoonful, ...
-ing	.....	ironing, singing, ...
-dom	.....	boredom, ...
-hood	.....	boyhood, ...

B. Which of the suffixes are used to form nouns from verbs, adjectives, other nouns: *-ism, -acy, -ity, -ance, -ence, -ment, -hood, -ness, -ess, -ship, -ist, -cy, -or, -er, -ian, -dom, -ment* etc.? Fill in the table, adding your examples.

verb + ..... → noun	adjective + ..... → noun	noun + ..... → noun
		-cy (Luna → lunacy)

**Exercise 7.2.**

Use the nouns denoting doers of different actions or professions with suffixes *-an, -ant, -ar, -er, -ian, -ese, -ist, -or* wherever possible.

- I can play the violin. I am a .....
- I am from Rome, so I am a .....
- He is from Milan, so he is a .....
- Tomas studied history at university, he is a top ..... at our institute.
- Alex assists the professor, so he is professor's .....
- My father drives well. He is a good .....
- Her granny works in the library. She is a .....
- Newton is a famous .....
- Ivan Pavlov is a well-known .....
- Anna plays badminton best of all in our group. She is a good .....
- We are from Kharkiv. We are .....
- Shakespeare wrote plays, so he is a .....
- If a person doesn't feel well, he goes to visit a .....
- This child always tells lies. He is a .....

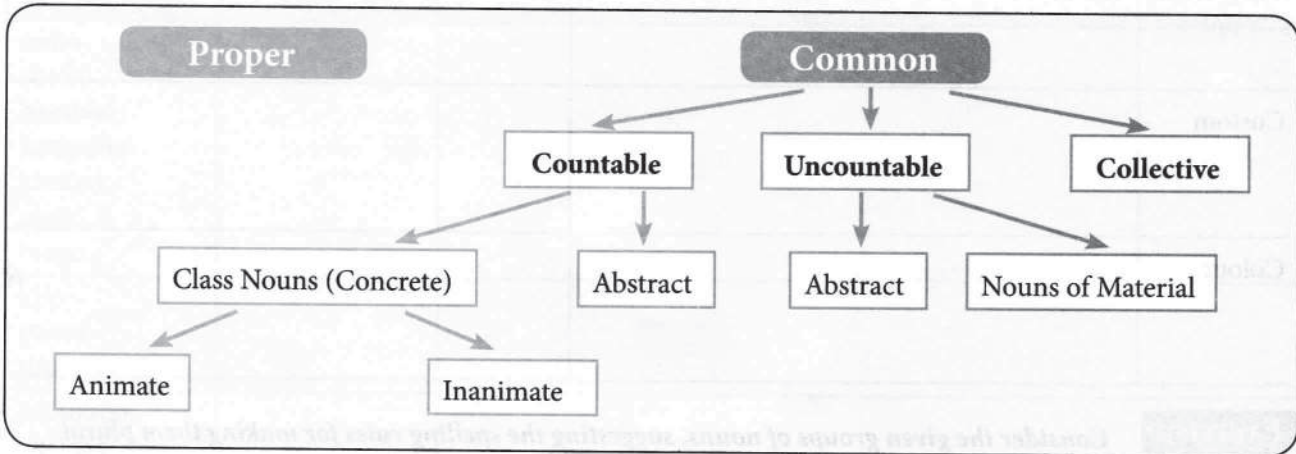
**Exercise 7.3.**

Complete the sentences with nouns that originate from verbs, adjectives or other nouns.

- Student Petrov is **absent**. Can you explain his .....
- Can you **explain** your behaviour? Is there any .....
- Nelly is **anxious** to know if Paul loves Mary. It's a usual .....
- All of us will **arrive** at Victoria Station. On our ..... we are going to the hotel.
- Let's **try** again. We shall have another .....
- Mary **decided** to enter the Teachers' Training College. It's her final .....
- Mother **warned** you not to do it. She gave you a .....
- Each **king** rules in his .....
- Don't **argue** with me. I don't want an .....
- Isaac Newton **discovered** that. He made that .....

**Grammatical Categories of the Noun:**  
1. Number      2. Case

Semantic Classification of Nouns



THE CATEGORY OF NUMBER

Regular Plurals

Exercise 7.4

Sometimes uncountable nouns can become countable, but the meanings of the singular and plural forms are rather different. Read the following nouns, find their meanings in the dictionary and fill in the table:

Noun	Uncountable	Countable
Difference		
Talk		
Authority		
Paper		
Grief		



Work		
Custom		
Colour		

**Exercise 7.5.**

Consider the given groups of nouns, suggesting the spelling rules for making them plural. Put down the rules and the plural forms into the corresponding columns.

Noun in the singular	Noun in the plural	Your explanation
watch match class		
monarch stomach epoch		
army		
day guy monkey		
penny Kennedy		
month bath birth		
youth path oath		
potato negro echo torpedo veto embargo		

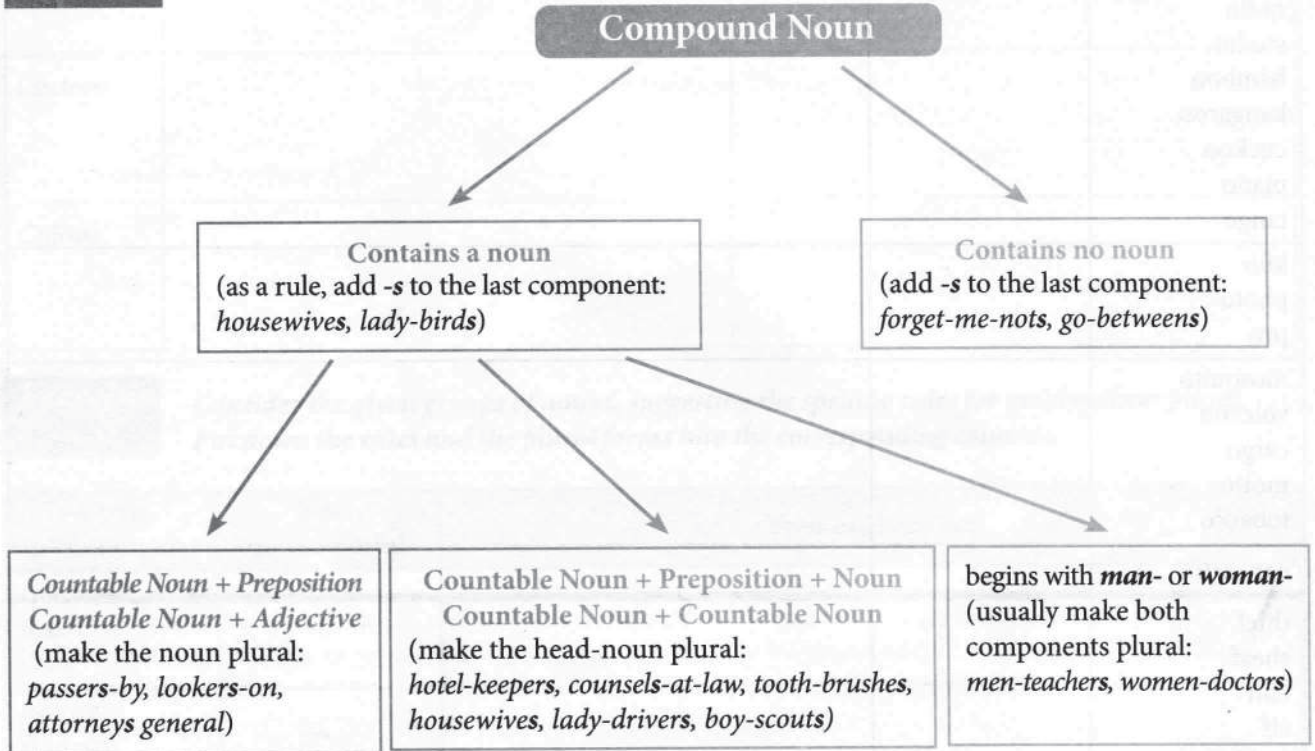
Noun in the singular	Noun in the plural	Your explanation
radio studio bamboo kangaroo cuckoo piano tango		
kilo photo pro		
mosquito volcano cargo motto tobacco		
concerto		
thief sheaf half elf wolf wife		
reef proof safe cliff gulf grief cuff chief		
wharf hoof scarf dwarf		

#### Collective Nouns

1. Collective nouns that are used only with a verb in the singular (*machinery, foliage*)
2. Collective nouns that are used only with a verb in the plural — nouns of multitude (*cattle, poultry, police, vermin, gentry, clergy, public, people*)
3. Collective nouns that are used with a verb either in the singular or in the plural (*family, crowd, army, jury*)

**Exercise 7.6.**

Study the algorithm and make the nouns plural wherever possible.



Man-of-war, notary public, police station, stepdaughter, editor-in-chief, policeman, man-servant, pick-up, commander-in-chief, grown-up, mother-in-law, lady-bird, boy-scout, sunshine, merry-go-round, show-off, lady-driver, man-hole.

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Irregular Plurals

**Exercise 7.7.**

Study the rules and make the nouns plural.

A. There are seven nouns that form their plural form by changes in the root. Fill in the table with the forms of such nouns:

man	
woman	
	teeth
	feet

	geese
mouse	
louse	

**B. There are three nouns that form their plural by adding -en ending:**

- ox — ...
- child — ...
- brother — ...

**C. There are some nouns for which the singular and the plural form coincide.**

*Translate them into Russian and memorize.*

<b>Some nouns of French origin</b>	corps [kɔ:], rendezvous, précis, chassis	<i>Mind the pronunciation: corps [kɔ:z]</i>
<b>Some nouns of Latin origin</b>	series, species etc.	
<b>Some nouns denoting people's social relations</b>	counsel, offspring, bourgeois	
<b>Some kinds of fish</b>	fish, cod, halibut, mullet, trout, plaice, pike, salmon	
<b>Some kinds of animals</b>	bison, deer, sheep, grouse, moose, swine	
<b>Some kinds of fruit</b>	fruit, grapefruit	
<b>Some kinds of machinery</b>	aircraft, hovercraft, spacecraft	

**D. Nouns, acting as quantifiers in measurements (pair and couple (2), dozen (12), score (20), head (about cattle)), are used in the singular, if preceded by a numeral: two dozen eggs, two hundred head of cattle).**

**E. Some nouns of foreign origin, mainly Latin and Greek have retained their original plural forms: analysis — analyses, datum — data, formula — formulae.**

Coach, monarch, salesperson, tigress, countess, self, dynamo, wharf, foot, louse, carp, herring, trout, lobster, radius, oasis, tempo, curriculum, hypothesis, travel agent, man driver, baggage, experience, tariff, grief, Master-of-Arts, MA, court martial, tattoo, step-daughter, runner-up, scarf, path, swine, labour, taboo, hoof, proof.

**Note**

When we speak about individuals of some of these nouns, we use them in the plural.

*There are many fish in this pond.*

*I have got two goldfishes.*

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Invariable NounsSingularia Tantum

There are nouns that are used only with a verb in the singular, though they may end in -s. They are called *Singularia Tantum*.

Singularia Tantum

1. Uncountable nouns (mass nouns, abstract nouns): *water, gas, love, stubbornness, excitement* etc.
2. Personal names, geographical names, other proper nouns: *Brooklyn, The Strand, The Old Monk, Brussels, Wales, The United Kingdom of Great Britain and Northern Ireland*.
3. Names of sports games: *billiards, cards, draughts, dominoes, bowls, skittles* etc.
4. Names of diseases: *mumps, shingles, measles, German measles, rickets, rabies, diabetes* etc.
5. Names of sciences and subjects for studying: *phonetics, linguistics, gymnastics, politics, mathematics, physics, ethics* etc\*.
6. A number of nouns that can't be made plural in English, but are countable in Russian: *advice, gallows, knowledge, news, progress, research, summons* etc.
7. A number of nouns that are *Singularia Tantum* in English, but are *Pluralia Tantum* in Russian: *money, hair\*\**, *chess, applause* etc. Mind it that *волосся* in Ukrainian is singular.

\***But:** when names of sciences are used to express somebody's knowledge on the subject, grades, figures, these nouns are used with a verb in the plural. Compare the sentences:

*Physics studies the laws of nature. (a science) — Her Physics are very poor. (grades)*

*Statistics is an interesting science to study. (a subject) — What are the statistics on this point? (figures)*

\*\***But:** noun 'hair', when used in the meaning «волосинка», is countable: *Her hair is blond. He has several grey hairs.*

Pluralia Tantum

There are nouns that are used only with a verb in the plural; they usually end in -s. They are called *Pluralia Tantum*.

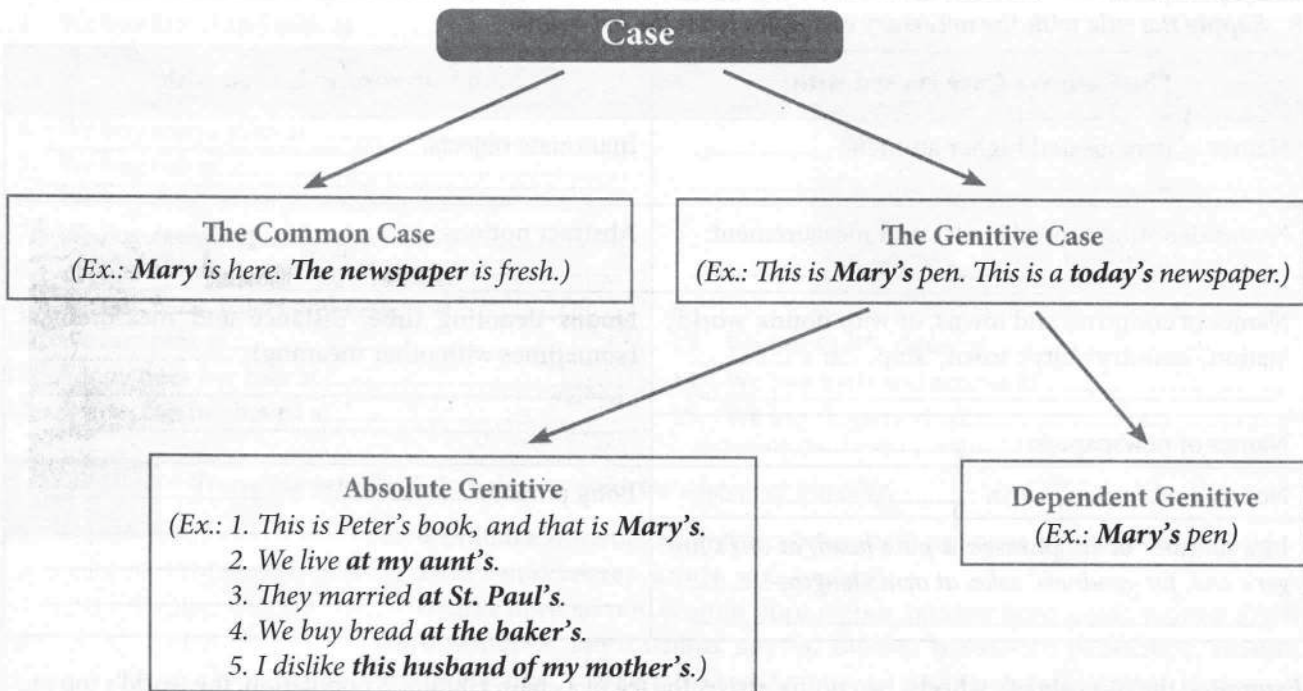
Pluralia Tantum

1. Names of tools, consisting of two parts: *tweezers, pincers, scales, scissors, spectacles, binoculars, pliers, tongs, dividers, nutcrackers, clippers, fetters* etc.
2. Names of clothes: *trousers, pajamas (pyjamas), tights, breeches, culottes, corduroys, trunks, draws, shorts, briefs, overalls, slacks, pants, panties, knickers, underpants, braces* etc.
3. Some geographical names: *the Netherlands, the West Indies, the Highlands, the Hebrides* etc.
4. Substantivised adjectives, denoting groups of people: *the young, the old, the poor, the rich, the living, the wounded, the blind, the dead, the disabled (the handicapped)* etc.
5. Other nouns: *arms, ashes, contents, customs, earnings, goods, greens, holidays, odds, outskirts, suburbs, headquarters, looks, premises, particulars, stairs, thanks, surroundings, troops, wages, proceeds, remains, forces, whereabouts, the Middle Ages* etc.

## THE CATEGORY OF CASE

Exercise  
7.8.

- A. Study the classification.
- B. Explain the use of the Absolute Genitive.



C. Formulate the rules of formation and pronunciation of the Genitive Case ending.

**The Pronunciation Rules:**

- 's is pronounced as [s], if .....
- 's is pronounced as [z], if .....
- 's is pronounced as [iz], if .....

**The Rules of Formation**

1. For singular nouns:
  - a. Mary's book, this student's notebook
  - b. My father-in-law's car
  - c. Dickens' [nz] or Dickens's [siz] novels
  - d. Sophocles' [liz] plays (Greek)
2. For plural nouns:
  - a. these students' notebooks
  - b. these children's toys

**Exercise 7.9.**

A. Supply the rule with the necessary examples from the list below.

The Genitive Case may be used to express several meanings:

1. possession: .....
2. relation of the whole to its parts: .....
3. personal / social relations: .....
4. authorship: .....
5. measurements: .....
6. subjective relations: .....
7. objective relations: .....
8. a quality of something: .....

**Examples:** a day's trip, Nina's coming (Nina has come), the criminal's arrest (they arrested the criminal), Lina Kostenko's poem, the horse's leg, Bohdan's friend, Mary's notebook, she has got angel's eyes.

**B. Supply the rule with the necessary examples from the list below.**

The Genitive Case is used with:	An '-of-phrase' is used with:
Names of persons and higher animals: .....	Inanimate objects: .....
Nouns denoting time, distance and measurement: .....	Abstract notions: .....
Names of countries and towns, or with nouns 'world', 'nation', 'country', 'city', 'town', 'ship', 'car': .....	Nouns denoting time, distance and measurement (sometimes with other meaning): .....
Names of newspapers: .....	Long phrases: .....
Nouns 'sun', 'moon', 'earth': .....	
In a number of set phrases: <i>a pin's head, at one's finger's end, for goodness' sake, at arm's length,</i> .....	

**Examples:** the motorbike's wheels, two hours' drive, the leg of a chair, Ukraine's population, the world's top racers, to move at a snail's pace, a matter of trial and error, today's newspapers, The Guardian's columnist, Welsh revolt of 1283, a friend of my mother's cousin, Mr. Scott's letters, a year's absence, the newspapers of today, a cat's tail, the sun's beam.

**Mind the difference:**

*My brother's photo*

- = the photo that belongs to my brother
- = the photo with the image of my brother

*The photo of my brother*

- = the photo with the image of my brother

**The Double Genitive** is used in the meaning 'one of':

*This is a friend of my mother's. = one of my mother's friends*

**The Group Genitive** is used to show that several people are related to something in common:

*Mum and Dad's room.*

**Exercise 7.10.**

Transform into -'s where possible.

1. The cage of the canary
2. the brother of my uncle
3. the photo of my granny
4. the dog of the girls
5. the money of my father
6. the daughter of his cousin
7. the mother of Lily
8. the bag of his friend
9. the trousers of the boys
10. the television of tomorrow

**Exercise 7.11.**

Match the names of shops and departments with the sentences. Pay attention to the use of the Absolute Genitive.

1. We buy bread and rolls at .....
2. We buy sweets and pastry at .....
3. We buy pills and tablets at .....
4. We buy men's suits at .....
5. We buy fish at .....
6. We buy meat at .....
7. We buy cereals at .....
8. We buy apples, greens and cabbage at .....
9. We buy pens, rulers and erasers at .....
10. We buy pins at .....
11. A lady does her hair at .....
12. A man can be shaved at .....

the baker's	the butcher's
the grocer's	the greengrocer's
the fishmonger's	the haberdashery
the confectioner's	the stationer's
the hairdresser's	the barber's
the chemist's	lady's footwear
the florist's	the ironmonger's
men's wear	

13. We buy lady's shoes at .....
14. We buy nails and screws at .....
15. We buy flowers at .....

**Exercise 7.12.**

*Translate into English, using -s genitive wherever possible.*

Футболка мого брата, футболки мого брата, одна з футболок мого брата, книга моїх сестер, книги моїх сестер;  
 оцінка його дочки, оцінки його дочки, оцінки його дітей, оцінки дітей його невістки, друзі наших друзів, кабінет головного редактора, знання жінок-лікарів, успіхи сина мого друга, машина родичів наших сватів;  
 машина Джона і машина Мері, машина Джона і Мері, сестра королеви Великої Британії, речі когось іншого, сумка дівчини, яку я бачив учора;  
 романи Діккенса, убивство Цезаря (Caesar), ідеї Аристотеля (Aristotle), закон Архімеда (Archimedes), Собор Святого Павла, контрольні Алекса, квіти Аліси;  
 відстань в одну милю, роль Таймс, мовчання в декілька хвилин, зміст коробки, промені сонця, Національна опера України, швидка допомога (ambulance service) міста Харкова, черепашачою ходою, приїзд генерала, добробут нації.

**PRACTISING GRAMMAR**

**Exercise 7.13.**

*Make the following nouns plural.*

Soprano, bench, tomato, schoolchild, cherry, cuckoo, proof, domino, step-daughter, spy, monkey, broth, memo, box, stomach, tattoo, Ukrainian, sheep, ship, Czech, cliff, mosquito, sister-in-law, drop-out, gentleman-farmer, mouthful, editor-in-chief, policeman, court martial, cola, man-doctor, wharf, birth, toothbrush, analysis, elf, phenomenon, actress, negro, bee, Galsworthy, echo, concerto, self, youth, dwarf, foot, bison.

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**Exercise 7.14.**

Make the following nouns singular where possible.

Eyes, scarves, greens, foxes, radios, women, geese, crew, houses, brethren, phenomena, mice, means, wreaths, couches, trays, countries, keys, cargoes, children, men, oxen, buses, premises, glasses, horses, tattoos, lives, tries, lice, quizzes, works, trunks, oaths, zoos, oats, physics.

.....

.....

.....

.....

**Exercise 7.15.**

Match the nouns and their definitions. Comment on the category of number of the nouns in the left column.

vermin	a small fat bird with feathered feet that is shot for sport to be eaten
plaice	a small area in a desert, where water and plants are found
aircraft	birds that are kept on farms to produce eggs or to be killed for food
runner-up	a formal word for children, to name animals' young
oasis	a flat sea fish
lobster	a sea creature that has a shell, two claws and eight legs
grouse	a sea fish
offspring	a person, who comes second in a competition or race
poultry	Air Force, fleet, or an airplane
mullet	cockroaches, rats, mice, flees etc.

**Exercise 7.16.**

Use the necessary forms of the verbs 'to be', 'to have' and 'to live'. Translate the following sentences into Ukrainian and analyze the use of the italicized nouns in them.

1. There ..... many *bison* in this National Park.
2. *Fish* ..... good for health.
3. There ..... a lot of *herring* in this area, so we're going fishing in the morning.
4. This *moose* ..... rather old. *Moose* usually ..... not more than 25 years.
5. *Dice* ..... rather popular in the Eastern countries.
6. These *deer* ..... several *offspring*.
7. *Salmon* ..... good for different kinds of pies.
8. There ..... two *series* of burglaries in the city; the second *series* ..... especially cruel.
9. This *species* of roses ..... exquisite. And these two ..... the *species* of the latest selection.
10. Several *hovercraft* ..... seen in the neutral waters.
11. *Aircraft* ..... used for different purposes nowadays.
12. *Plaice* ..... rarely found in the southern seas.
13. The *machinery* ..... too old at this plant.
14. The *vermin* always ..... a great trouble for the inhabitants of old houses.

**Exercise 7.17.**

Use the necessary form of the verb. Mark it, where both singular and plural forms are possible.

1. The scissors ..... (to be) sharp.
2. At present the government ..... (to discuss) the situation in the country.
3. The trousers ..... (to be) torn.
4. There ..... (to be) a lot of people in the streets of the city.
5. The cattle ..... (to graze) in the field at present.
6. Now the jury ..... (to try) to come to a certain decision.
7. The peoples of the world ..... (to want) to live in peace.
8. The police ..... (to investigate) the case.
9. Vermin usually ..... (to live) where there ..... (to be) a lot of litter.
10. The committee ..... (to have) a meeting now.
11. Our family ..... (to like) going in for races together.
12. Our family ..... (to be) early-risers.
13. The crowd already ..... (to gather) around the broken car.
14. A crowd ..... (to be) very dangerous for children and old people.
15. The news ..... (to become) known to everybody.
16. The Headquarters just ..... (to move) to Brussels.
17. Bowls ..... (not to be) a thrilling game, but dice ..... (to be).
18. .... (to be) there any crossroads nearby?
19. Many species of animals already ..... (to die out).
20. The species ..... (to be) well-known to the scientists.

**Exercise 7.18.**

Translate into English, using -'s genitive wherever possible:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ця сумка — моя, а та — моєї тітки.</li> <li>2. Це фотографія моєї подруги. Моя подруга на ній дуже красива.</li> <li>3. Ми вже вивчили текст восьмого уроку, а ти?</li> <li>4. Ти вже бачив квартиру Пітера і Мері? — Ще ні, але я збираюсь відвідати їх у неділю.</li> <li>5. Вам подобається нова пісня цього українського композитора?</li> <li>6. Професори обговорюють статті сина мого друга.</li> </ol> | <ol style="list-style-type: none"> <li>7. Чим займається сестра Чарльза? — Вона художниця. — Чим вона зараз займається? — Вона зараз пише портрет сестри своєї свекрухи.</li> <li>8. Ти уже переглянув сьогоднішню «Сандей Таймс»? — Ще ні, але я прочитав усю сьогоднішню «Гардіан».</li> <li>9. Твори Діккенса і Теккерея дуже популярні серед читачів.</li> <li>10. Чиї це речі? — Мого друга. Онде він пливе далеко в морі!</li> </ol> |
|--|--|

**LIVING WITH GRAMMAR****NAMING****Exercise 7.19.**

Each student in the group chooses two or three nouns in one of the boxes with the list of Singularia Tantum nouns, Pluralia Tantum nouns or collective nouns (see Studying grammar section) and suggests a definition for them. The rest of the group should guess the noun.

**Example:...** This is an animal that lives in the mountains of North America. Name it!  
 This is a device, used to see something better from a long distance, but you can't wear it. What is it?  
 This is a tool, used for...

**Exercise 7.20.**

**A. Give names for the nationalities of the following countries, filling in the gaps of the table.**  
**B. In pairs discuss characteristic traits of people of different nationalities.**

**Example:** A. The Spaniards are more suntanned and talkative than the Finns.  
 B. Oh, yes. But if you meet a person, you can't tell a Finn from, for example, a Norwegian during the first minutes of the talk.

**Note**

Words to denote nationality are formed according to several schemes. Substantivized adjectives, ending in *-ese, -ss*, have identical singular and plural forms. Substantivized adjectives, ending in *-ian*, can be made plural. Words, ending in *-man*, change their last element into the plural form.

Country	A representative	The people
Brazil	a .....	the .....
Spain		
Poland		
Ukraine		
Norway		
Sweden		
Denmark		
Holland		
France		
China		
England		
Scotland		
Wales		
Ireland		
Hungary		
Greece		
Israel		
Switzerland		
Iraq		
Japan		
Finland		

**MAKING COUNTABLE**

**Exercise 7.21.**

Uncountable nouns can become countable if you use them with certain quantifiers.

1. Translate the nouns in the box. Which of them denote:

A. containers for liquid? B. containers for solid matter? C. parts of material?

cube	bar	slice	sheet	jar	bottle	piece	box	pot	jug	chunk	splash	wisp	tube
drop	pinch	sip	lump	pack	can	tin	canister	blade	strip	grain	heap	pile	etc.

2. Match parts A and B in the sentences below and fill in the gaps.

A

1. I saw ..... *a blade of* ..... grass.
2. Have you got ..... chocolate?
3. Can I have ..... bread, please?
4. We need ..... paper.
5. Buy me ..... soap, please!
6. We need ..... jam for the cake.
7. Buy me ..... milk, please!
8. Have you got ..... matches?
9. I've made ..... tea.
10. Buy ..... toothpaste.
11. Add ..... hot water, please.
12. I've drunk ..... tea.
13. Add a ..... soda, please!
14. I can see ..... smoke in the distance.
15. There is a ..... rubbish in the back yard.
16. A chair is ..... furniture.
17. I'd like ..... ice.

B

- a. a wisp of
- b. a cube of
- c. a splash of
- d. a box of
- e. a sip of
- f. a tube of
- g. a blade of
- h. a bar of
- i. slice of
- j. a pinch of
- k. a pack of
- l. a jar of
- m. a heap of
- n. an article of
- o. a pot of
- p. a cake of
- q. a bottle of

**Exercise 7.22.**

*Groups of objects of the same type or people doing the same work have certain names. Use the nouns denoting such names in the sentences below.*

bunch	swarm	crew	herd
team	pack	flock	committee
bundle	staff	family	government

1. The President suggested the ..... that they should bring the situation under control together.
2. He was looking for a ..... of his keys, but with no success.
3. The ..... were enjoying their after-dinner coffee.
4. A ..... of big birds was circling above the broken car.
5. A ..... of wolves was seen near the village.
6. School psychologists don't belong to the teaching ....., though their work is rather important for teachers.
7. The smell of honey attracted a ..... of wasps.
8. A ..... of dirty laundry was lying on the floor.
9. The parliament ..... had their meeting on Tuesday, but didn't come to a common decision.
10. There was a large ..... of elephants standing on their way.
11. All of us are fast runners, so our ..... is going to win.
12. The ..... of this airplane started working together five years ago.

REFERENCE TO GENDER

**Exercise 7.23.**

*Pronouns 'he' or 'she' may sometimes substitute nouns if you want:*

- to speak about pets;
- to speak about forces of nature or other common nouns in fairytales;

- to speak about one's cars, bikes etc.;
- to speak about one's boats and ships;
- to speak about countries, cities (only 'she').

**Mind**

- The names of countries are replaced by the pronoun 'it' if a geographical description is meant.
- The names of ancient cities and cities-states are also replaced by the pronoun 'she'.
- Міста-побратими = sister cities.
- A computer may be referred to as 'he'.

**A. Insert 'he', 'she' or 'it' pronouns in the required form into the following sentences.**

1. Mr. Merdock was the captain of the "Titanic". He took ..... to sea for the first time.
2. Before the dam was built there was a flourishing sardine industry in the Nile Delta, where ..... flows into the Mediterranean.
3. The glory of Detroit's industries, ..... majesty the automobile.
4. According to a mythological legend Greece and ..... genius were creators of Magna Grecia.
5. Portugal has proved that ..... is an excellent organizer of international events — Expo 98, for example, and the tennis Masters in 2000.
6. England is proud of ..... poets.
7. This year Israel is celebrating ..... anniversary.
8. These chemicals in turn get back into the river and pollute .....
9. I love my car. .... (the car) is my greatest passion.
10. France is popular with ..... (France's) neighbours at the moment.
11. Is Wales only famous for ..... history and tradition?
12. Hundreds of thousands of tourists visit Wales every year for its countryside, historic buildings or ..... famous cities.
13. I travelled from England to New York on the Queen Elizabeth, ..... is a great ship.
14. Greenland is often badly treated by mapmakers, who, the Los Angeles Times says, "glaze ..... with white, and move on without citing ..... villages or capturing the curves of ..... coast, ..... broad glacial surface".
15. The town mouse was a very superior mouse, who thought that living in town was far better than living the country. So one day, ..... invited his country cousin to stay with ..... in ..... town house and experience the civilized lifestyle of the town. "Don't worry," said the town mouse, "that's just my neighbour — the dog, ..... wants to join us for dinner."
16. Rivers: what do they mean to you? Anyone who has ever lived beside one and gone for walks along ..... bank, swum in ..... , gone fishing, taken a boat or just looked down on ..... from a bridge, knows differently.
17. Athens appealed to ..... enemy.
18. Babylon, the mother of all sins, ..... was fallen because of ..... sins.
19. Rome set up ..... province in Sicily in 241 B.C.
20. Oxford did not feel in the least at home with such people as Huxley. In fact, ..... felt rather desperately at bay between past and future.
21. The shadow looming over Venice's greatness was that of ..... greatness itself.
22. Iceland is famous for ..... geyser fields.
23. Prague was gazing out of ..... windows smiling happily at ..... self.

**B. Write a short essay about your pets or a fairy tale about forces of nature (200 words).**

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**Exercise**  
**7.24.**

Grammatical gender barely concerns nouns in English. It is mostly expressed by means of lexical equivalents, suffixation, prefixation or compound nouns.

Consider the means of expressing gender and supply the table with examples of your own.

Means	Examples
1. Contrasting nouns describing people	1. Bachelor — spinster, ...
2. Contrasting nouns describing animals	2. Dog — bitch, ...
3. Suffixes indicating female gender	3. Poet — poetess, hero — heroine, usher — usherette, ...
4. Prefixes indicating female gender	4. He-goat — she-goat, ...
5. Compound nouns	5. Landlord — landlady, policeman — policewoman, bridegroom — bride, ...
6. Attributive expressions*	6. Woman wrestler, male nurse, boyfriend, ...

\* If possible, try to use gender-neutral expressions to avoid sexism.

**Exercise**  
**7.25.**

1. Give the feminine of the given nouns in A and B. Some examples have been done for you.

2. Some of the words in the feminine that were used to denote jobs have gone out of use. What are they? Use their equivalents in common gender.

3. Consider the nouns in group C and fill in the table with the corresponding nouns in common gender.

A. Nouns, denoting jobs	B. Nouns, denoting social position
actor — ...	bridegroom — ...
steward — ...	widower — ...
head-master — headmistress	host — ...
chairman — ...	monk — nun
policeman — ...	bachelor — spinster
usher — ...	nephew — niece
author — ...	god — ...
school-teacher / schoolmaster — ...	heir — ...
spokesman — spokeswoman	viscount — viscountess
poet — ...	baron — baroness
	prince — ...
	duke — ...
	king — ...

## C. Nouns, denoting animals

Common gender	Masculine gender	Feminine gender	Notes / Translation
dog	he-dog / male dog	bitch	
cat	he-cat / tom-cat	she-cat / pussy cat	
.....	cock ( <i>Am.</i> rooster)	hen	
.....	stallion	mare	
.....	drake	duck	
.....	gander	goose	
.....	turkey cock	turkey hen	
.....	he-goat / billy-goat	she-goat / nanny-goat	
.....	bull	cow	
.....	elephant-bull / he-elephant	cow-elephant / she-elephant	
.....	dog-fox	vixen ['viksn]	
.....	cock-sparrow	hen-sparrow	
.....	boar	sow ['sau]	
.....	ram	ewe ['ju:]	

Exercise  
7.26.

A. The feminine forms of some nouns, especially of foreign ones, differ from the masculine forms. Which of the pairs of nouns are used with personal names and in which countries? Consider the given pairs of nouns and translate them into Ukrainian.

## Mind

Ukrainian words 'nan', 'nani', 'zoc-поди', 'zocножа' were not borrowed into English and are rendered by their English equivalents.

Masculine	Feminine
tsar	tsarina [za:'ri:nə]
beau ['bəu]	belle
Don	Donna
Seignior	Seigniora
sultan	sultana
hero	heroine

Masculine	Feminine
infant	infanta
Herr	Frau
Monsieur	Madam / Mademoiselle
Mister (Mr.)	Missis (Mrs.) ['misiz] / Miss (Ms) [mis]
Lord	Lady / Milady [mi'leidi]

B. Fill in the gaps using nouns with the reference to gender.

- ..... Lindsay, ..... and ..... Lindsay's junior, was the ..... [*most beautiful woman*] at the ball-party.
- ..... Blake Hammontree had only studied for half a year when he died of alcohol poisoning last September, at the University of Oklahoma.
- ..... Merkel, born in 1954 in Hamburg, Germany, is the chancellor of Germany. Merkel, elected to the German Parliament, has been the *chair*..... of

the Christian Democratic Union CDU since 9 April 2000, and *Chair*..... of the CDU—CSU parliamentary party group from 2002 to 2005. She leads a Grand coalition, formed on 22 November 2005.

- DC Stephanie Oake, 40, was hailed as a hero and a model *police*..... for her role in the arrest of Kamel Bourgass.

- 5. Eileen Collins is the first ..... *space shuttle pilot*.
- 6. Motorola also benefited from industry growth as well as the turnaround strategy of Emilia Zander, the company's *chair*..... and chief executive.
- 7. Chats with characters like Limp Bizkit's singular ..... [*the first singer*], Fred Durst, and a song with Madonna were engaging enough, but her 55-hour marriage to long-time friend Jason Alexander left many Britain fans baffled.
- 8. The situation changed in 1900, and today ..... *athletes* are as common as men are.
- 9. Pop ..... [*singer*] Britney Spears was expecting ..... first child at the age of 25.
- 10. In 2003 David Snails was the fastest British ..... *marathon runner*.

**Exercise 7.27.**

**A. Read the three abstracts from a fairy tale. Hypothesize the sex of the creatures.**

1. In a hole in the ground there lived a hobbit. This hobbit was a very well-to-do hobbit, and ..... name was Baggins. It was a hobbit-hole, and that means comfort. It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke. The tunnel wound on and on, going fairly but not quite straight into the side of the hill.

2. Deep down here by the dark water lived old Gollum, a small slimy creature. I don't know where ..... came from, nor who or what ..... was. .... was a Gollum — as dark as darkness, except for two big round pale eyes in ..... thin face. .... had a little boat, and ..... rowed about quite quietly on the lake.

3. Soon afterwards the other dwarves were brought into the town amid scenes of astonishing enthusiasm. They were all doctored and fed and housed and pampered in the most delightful and satisfactory fashion. A large house was given up to Thorin and ..... company; boats and rowers were put at their service; and crowds sat outside and sang songs all day.

**B. What book are these abstracts taken from? Imagine and describe the appearance of these mysterious creatures. Are they positive or negative characters? For abstracts 2. and 3. add the description of dwellings they might live in.**

**ON YOUR OWN**

**Exercise 7.28.**

**Use the nouns in brackets in the necessary form (singular, zero plural or regular marked plural). Explain your decision.**

- 1. The cook needed three ..... (*dozen*) (*grouse*) and 10 large ..... (*pike*) to prepare for the festive dinner.
- 2. I am going to buy two ..... (*goldfish*) for my new aquarium.
- 3. Her three ..... (*stepdaughter*) and ..... (*mother-in-law*) breed ..... (*swine*), ..... (*sheep*) and ..... (*goose*).
- 4. We caught 5 large ..... (*salmon*) and two ..... (*mullet*).
- 5. All ..... (*offspring*) are rather healthy.
- 6. The ..... (*sheep*) are infected with ..... (*hookworm*).

**Exercise 7.29.**

**Find "the odd man out" and explain your decision.**

- |                             |                           |
|-----------------------------|---------------------------|
| louse — blouse — mouse      | concerto — solo — tobacco |
| mosquito — volcano — domino | bath — path — birth       |
| people — staff — public     | herring — trout — mullet  |
| chief — hoof — proof        |                           |



**Exercise 7.30.***Translate the sentences into English.*

1. Екіпаж почувається добре. Всі відпочивають. Не турбуйся, я прослідкую, щоб вони поїли вчасно.
2. У цій затоці багато скель, комарів, зозуль, оленів та бізонів. Гадаю, тут також багато риби: лососів та оселедців.
3. Доказів не було. Поліція була розгублена.
4. Воші завжди були проблемою для країн з високим рівнем бідності.
5. Гноми та ельфи — це міфічні істоти.
6. Діти побачили вовків і заховалися від них за снопами.
7. Усі спостерігачі схвалили роботу конференції зі звільнення військовополонених.
8. Посередники організували нам постачання цибулі, моркви, картоплі та фруктів.
9. Бійтесь випадкових знайомств!
10. У парку було багато каруселей, і ми розгубилися, куди спочатку піти.

**Exercise 7.31.***Read the homonymous pairs of nouns, translate them and point out the difference in their use. Use each of them in the sentence of your own.*

	Both Singular and Plural Forms	Invariable Nouns Pluralia Tantum or Singularia Tantum
1.	a people — peoples .....	people
2.	a colour — colours	colours
3.	a glass — glasses	glasses glass
4.	a draught — draughts	draughts
5.	a force — forces	forces
6.	a hair — hairs	hair
7.	a minute — minutes	minutes
8.	a custom — customs	customs
9.	a stair — stairs	stairs

	Both Singular and Plural Forms	Invariable Nouns Pluralia Tantum or Singularia Tantum
10.	a quarter — quarters ..... .....	quarters ..... .....
11.	a youth — youths ..... .....	youth ..... .....

**Exercise**  
**7.32.**

*Translate the following sentences:*

- Ці гроші не належать Хілтонам. Вони позичили їх у Гейтсів, щоб придбати острів в Індійському океані. Звідки у вас ця інформація? — Про це розповідали в останніх новинах.
- У коня чотири копита і один хвіст.
- Місс Грін має прекрасний вигляд. — Де бінокль? Я хочу подивитись на неї.
- Секретар повідомить вам решту відомостей про місце проведення конференції.
- Наші успіхи у вивченні китайської мови досить невеликі, але ми будемо намагатися виправити становище.
- Марта виглядає дуже молодо для своїх 45 років, її волосся розкішне. — Так, але у неї багато сивого волосся.
- Вчителі-чоловіки дуже подобаються дітям.
- Зброя була старою, але добре зберігалась.
- Мої спортивні шорти вже старі.
- Кусачки, плоскогубці, ножиці і щипці лежали на столі. Це було знаряддя моїх зятів. Я їхній тесть.
- Два вулкани біля цих заток вивергаються уже тиждень. На скелях і дахах будинків зібралось багато попелу, а кораблі не можуть пристати до пристані.
- Одягніть шарфи, шапки і шуби. На вулиці дуже холодно.
- Шашки — улюблена гра моєї троюрідної сестри і мого свекра. Коли вони зустрічаються, завжди грають у шашки або шахи. Причому сестра постійно виграє.
- Ви постійно даєте йому непотрібні поради, коли він за кермом!
- Ця зелень недостатньо свіжа, чи не так?
- Рухайтесь обережно: східці старі і слизькі, а ваша сукня довга. Ви можете впасти!
- У цьому парку багато каруселей і кафе для дітей. Давайте візьмемо туди Віккі, добре?
- Діабет и туберкульоз — хвороби, які лікарі ще не можуть перемогти.
- Сказ — рідкісна хвороба. Кір і свинка — дитячі інфекційні хвороби.
- Кеглі — улюблена гра мого дідуся, також він навчив мене грати в більярд.
- Наше оточення — це милі люди, в основному духівництво і вчителі.
- Присяжні слухають цю справу вже два дні, вчора виступали прокурори, а сьогодні — два адвокати.
- Знання — основа вмінь.

**Exercise**  
**7.33.**

*Translate into English.*

- Наречені виглядають однаково красивими. Майбутні тесті та свекри, тещі та свекрухи однаково хвилюються перед весіллям.
- Мій син вивчає географію уже півроку. Але він вивчив лише три затоки, чотири протоки, дев'ять островів і два півострова.

3. Додайте в цю страву пучку солі, дрібку ванільного цукру, три краплі оливкової олії і плитку шоколаду. Вона стане смачнішою!
4. Зверху покладіть шматочки сиру та лимону і поставте піццу до духової шафи.
5. Хто дав Маші шматок хліба? Заберіть його у неї, а то вона не буде обідати!
6. Дахи стали знову протікати (*to spring a leak*). У нас немає доказів, що в цьому винна ремонтна бригада (*maintenance crew*).
7. Де моя банка для чаю? — А де моя банка пива?
8. Сходи до магазину й купи два тюбики зубної пасти, три бруски туалетного мила, три зубні щітки, два пакети молока, дві банки солодкої кукурудзи, два батони, два пучки петрушки (*parsley*) і дві пачки паперу для письма. — Скільки грошей ти мені даси? — Сорок гривень. —
- Вибач, але мені не вистачить цих грошей навіть на папір!
9. Давайте поїдемо на пікнік! — Давайте! Нам знадобиться в'язанка хмизу, три кілограми м'яса, картопля, огірки, помідори, консервована квасоля, цибуля і кріп (*dill*).
10. Що ти придбав? Ця зелень несвіжа, а виноград гнилий! — Це не я придбав, мені допомагали дві однокласниці. Я можу віднести цю зелень до зоопарку, де її з задоволенням з'їдять газелі чи жирафи. До речі, цікаво, чи їдять американські лосі виноград.
11. Ти коли-небудь бачив куріпок? — Ніколи, але я часто зустрічав курей, гусей, качок, індиків, страусів, биків, телят і свиней. Усе це домашнє птаство і худобу вирощують мої двоюрідні брати.

### Exercise 7.34

Form the word combinations, using the genitive case or an 'of-phrase', where necessary.

- |                     |                         |                                     |                                      |
|---------------------|-------------------------|-------------------------------------|--------------------------------------|
| 1. fisherman / line | 7. that quiz / question | 13. chief engineer / signature      | 18. mobile phone / ring tone         |
| 2. minks / tails    | 8. computer / keyboard  | 14. Vice Prime-Minister / report    | 20. suitcase / contents              |
| 3. book / page      | 9. Kyiv / traffic       | 15. Dickens / novel                 | 21. Foreign Minister / letter        |
| 4. Earth / peoples  | 10. car / brakes        | 16. mother-in-law / pie             | 22. uncle and aunt /<br>two children |
| 5. men / college    | 11. London / streets    | 17. this city / population          |                                      |
| 6. waitress / apron | 12. Willy / handwriting | 19. personnel manager / instruction |                                      |

### Exercise 7.35

Put down the missing opposemes expressing either female or male gender.

Masculine	Feminine
actor	
	negrress
author	
god	
prince	
tiger	
lion	
leopard	

Masculine	Feminine
heir	
	tutoress
host	
	stewardess
master	
	executrix
waiter	

**Exercise 7.36.***Translate into English.*

1. Вусики мурах увесь час рухаються.
2. Колеса машини Вільяма потребують ремонту.
3. Звіт менеджера з продажу виявився не досить точним.
4. На вулицях нашого міста дуже багато автомобілів.
5. У племінника містера База дві отари вівців і череда корів и биків.
6. Машина спадкоємиці престолу була божественно красивою і неймовірно дорогою.
7. Вправи цього параграфу складніші, ніж вправи попереднього.
8. Аквалангіст побачив зграйку риб біля великого каменя и сфотографував її.
9. На кухню залетів рій бджіл. Слід попросити тестя Аліси вигнати їх.
10. Невістки цих головнокомандувачів працюють у штабі армії.
11. Населення Харкова і області складає більше 3 мільйонів людей. Але населення Києва і області більше, ніж населення Харкова.
12. Екіпаж корабля зараз робить зарядку, потім прийме душ і тоді вже буде снідати.
13. Це один з друзів Джеймса? — Так. Вони з Джеймсом працюють у магазині одягу для підлітків.
14. Знання містера Вільямса недостатні, щоб отримати місце управителя.
15. Де Пеггі и Керрі? — У бабусі. — Цікаво, їх будинок більший, ніж їх бабусі? — Марія мені

колись говорила, що будинок Пеггі й Керрі більший, ніж будинок їх бабусі.

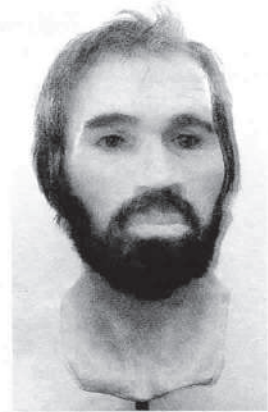
16. Зграя гав летіла над лісом, і діти зацікавлено дивились на неї, дока мама не покликала їх щось перехопити.
17. У вас вдома є бібліотека? — Так, у сестри моєї свекрухи була велика бібліотека, і вона подарувала її нам. З того часу я прочитала багато творів українських авторів і дізналась багато цікавого про їх життя. У нас є найперше видання творів М. Хвильового і В. Винниченка.
18. Дайте мені два букети незабудок — у моїх дочок-близняток день народження. Я подарую кожній букет квітів, торт, лялькового ведмедика, і ми підемо до парку кататися на каруселях. Я думаю, що моїм п'ятирічним дочкам цей мій план сподобається
19. Як ся маєте? — Дякую, добре. А ви? — Непогано. Збираюся придбати будинок у передмісті Харкова. А зараз іду до господарчого магазину купити ваги, цвяхи, плоскогубці і кусачки. — А я іду до аптеки купити пігулки від головного болю, а потім зайду до бакалейного відділу супермаркету. Дружина попросила мене купити дві пачки макаронів, два пакети молока, дві дюжини коробок сірників і дві плитки шоколаду.
20. Ми дивились два фільми за участю Катрін Ден'єв і Фанні Ардан. Ролі цих акторок, як і завжди, дуже яскраві.

**Exercise 7.37.**

*A. Read the paragraph and say what makes the authors refer to the body of a person that was found near Manchester in the North of England in 1984, as he, though at first the scientists did not know it was a male. Translate the article into Ukrainian, paying attention to the gender reference.*

*B. Imagine the last day of the 'Lindow Man' and tell the story to the class.*

The two men had found a body from the time of the Roman invasion of Celtic Britain. Despite being so old, **this body** had skin, muscles, hair and internal organs — the scientists who examined **him** were able to look inside the man's stomach and find the food that **he** had eaten for **his** last meal!



How did **he** die? Understandably, archaeologists and other scientists wanted to know more about **the person** that they called 'Lindow Man'. **His** hands and fingernails suggested that he hadn't done heavy manual work in **his** life — **he** could have been a rich man or a priest. They found that **he** hadn't died by accident. Further examination revealed that **he** had been hit on the head three times and **his** throat was cut with a knife. Then a rope was tightened around **his** neck. As if that wasn't enough, **he** was then thrown into the bog.

After the examination the scientists found out **his** social status. They thought **the person** was a rich man or a priest.

**Exercise**  
7.38.

- A. Read the text and comment upon the plural forms of proper names. What, do you think, is the stylistic effect of this grammatical phenomenon? Compare it to the Russian translation.  
B. Can you give the Ukrainian variant of the given abstract?

*My dear People*, began Bilbo, rising in his place. 'Hear! Hear! Hear!' they shouted, and kept on repeating it in chorus, seeming reluctant to follow their own advice. Bilbo left his place and went and stood on a chair under the illuminated tree. The light of the lanterns fell on his beaming face; the golden buttons shone on his embroidered silk waistcoat. They could all see him standing, waving one hand in the air, the other was in his trouser-pocket.

*My dear Bagginses and Boffins*, he began again; *and my dear Tookes and Brandybucks, and Grubbs, and Chubbs, and Burrowses, and Hornblowers, and Bolgers, Bracegirdles, Goodbodies, Brockhouses and Proudfoots*. 'ProudFEET!' shouted an elderly hobbit from the back of the pavilion. His name, of course, was Proudfoot, and well merited; his feet were large, exceptionally furry, and both were on the table.

*Proudfoots*, repeated Bilbo. *Also my good Sackville-Bagginses that I welcome back at last to Bag End. Today is my one hundred and eleventh birthday: I am eleventy-one today!*

(J.R.R. Tolkien, "The Fellowship of the Ring")

— Любезные мои сородичи, — начал Бильбо, поднявшись.

— Тише! Тише! Тише! — закричали гости; хоровой призыв к тишине звучал все громче и никак не мог стихнуть.

Бильбо вылез из-за стола, подошел к увешанному фонариками дереву и взгромоздился на стул. Разноцветные блики пробегали по его праздничному лицу, золотые пуговицы сверкали на шелковом жилете. Он был виден всем в полный рост: одну руку не вынимал из кармана, а другой помахивал над головой.

— Любезные мои Торбинсы и Булкинсы, — начал он снова, — разлюбезные Кролы и Брендизайки, Ройлы, Ейлы и Пойлы, Глубокопы и Дудстоны, а также Бобберы, Толстобрюхлы, Дороднинги, Барсуксы и Шерстопапы!

— И Шерстопапы! — заорал пожилой хоббит из угла. Он, конечно, был Шерстолап, и недаром: лапы у него были шерстистые, здоровенные и возлежали на столе.

— И Шерстопапы, — согласился Бильбо. — Милые мои Лякошель-Торбинсы, я рад и вас приветствовать в Торбе-на-Круче. Нынче мне исполнилось сто одиннадцать лет: три, можно сказать, единицы!

(Дж. Р. Толкиен, «Братство Кольца»,  
пер. с англ. В. С. Муравьева)

# UNIT VIII



## THE ARTICLE

### STUDYING GRAMMAR

#### FUNCTIONS OF ARTICLES

		The Functions of		
		The Indefinite Article	The Definite Article	Zero Article
C l a s s e s o f n o u n s	Common countable nouns	<p><b>1. Nominating.</b> <i>This is a table.</i></p> <p><b>2. Classifying.</b> <i>He is a student.</i></p> <p><b>3. Numeric (= 'one'; 'one more', 'another').</b> <i>I can't hear a word! There should be a second way out.</i></p> <p><b>4. Generalizing (= 'any').</b> <i>A giraffe has a long neck.</i> <i>An elephant has large ears.</i></p>	<p><b>1. Specifying:</b></p> <p><b>a. with nouns modified by the limiting attributes;</b> <i>The table that we have bought is rather cheap.</i></p> <p><b>b. with nouns without limiting attributes.</b> <i>The table is new.</i></p> <p><b>2. Generic.</b> <i>The elephant is often used as means of transport. The cat was domesticated long ago.</i></p>	<p><b>In special cases:</b></p> <p><b>1. In the singular in partitive constructions</b> (after 'patch', 'bit', 'scrap' etc.). <i>A patch of garden.</i></p> <p><b>2. Kinds of meat.</b> <i>Duck, chicken, goose, turkey, lamb;</i> also uncountable <i>mutton, veal, pork</i></p> <p><b>3. With nouns, representing objects, viewed as indivisible sets.</b> <i>They were mother and daughter.</i> <i>Keep all papers under lock and key!</i></p> <p><b>4. With nouns representing a set of two.</b> <i>A knife and fork, a saucer and cup</i></p>
	Uncountable nouns (nouns of material)	<p><b>1. 'A portion of'.</b> <i>Bring me two coffees and a tea, please.</i></p> <p><b>2. 'A kind of'.</b> <i>It was a Georgian dry wine that Granny liked most.</i></p>	<p><b>Restricting (specifying):</b></p> <p><b>a. with nouns modified by the limiting attributes;</b> <i>The milk that I bought yesterday turned out bad.</i></p> <p><b>b. with nouns without limiting attributes.</b> <i>I want <b>some</b> milk. — Bring me <b>the</b> milk from the fridge!</i></p>	<p><b>Nominating.</b> <i>Milk is useful for children.</i></p>

		The Functions of		
		The Indefinite Article	The Definite Article	Zero Article
C l a s s e s o f n o u n s	Abstract uncountable nouns	<p><b>1. Aspective (=‘a kind of’),</b> obligatory with ‘certain’, ‘peculiar’.</p> <p><i>There was a sickness in her that made her cancel the meeting. He felt a certain tension between the two ladies.</i></p> <p><b>2. In the construction.</b></p> <p><i>‘It’s a pity /shame / pleasure / disgrace / etc.</i></p> <p><b>3. In exclamatory sentences with ‘what’.</b></p> <p><i>What a disgrace!</i></p>	<p><b>1. Restricting:</b></p> <p><i>We lost her in the darkness.</i></p> <p><b>a. with substantivised adjectives;</b></p> <p><i>Do you believe in the supernatural?</i></p> <p><b>b. nouns ‘the future’, ‘the present’, ‘the past’, ‘the plural’, ‘the singular’.</b> (But: ‘in future’ = ‘надалі’)</p> <p><b>c. with nouns modified by the limiting attributes.</b></p> <p><i>The joy that I saw in her eyes was great.</i></p>	<p><b>Nominating.</b></p> <p><i>I prefer to read poetry.</i></p>
	Nouns denoting unique objects	<p><b>Aspective.</b></p> <p><i>A young moon was shining in the dark blue sky.</i></p>	<p><b>Denotes uniqueness.</b></p> <p><i>the sun, the moon, the earth, the universe, the world, the horizon, the President, the Prime Minister etc.</i></p>	—

**Never use the indefinite article with the following abstract nouns:** advice, assistance, breeding, cunning, control, evidence, guidance, health, fun, information, luck, luggage, money, nature, news, nonsense, permission, progress, trade, weather, work etc.

*Ex.:* No news is good news.

### Exercise 8.1.

Use the indefinite article where necessary. Comment on your decision.

- ... work gives a person an opportunity to show oneself.
- To pass a credit a student is to write ... work, including the main points on the given topic.
- ... orange is a very bright colour.
- ... orange is good to be eaten for a snack.
- ... English is understood everywhere in this country.
- ... air is necessary for life.
- There was ... air of mystery in the house.
- Ann passed with ... air of dignity and disappeared round the corner.
- ... wood is a dense growth of trees that is usually smaller than a forest.
- ... wood is excellent to make boxes.
- ... iron is a metallic chemical element that readily rusts in moist air.
- ... iron is a heated metal implement used to take wrinkles out of clothes.
- ... music is a score of a music composition set down on paper.
- ... music is usually pleasant to listen to.

**Exercise 8.2.**

Analyze the following chart, paying attention to the syntactic functions of the nouns used with the articles and define the functions of the articles in the following sentences.

Mind the difference		
	Singular	Plural
<b>Nominating</b>	This is <b>a</b> table. We saw <b>a</b> table.	These are ___ / two / several / some / a few tables. We saw ___ / two / several / some / a few tables.
	Singular	Plural
<b>Classifying</b>	She is <b>a</b> student. Her brother, <b>a</b> student at Kharkiv National University, studies physics.	They are ___ students. Her brothers, ___ students at Kharkiv National University, study physics.

- There is **a** table in the room.
- About **a** week later Kate sat at home alone.
- Isn't the weather glorious for this time of the year?
- Is he still holding these open-air prayer meetings at Dalreoch?
- The** clock was invented in ancient time.
- I could tell you **a** thing or two if I decided to open my mouth.
- She saw Susan Mowat throw her **a** last pitying look, then turn and sweep majestically from the room. She took **a** step forward.
- Gracie gazed at Kate with **a** vague bewilderment.
- She heard **a** cab drive up to the gate.
- A** book is the best present.
- His clear blue eyes were narrowed by **a** muddled distress.
- There were young men who came to learn **a** trade.
- They stopped before Mrs. Glen's apartment house, **a** grey-fronted dwelling rising above its neighbours in **the** narrow row.
- It was dark when Gracie knocked at the door, and **the** street lamp post opposite threw **a** pallid light about her.
- Margaret stood in **the** doorway, **a** full-bosomed woman with **a** very red face and **a** humid eye.
- Have you **a** room to let?
- The** old need more help than other people.
- She felt **a** poignant desire to face the town.
- Douglas was **a** great pappy man with rolls of fat behind his collar.
- It was **an** official-looking letter, **the** envelope blue in colour.
- A** blender is a useful household gadget.
- I'll sing you **a** song.

**Note**

the difference in the use of articles when translating the sentences:

- Мені подарували троянду.
- У вас багато троянд. Дайте одну Мері. (Дайте їй троянду.)
- Троянда, яку мені подарував Філіп, дуже красива.
- Троянди — красиві квіти.
- Троянда — красива квітка.
- Троянда — королева квітів, а фіалка — королева лісу.

**Note**

the difference in the use of articles when translating the sentences:

- Біля порога стояв чоловік.
- Чоловік стояв біля порога.
  - Молоко стояло на столі.
  - На столі стояло молоко.

**Exercise 8.3.**

Analyze the following chart. Define the types of attributes used in the sentences below and explain the use of articles in them.



	The Definite Article in the specifying function	The Indefinite Article
Limiting attribute	<p>1. Before a noun followed by the limiting attribute or limiting attributive clause. <i>I won't deny that he is <b>the</b> boy you are seeking.</i></p> <p>2. Before a noun, preceded by an adjective with a limiting force (<i>same, only, very, right, wrong, main, last, next, former, latter, central etc.</i>). <i>That was <b>the</b> only way out. At last he was on <b>the</b> right track!</i></p> <p>3. Before nouns preceded by adjectives in the superlative degree. <i>She is <b>the</b> brightest student in this group.</i></p>	
Descriptive attribute	<p>When the identification of the object is made with the help of the previous context. <i>She was holding a gas lamp. <b>The</b> smoky lamp made shadows all around her.</i></p>	<p>Before nouns, modified by attributes that do not specify the object. <i>She was <b>a</b> poor lean creature, not old, yet worn out.</i> <i>She sat with <b>a</b> shawl pulled about her shoulders.</i> <i>The old lady found <b>a</b> pretty diligent companion girl who was going to help and entertain her during the trip.</i></p>

- The** thrilling (..... attribute) news of his discovery (..... attribute) was more than his breast could humanly contain.
- In **the** nearest corner three children were playing with **the** lid of **an** old tin can.
- For **the** first time he saw the child's face.
- We are going to take **a** bus going to the centre, not to wait for the tram.
- The** whole town believes in it.
- It was not **a** flower to be treated in such a fashion.
- Despite **the** faintly disquieting tone of the letter, **the** news which it contained was positive and official.

### Exercise 8.4

Note the difference in the use of articles when translating the sentences, containing descriptive and limiting attributes.

- Красива струнка дівчина стояла біля вікна.
- Дівчина, яка дала вам рецепт, — медсестра.
- Дівчина, яка дала вам рецепт, — медсестра цього відділення.

### Mind the indefinite article with attributes in the descriptive function:

*an only child / son / daughter — єдина дитина / син / дочка*  
*a first attempt — перша спроба*  
*a first impression — перше враження*  
*a last look — прощальний погляд*

- He took his place in **a** third-class compartment of **the** nine o'clock train for Winton.
- The** smell, **the** stench of the alley, **the** slum dwellings which rose on each side, turned him cold.
- Fifth Avenue is one of **the** busiest streets of New York.

### Note

the difference in the use of articles when translating the sentences:

- У ній була якась сила.
- У ній була якась незвичайна внутрішня сила.
- У ній була величезна сила.
- Яка ганьба! (*disgrace*)
- Яка у нас сьогодні погана погода!

4. Будь-яка медсестра може дати вам ліки, / якщо їх виписав лікар / які виписав лікар.
5. Ліки, які виписав лікар, можна купити саме в тій аптеці.
6. Бабуся була задоволена ліками, які виписав їй лікар.

### THE USE OF ARTICLES WITH ATTRIBUTES EXPRESSED BY DIFFERENT PARTS OF SPEECH

Expressed by	The Definite Article	The Indefinite Article
<b>Adjectives</b> (special cases)	<ol style="list-style-type: none"> <li>1. Adjectives with limiting force: <i>the same, the only, the very, the main, the principal, the left, the right, the present, the former, the latter, the last, the next</i> etc.</li> <li>2. <i>the other</i> (= the second of two) <i>the others</i> (= all the rest) <i>others</i> (= the rest) <i>other</i> (= the rest, not all)</li> <li>3. In the superlative degree</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>an only child / son / daughter</i></li> <li>2. <i>a first attempt</i> <i>a first impression</i> <i>a last look</i> (= a farewell look) <i>a most ... ..</i> (= very) <i>a first / a second / a ... prize</i></li> <li>3. <i>another</i> (= different; one more) <b>But:</b> <i>Last, next</i> (= future) in the present context with nouns denoting time: <i>last year, next Sunday</i></li> </ol>
<b>Numerals</b>	Ordinal: <i>the second day</i> , <b>But:</b> <i>Unit Two; a second helping</i> (= one more)	Cardinal: <i>a day, two days</i>
<b>Participles</b>	Either limiting or descriptive meaning depending on the context	
<b>Infinitives</b>	Either limiting or descriptive meaning depending on the context	
<b>Nouns in genitive case</b>	1. In specifying meaning: <i>the doctor's advice</i>	1. A. In nominating meaning: <i>He is a neighbour's son.</i> <b>But:</b> <i>Mary's son</i> B. In generalizing meaning: <i>a giraffe's neck</i>
	2. As a descriptive attribute to the head noun: <i>a children's hospital, a two days' absence, a men's college</i> etc.	
<b>Of-phrases</b>	1. With a limiting force: <i>the city of Kharkiv, the foot of the mountain, the sound of explosion</i> etc.	1. With the double genitive: <i>a son of Mrs. Black's</i>
	2. To denote a section or a part of: <i>a / the / wheel of the car</i> etc.	
	3. With descriptive meaning to denote: <ul style="list-style-type: none"> <li>• a container + contents: <i>a pack of paper,</i></li> <li>• a certain quantity: <i>a pack of sugar,</i></li> <li>• measurement: <i>a distance of 100 metres,</i></li> <li>• origin: <i>a native of Tasmania,</i></li> <li>• age: <i>a girl of ten,</i></li> <li>• material: <i>a box of wood,</i></li> <li>• composition: <i>a pile of documents, a pair of trousers,</i></li> <li>• characteristics, also implying analogy: <i>a matter of urgency, a peach of a girl</i> etc.</li> </ul>	

**Exercise 8.5.** Translate into English.

- |   |  |
|---|--|
| 1. Команда здобула перше місце.                               | 6. Принеси мені саме той документ.     |
| 2. Маша попросила другу порцію пирога з м'ясом.               | 7. Наступної неділі ми їдемо за місто. |
| 3. Прочитайте речення на п'ятій сторінці.                     | 8. У нас був ще один план.             |
| 4. Інші гості вишли на вулицю.                                | 9. Дай йому ще п'ять гривень.          |
| 5. Усі сторони, що утягнуті в конфлікт, повинні заспокоїтися. | 10. Клара — єдина дочка в родині.      |

**Exercise 8.6.** Use the following prepositional phrases with the necessary article and fill in the table.

... sheet of paper, ... lid of the box, ... beginning of the film, ... script of the film, ... sheaf of photos, ... couple of peaches, ... cover of a book, ... city of New Jersey, ... face of a boy, ... flock of sparrows, ... pair of boots, ... Headmaster of the school, ... door of the car, ... edge of the bed, ... top of the hill, ... poem by Shevchenko, ... girl of six, ... sound of the bell, ... feeling of anger, ... shadow of the car, ... name of Donald Wolf.

a .....	a .....	the .....
a .....	a .....	the .....
a .....	the .....	the .....
a .....	the .....	the .....
a .....	the .....	the .....
a .....	the .....	the .....
a .....	the .....	the .....

SET EXPRESSIONS WITH ARTICLES

**Exercise 8.7.** Fill in the table with corresponding set expressions from the box and their given translation. Write example sentences for each set phrase.

Set Expressions with the Indefinite Article

<i>it's a pity</i>	<i>to give a hand</i>	<i>to be in a hurry</i>	<i>to fly into a passion</i>
<i>at a glance</i>	<i>it's a shame</i>	<i>a great / good many</i>	<i>to have a good time</i>
<i>as a result</i>	<i>to take a fancy to</i>	<i>a great / good deal</i>	<i>to fly / to get into a fury (in a rage)</i>
<i>to be at a loss</i>	<i>it's a pleasure</i>	<i>in a loud / low voice</i>	<i>to have a mind to do something</i>

Set expression	Translation	Example sentences
	розгубитися	
	похапцем	
	мати бажання щось зробити, мати схильність до чогось	
	приємно	

Set expression	Translation	Example sentences
	розлютитися	
	голосно / тихо	
	симпатизувати, відчувати прихильність	
	багато (обчисл.)	
	багато (необчисл.)	
	соромно	
	сказитися	
	у результаті	
	добре провести час	
	з першого погляду	
	шкода	
	надати допомогу	

Set Expressions with the Definite Article

<i>to tell the truth,...</i>	<i>on the whole</i>	<i>to be on the safe side</i>	<i>to play the piano / the violin/ etc.</i>
<i>to keep the house</i>	<i>in the original</i>	<i>it's out of the question</i>	<i>to take the trouble to do something</i>
<i>to keep the bed</i>	<i>the other day</i>	<i>to tell / to speak the truth</i>	<i>on the one hand ... on the other hand</i>
<i>at the cinema / the theatre / the forest / the park</i>		<i>to the cinema / the pictures / the theatre / the forest / the park</i>	

Set expression	Translation	Example sentences
	у цілому	
	днями (у минулому)	
	в оригіналі	
	для перестороги	
	з одного боку, ... , з іншого боку, ...	
	правду кажучи...	

Set expression	Translation	Example sentences
	говорити правду	
	у кіно / театрі / лісі / парку	
	у кіно / театр / ліс / парк	
	грати на піаніно/скрипці / тощо	
	дотримуватися постільного режиму	
	сидіти вдома	
	про це не може бути й мови	
	намагатися щось зробити	

## Set Expressions with Zero Article

<i>by phone</i>	<i>on deck</i>	<i>out of doors</i>	<i>to take to heart</i>
<i>on foot</i>	<i>at sunset</i>	<i>at first sight</i>	<i>to take offence</i>
<i>on tiptoe</i>	<i>at dawn</i>	<i>to go to sea</i>	<i>to keep house</i>
<i>at hand</i>	<i>at dusk</i>	<i>at sunrise</i>	<i>by land / by sea / by air</i>
<i>by letter</i>	<i>at work</i>	<i>on business</i>	<i>from morning till night</i>
<i>to tell lies</i>	<i>at peace</i>	<i>on holiday</i>	<i>from head to foot</i>
<i>in debt</i>	<i>by name</i>	<i>by accident</i>	<i>from beginning to end</i>
<i>for hours</i>	<i>to lose heart</i>	<i>by mistake</i>	<i>by post / by mail</i>
<i>for ages</i>	<i>at present</i>	<i>by chance</i>	<i>to ask for / give / get permission</i>

Set expression	Translation	Example sentences
	у боргу	
	на ім'я	
	за роботою / на роботі	
	у мирі, спокої	
	на закаті	
	на світанку (2 варіанти)	
	у сутінках	
	хазяйнувати	

Set expression	Translation	Example sentences
	на палубі	
	стати моряком / плавати (про моряка)	
	повітряним шляхом / сушею / морем	
	цілу вічність	
	годинами	
	помилково	
	випадково	
	з першого погляду	
	з початку до кінця	
	з голови до ніг	
	з ранку до вечора	
	наразі	
	втрачати мужність / надію	
	просити / давати / отримати дозвіл	
	ображатися	
	перейматися	
	на вулиці	
	випадково, ненавмисне	
	у відпустці	
	пішки	
	навшпиньки	
	у справі	
	під рукою	

Set expression	Translation	Example sentences
	ЛИСТОМ	
	ПОШТОЮ	
	ТЕЛЕФОНОМ	
	брехати	

## THE USE OF ARTICLES WITH GEOGRAPHICAL NAMES

Zero Article is used with:	The Definite Article is used with:
<p>1. Names of continents and their parts (<i>Australia, South America, Asia, Europe</i> etc.).  <b>But:</b> <i>the Arctic, the Antarctic</i> (the seas and the land around the North and the South Poles)</p>	<p>1. Astronomical names (<i>the Great Bear, the Milky Way</i> etc.)</p>
<p>2. Names of countries (<i>America, Argentina, Cuba</i>).  <b>But:</b> <i>the USA, the United Kingdom, the Argentine, the Republic of Cuba, the Netherlands, the Sudan, the Senegal, the Lebanon</i></p>	<p>2. Names of oceans and seas (<i>the Pacific Ocean, the Baltic Sea</i> etc.)</p>
<p>3. Names of cities, towns, villages, streets, avenues (<i>Dover, Eton, 5<sup>th</sup> Avenue, Svoboda Street</i> etc.).  <b>But:</b> <i>the Hague; the Strand, the High Street</i> etc.</p>	<p>3. Names of deserts (<i>the Gobi (Desert), the Sahara</i>)</p>
<p>4. Names of lakes with the word 'lake' (<i>Lake Ladoga, Lake Michigan</i> etc.).  <b>But:</b> <i>the Ladoga, the Michigan</i></p>	<p>4. Names of rivers (<i>the Danube, the Dnipro River, the River Thames</i> etc.)</p>
<p>5. Names of separate mountain peaks and islands (<i>Goverla, Elbrus; Cyprus, Newfoundland</i> etc.)</p>	<p>5. Mountain ranges and groups of islands (<i>the Alps, the Urals; the Bermudas</i> etc.)</p>
<p>6. Names of provinces, counties, states (<i>Texas, Kashmir</i> etc.).  <b>But:</b> <i>the Riviera, the Crimea</i> etc.</p>	<p>6. Names of channels and canals (<i>the Panama Canal, the English Channel</i>)</p>
<p>7. Names of bays and waterfalls (<i>Baffin Bay, Hudson Bay; Niagara Falls</i> etc.)</p>	<p>7. Names of straits (<i>the Bosphorus, the Torres Strait, the Dardanelles</i>)</p>
<p>8. Names of peninsulas and capes (<i>Indo-China, Taimir, Kamchatka, Cape Horn</i>).  <b>But:</b> <i>the Indo-China Peninsula, the Labrador Peninsula, the Cape of Good Hope</i></p>	

**Note**

- The definite article is used with geographical names:
  - that are used as parts of 'of-phrases': *the Isle of Man, the city of Kharkiv, the Bay of Bengal;*
  - that are used with limiting attribute: *It's not the Kharkiv of my youth.*
- The indefinite article is used with geographical names modified by descriptive attributes:  
*It was a different Kyiv.*

## USE OF ARTICLES WITH MISCELLANEOUS NAMES

Zero Article is used with:	The Definite Article is used with:
<p>1. Names of streets, squares and parks (<i>Green Street, Piccadilly, Trafalgar Square, Park Lane, Central Park, St. James Park, Hyde Park</i>).</p> <p><b>But:</b> <i>the Strand, the High Street, the Main Street; the Botanical Gardens, the Snowdonia National Park.</i></p> <p><b>NOTE:</b> names of streets and parks in other countries are sometimes used with the definite article (<i>the Gorky Park, the Rue de Rivoli</i>)</p>	<p>1. Names of territories consisting of several words including a common noun, parts of cities (<i>the Lake District; the Bronx, the West End, the East End</i>),</p> <p><b>But:</b> districts are used with zero article (<i>Westminster, Soho</i> etc.)</p>
<p>2. Names of airports and railway stations (<i>Victoria Station, Gatwick Airport</i>)</p>	<p>2. Names of hotels and clubs (<i>the Savoy, the Hilton; the National Tennis Club</i>)</p>
<p>3. Names of separate buildings and bridges (<i>Scotland Yard, Buckingham Palace, Tower Bridge</i>).</p> <p><b>But:</b> <i>The Tower, the White House, the Old Bailey, the Royal Exchange</i> etc.</p>	<p>3. Theatres, cinemas, concert halls, museums and art galleries (<i>the Bolshoi Theatre; the Odeon; the Albert Hall; the National Museum of Natural History; the Louvre</i>)</p>
<p>4. Names of magazines and journals ("<i>Lancet</i>", "<i>Punch</i>", "<i>National Geographic</i>")</p>	<p>4. Names of newspapers ("<i>The Guardian</i>", "<i>The Financial Times</i>", "<i>The Morning Star</i>")</p>
<p>5. Abbreviations that are read as usual words (<i>UNESCO</i> etc.)</p>	<p>5. Names of ships and boats (<i>the Victory, the Taras Shevchenko</i>)</p>
	<p>6. Names of organizations, political parties and institutions (<i>the National Association of Attorneys General; the Labour Party, the House of Commons</i>)</p>
	<p>7. Names of languages in word combinations with the word "language" ("<i>the English language</i>", but "<i>English</i>").</p> <p><b>But:</b> remember the following pattern: <i>What is the English for...?</i></p>
	<p>8. Grammar terms (<i>the Subjunctive Mood, the Participle, the Present Perfect Tense</i> etc.)</p>

### Exercise 8.8.

Study the rules in the tables and use the articles with the following geographical and miscellaneous names where necessary. Explain their use.

Congress	Alps	Amazon	NATO
German language	Balkan Peninsula	Hudson Bay	Beatles
German literature	Indo-China ( <i>peninsula</i> )	Magellan Strait	US
Scotland Yard	Ohio ( <i>lake</i> )	Mediterranean	Milky Way
Old Bailey	Ohio ( <i>state</i> )	Netherlands	Kara-Kum
Tower	Cuba ( <i>island</i> )	Argentina	Verkhovna Rada
Lake District	Cuba ( <i>state</i> )	Hague	Hyde Park
Kyiv Region	Canaries	Crimea	Gorky Park
Savoy ( <i>hotel</i> )	Elbrus	Denmark	Argentine
Present Simple Tense	Suez Canal	Riviera	



## THE USE OF ARTICLES WITH PERSONAL NAMES

The Definite Article is used:	The Indefinite Article is used:	Zero Article is used:
a. to denote a family with the plural form of the noun ( <i>The Blacks</i> )	a. to denote a representative of a family ( <i>She isn't a Windsor!</i> )	a. in common cases ( <i>Peter came home</i> )
b. in the pattern <b>Adjective + Personal Name</b> ( <i>the silent Miss Dole, the celebrated Mr. White</i> )	b. in the pattern ' <b>a certain</b> ' + <b>Personal Name</b> or <b>a (= 'certain') + title + Personal Name</b> ( <i>a certain Patrick, a Mr. Patrick</i> )	b. in the pattern <b>old / young / dear / little / tiny / poor / honest + Personal Name</b> ( <i>old Martha, young Lisa</i> )
c. with personal names modified by limiting attributive phrases ( <i>She was the Kate we had known before.</i> )		

**Mind the following patterns:**

- Zero Article + Noun denoting family relations + Personal Name** (*Aunt Lily*);
- Zero Article + military ranks / titles + Personal Name**  
(*Captain Brown, Doctor Smith (both a profession and a title)*)
- the + professions / widow / widower + Personal Name** (*the painter Lloyd*)

## PRACTISING GRAMMAR

**Exercise 8.9.**

Fill in the gaps with the indefinite article or indefinite pronouns where necessary. Comment on their use.

- ..... bread is tasty when fresh.
- Lily has bought ..... bread.
- Lily has bought ..... loaf of bread.
- ... money is necessary for buying things.
- Give me ..... money, I am going to the supermarket.
- There isn't ..... any money in my pocket.
- ..... duck is a swimming bird.
- I'd like ..... cold duck for lunch.
- They saw ..... geese.
- ..... geese are long-necked birds intermediate in size between the related swans and ducks.
- She doesn't eat ..... goose.
- The porter is carrying ..... trunk and a basket.
- The porter is carrying ..... luggage.
- ..... furniture is made of wood.
- Is there ... furniture in the room?

**Exercise 8.10.**

Fill in the gaps with the necessary articles or possessive pronouns.

- ..... man was smoking at ..... entrance door.
- I was looking for ..... man who had left ..... umbrella at ..... reception. .... nurse told me that ..... man was smoking at ..... entrance door.
- Give me ..... hundred ..... envelopes and two dozen ..... pens, please.
- I saw ..... film last night. .... film was about ..... soldier and ..... beautiful girl.
- Will you treat me to ..... cup of ..... coffee with ..... cream and ..... sugar?
- Go to ..... supermarket, please, and buy ..... bottle of ..... milk and ..... dozen eggs.
- My Granny bought me ..... present that I wanted for my birthday.
- ..... cold weather and grey walls under ..... grey sky gave her ..... sense of ..... defeat.

9. He is at ..... Smiths'.
10. .... Braille family lived in ..... village near Paris, France, in ..... early 1800-s.
11. At ..... age of two ..... Mum taught ..... brother to count.
12. .... joke was amusing.
13. All ..... jokes were amusing.
14. Lomonosov was ..... son of ..... fisherman.
15. Pete was ..... son of ..... lawyer. There were two more children in ..... family.
16. Pete was ..... son of ..... lawyer. He was ..... only son in ..... family.
17. Robin Hood stole from ..... rich and gave to ..... poor.

### Exercise 8.11.

Translate the following sentences.

1. Це — найкраща книга Бена. Він придбав її на ярмарку.
2. Хто винайшов кулькову ручку?
3. Сова — мудрий птах, а зозуля — лінивий.
4. Він — така хороша людина!
5. Він повертається з роботи о п'ятій годині й відразу ж іде до брата в лікарню.
6. Ти віриш у кохання з першого погляду?
7. Голова комітету вчора на світланку прибув до Гааги.
8. Ви не знаєте, де можна купити крейди та паперу?
9. Батько Піта — на війні, а батько Мері — у плаванні.
10. Вона робить такі успіхи!
11. Коли хлопчик відчинить двері, біжіть до машини.
12. У небі світив великий сріблястий місяць. Зірки були не такі яскраві.

### Exercise 8.12.

Fill in the gaps with the necessary articles in 'of-phrases'. Explain their use.

1. He gave a stifled exclamation and ... heavy wave of ... emotion broke in him.
2. Passing ... iron statue of one of ... greatest mill-owners of ... district, he entered ... poorer part of ... town.
3. It was like ... bottom of ... well.
4. There was ... sheaf of papers on his table, as he never took anything away from it.
5. The rain fell heavily from ... leaden sky, turning the cobbled road into ... sea of ... mud.
6. She never lost ... whit of her cool elegance.
7. It was a large paragraph at ... head of ... column of ... local gossip.
8. Pete had ... glass of ... milk and a roll.
9. At last she came to ... foot of ... Dumbreck Hill.
10. With ... sigh of ... contentment she sat down on the low stone wall, which bordered the highway.
11. She made ... playful gesture of ... criticism and continued her way.
12. He thought of her as a woman upon whom ... eyes of ... world would always rest with suspicion and distrust.

### Exercise 8.13.

Circle the expressions of quantity that can be used in the following sentences.

1. I brought ... paper.

- |             |                               |                    |                              |             |         |
|-------------|-------------------------------|--------------------|------------------------------|-------------|---------|
| a. some     | d. lots of                    | g. plenty of       | j. both                      | l. a few    | o. much |
| b. any      | e. a great / good number of   | h. a great deal of | k. a couple of / two / three | m. a little | p. no   |
| c. a lot of | f. a great / good quantity of | i. several         |                              | n. many     |         |

2. I brought ... pens.

- |             |                               |                              |             |           |
|-------------|-------------------------------|------------------------------|-------------|-----------|
| a. some     | e. a great / good number of   | i. several                   | l. a few    | p. no     |
| b. any      | f. a great / good quantity of | j. both                      | m. a little | q. all    |
| c. a lot of | g. plenty of                  | k. a couple of / two / three | n. many     | r. little |
| d. lots of  | h. a great deal of            |                              | o. much     | s. few    |

**Exercise 8.14.**

Match the geographical items and their description using the definite article where necessary. Put down the answers into the box.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							n							

1. ... Neva is	a. the mountain range in ... Eastern California and ... Western Nevada.
2. ... Madagascar is	b. a peninsula in ... Southern Asia to the south of ... Himalayas between ... Bay of Bengal and ... Arabian sea.
3. ... Sierra Nevada is	c. ... river flowing from ... Lake Ladoga into ... Gulf of ... Finland.
4. ... Nile is	d. a desert in ... Central Asia.
5. ... Benelux is	e. a county in ... England on the coast of ... North Sea.
6. ... Siberia is	f. the largest of ... Balearic islands.
7. ... Gobi is	g. the river 1365 km long flowing from ... Carpathians into ... Black sea.
8. ... Land's End is	h. the peninsula in ... Canada lying between ... Hudson bay and ... Atlantic divided between ... Quebec and ... Newfoundland.
9. ... Hindustan is	i. ... island in ... Indian ocean off ... south-eastern Africa.
10. ... Soho is	j. ... river 6497 km long in ... Eastern Africa flowing from ... Lake Victoria in ... Uganda into ... Mediterranean in ... Egypt.
11. ... Majorca is	k. a region in ... Northern Asia lying between ... Urals and ... Pacific.
12. ... France is	l. the economic union comprising ... Belgium, ... Luxembourg and ... Netherlands.
13. ... Norfolk is	m. a district in ... centre of ... West End of London in ... Westminster.
14. ... Labrador is	n. the cape in ... south-western England at ... tip of ... Cornwall.
15. ... Dniester is	o. a country in ... Western Europe between ... English Channel and ... Mediterranean.

**Exercise 8.15.**

Match the miscellaneous proper names and their description using the definite article where necessary. Put down the answers into the box.

1	2	3	4	5	6	7	8	9	10

1. ... Hermitage is	a. a royal palace in ... London where ... Queen Victoria was born.
2. ... Devil's Bridge	b. is a concert hall in ... London.
3. ... Daily Star is	c. one of the largest art galleries in the world.
4. ... Conservative Party holds	d. a luxurious hotel in ... Park Lane.
5. ... Grosvenor Square is	e. one of the oldest British universities founded in the 13 <sup>th</sup> century.
6. ... Grosvenor House is	f. the street that joins ... West End and ... City.
7. ... Cambridge University is	g. joins two islands in ... South Wales.
8. ... Kensington palace is	h. a large square in ... centre of ... London.
9. ... Royal Festival Hall is	i. ... daily British tabloid newspaper, published by ... Express Newspapers, which also publishes ... Daily Express.
10. ... Strand is	j. ... annual Conservative Party Conference in autumn.

**Exercise 8.16.**

Fill in the gaps with the articles or possessive pronouns where necessary. Explain their use.

1. ... few minutes later, walking along ... High Street, she decided she wouldn't go home to ... tea.
2. At ... Paton's, ... bookseller's ... few doors down, she went in and bought ... newspaper, ... Levenford Advertiser.
3. Perhaps Eliza was in ... middle of ... latest thriller, and anxious to know if ... man with ... moustache was really ... count.
4. She was illuminated by ... setting sun, and she had ... air, ... quality of ... style, which was individual, her own.
5. He started at ... sight of her. Sitting there with ... elbows on ... desk and ... fine silver photograph in front of him, he changed ... colour and ... eyes dropped to ... paper which she still clenched in ... right hand. For ... minute neither of them spoke, then Murray made ... effort to collect himself.
6. We have always trusted each other since ... very beginning, in spite of all ... wrong and stupid things that happened. Isabel isn't ... wife for you.
7. ... bitter tears broke from ... eyes, and thinking only of ... escape, she went wildly through ... front waiting-room, unconscious of ... women who sat there.
8. About ... week later, towards four o'clock on ... grey Saturday afternoon, Kitty was at home alone. There was ... faint frown on ... face, for she was not satisfied with ... way things were going in ... well-regulated household. Still less was she pleased with ... rumours which reached her from ... town.
9. On ... top landing he and little Billy stopped before ... door. From ... boy's manner Nick understood it was his own door.
10. He felt it strike him as ... ship might feel ... buffet-ing of ... heavy wave.

**LIVING WITH GRAMMAR**

**NAMING PLACES**

**Exercise 8.17.**

A. Work in pairs. Imagine that you are a tourist (you are to work without the map). Ask a passer-by how to get to different places of interest in London. Exchange your parts.

B. Work in pairs. Imagine that you are a Londoner and you are going to show the sights of London to a friend from Ukraine. Using the map of London, tell your friend where you will go together. Exchange your parts.



## NAMING PEOPLE AND PLACES

**Exercise  
8.18.**

*Read the story about one of London's parks and fill in the gaps with the necessary articles before geographical, miscellaneous names and personal names with titles.*

**... Greenwich Park**

... Greenwich Town Centre and ... Greenwich Park were designated ... World Heritage Site in 1997. Thus it is one of the sites deemed by ... UNESCO to be 'of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view'. The excavation of ... Roman temple site here was carried out in 2000. It may have stood on ... Watling Street, which is known to have run nearby.

... Greenwich is one of ... Royal Parks, having been associated with many generations of royalty since ... Duke of Gloucester, ... King Henry V's brother, inherited the land in 1427. The land was enclosed with a wall in 1433, the first royal park to be so. This turned it into a hunting place, and deer were brought into the park for hunting. A palace was built there not long afterwards, where ... King Henry VIII and his daughters Queen Mary and Queen Elizabeth were all born, and where ... young King Edward VI died. ... King James I gave the palace and the park to his wife, ... Queen Anne, and now is known as ... Queen's House.

... King Charles II was fascinated with science, and he asked another architect, ... Sir Christopher Wren, to design ... Observatory, so that the stars could be more carefully studied. ... Observatory stands at the top of the hill overlooking the river, and is now called



Flamsteed House after ... first Astronomer Royal who was appointed by ... King. One of his first jobs was to start placing imaginary lines of longitude on maps, using the movement of the stars to help. It took four astronomers to work out the system completely, with much help. When it was ready, they drew the starting line through ... Greenwich Park, in honour of the help ... Astronomers had given. ... Greenwich Meridian, or line between ... Eastern Hemisphere, and ... Western Hemisphere runs right through ... Park, and is marked in several different places in the Park.

... famous French garden designer, Le Notre, who worked for ... Louis XIV at ... Versailles drew up plans for the park, which were not fully carried out. ... Great Storm of 1703 led to the loss of many trees on the upper ground. ... statue of ... General Wolfe was set up in 1930, and damaged in ... World War II. During ... War a large number of anti-aircraft guns were placed in the flower garden.

**Exercise  
8.19.**

*Self-dictation. Use the definite article where necessary, think of the countries to which the given cultural and political phenomena belong and find the Ukrainian equivalents to all word combinations.*

... President of Ukraine  
 ... President Bush  
 ... President's Press Secretary  
 ... Prime Minister  
 ... Prime Minister Brown  
 ... Prosecutor General Petro Petrenko  
 ... Attorney General  
 ... Ukrainian—Brazilian project

... National Association of Attorneys General  
 ... King of Denmark  
 ... King George VIII  
 ... Sir Elton John  
 ... Prince William  
 ... Duke Albert  
 ... Duke of ...  
 ... Roscosmos

- |   |                                   |
|---|-----------------------------------|
| ... Ukrnafta  | ... Secretary of State            |
| ... National Security and Defense Council Secretary | ... Secretary of Treasury         |
| ... State Property Fund                             | ... National Air and Space Museum |
| ... National Gallery of Art                         | ... Emperor Napoleon III          |
| ... Ukrainian Property Fund                         | ... British Museum                |

## ON YOUR OWN

Exercise  
8.20.

Fill in the table with the functions of the articles in bold type.

	Sentences	Functions
1.	John gave Mary <b>an</b> apple.	
2.	<b>The</b> speedometer is a device for measuring speed of a land vehicle.	
3.	<b>A</b> pen is used for writing.	
4.	He was <b>a</b> native of Australia.	
5.	When can I buy <b>the</b> latest issue of "The Mirror"?	
6.	<b>__</b> language is <b>the</b> mirror of society.	
7.	There was <b>a</b> sudden silence, filled only by the splutter of the gas jet.	
8.	She'll offer us <b>a</b> glass of coffee in her back parlor.	
9.	He is <b>an</b> extraordinary boy.	
10.	<b>The</b> snowdrop is a spring flower.	
11.	What <b>an</b> extraordinary coincidence!	

Exercise  
8.21.

Circle the expressions of quantity that can be used in the following sentence.

1. I have found ... paper.

- |                             |                               |                              |           |
|-----------------------------|-------------------------------|------------------------------|-----------|
| a. some                     | f. a great / good quantity of | k. a couple of / two / three | p. no     |
| b. any                      | g. plenty of                  | l. a few                     | q. all    |
| c. a lot of                 | h. a great deal of            | m. a little                  | r. little |
| d. lots of                  | i. several                    | n. many                      | s. few    |
| e. a great / good number of | j. both                       | o. much                      |           |

2. I have found ... pens.

- |                             |                               |                              |           |
|-----------------------------|-------------------------------|------------------------------|-----------|
| a. some                     | f. a great / good quantity of | k. a couple of / two / three | p. no     |
| b. any                      | g. plenty of                  | l. a few                     | q. all    |
| c. a lot of                 | h. a great deal of            | m. a little                  | r. little |
| d. lots of                  | i. several                    | n. many                      | s. few    |
| e. a great / good number of | j. both                       | o. much                      |           |

Exercise  
8.22.

Translate into English paying attention to the use of articles with personal names.

Удова Салліган живе на околиці Самерхілла уже багато років. Її чоловік, полковник Салліган, служив в Іраку під час першої військової кампанії, і його було убито. Покійний містер Салліган був дуже хоро-

шою людиною. Їх старший син — учитель. Учитель Салліган викладає фізику в місцевій школі. Їхня дочка, жінка місцевого священика, народила двох дітей і займається їх вихованням. Чоловік дочки удови Салліган нещодавно знайшов скарб і віддав його на будівництво нової церкви. Уся родина цим дуже пишається. Водопровідник Сміт, суддя Хенкс і м'ясник Джонсон також зробили свій внесок (*to contribute one's share to*) у будівництво церкви.

Молодша вдова виїхала з Самерхілла двадцять п'ять років тому зі студентом Пабло з Мексики. Зараз Пабло Санчес уже не студент. Академік Санчес працює в університеті Мехіко. Актриса Кетрін Санчес працює в кіно, вона знімається в серіалах. Нещодавно Санчеси приїхали погостювати до Самерхілла. Пабло сказав, що це уже не той Самерхілл його молодості, що місто стало сірим і нецікавим. Проте їх син Макс познайомився тут з чарівною дівчиною, такою собі міс Бенкс. Він заявив, що вони планують побратися і залишатися жити в Самерхіллі. Архітектор Макс Санчес буде будувати нову церкву, а дизайнер Бенкс буде її декорувати.

### Exercise 8.23.

Use the articles with the following geographical names where necessary. Explain their use.

United Kingdom of Great Britain and Northern Ireland			Svoboda Avenue	Dnipro River
Lake Balaton	Earth	Bering Strait	Baffin Bay	Bahamas
Mediterranean	South America	United States	Como ( <i>lake</i> )	Hague
O. Teliha Street	Panama Canal	Andes	Madagascar	English Channel
Ancient Greece	Black Sea	Chicago	Strand	Netherlands
Cuba	Louvre	National Gallery	Venus	Cordillera Mountains
Cyprus ( <i>island</i> )	Sahara	Gulf of Mexico	Yucatan ( <i>peninsula</i> )	Crimea
Balkan Peninsula	Great Lakes	National Geographic	Nile	Mont Blanc ( <i>mountain</i> )
Niagara Falls				

### Exercise 8.24.

Translate the following sentences using set expressions with articles wherever possible.

1. Ти виключив газ? — Здається, так, виключив. — Ніколи не роби нічого поспіхом. А тепер потурбуйся і перевір ще раз!
  2. Лізо, припини думати про нього! Я потурбувалася, і довідалася про нього усе, і в результаті з'ясувала, що у нього поганий характер.
  3. Ти граєш на якому-небудь музичному інструменті? — Так, я граю на гітарі. — Важко було навчитися? — Правду кажучи, неважко. Ще у шкільні роки я грав на цьому музичному інструменті з ранку до вечора.
  4. Хлопчик був з голови до ніг удягнений у шмаття, але образився, коли я назвав його старцем.
- Правду кажучи, я бажав лише допомогти хлопчику і дати йому трохи грошей.
5. Ти постійно за роботою і уже цілу вічність не була у відпустці! Давай візьмемо відпустку і поїдемо на тиждень на Канари. — Не кажи нічого подібного босу, він відразу ж розлютиться! Про це не може бути і мови, у нас багато термінової роботи.
  6. Саллі сказала матері, що випадково зустріла сьогодні в супермаркеті Тома і що погодилась піти з ним до театру. Коли Саллі заснула, мама навшпиньки вийшла з кімнати. Вона прийняла розповідь дочки близько до серця і для перестороги

- вирішила випити пігулку. З одного боку, добре, якщо дочка нарешті вийде заміж, але з іншого боку, невідомо, яким зятем виявиться Том.
7. Пітер днями застудився. Взагалі-то він почувається непогано, але лікар сказав йому дотримуватися постільного режиму. А Пітер хоче провести вихідні на вулиці — на дачі у приятеля. — Про це не може бути й мови! — Справа в тому, що він хоче бути моряком, тому не любить сидіти вдома. — Не приймай це близько до серця, все буде добре. Хай Пітер сам вирішує, що для нього краще.
8. Ми з мамою поїхали до Флориди, де жила її сестра, морем. Я часто стояв на палубі і спостерігав за п'ятирічними близнюками, які гралися поруч зі своєю матір'ю. Вони були такі милі, а мені було так нудно, що я перейнявся до них симпатією. Одного разу я підійшов до їх матері і попросив дозволу погратися з дітьми. Ми добре проводили час, годинами грали у різні ігри. Ми були такі щасливі тоді, і ми щасливі разом до цього часу: за два місяці після поїздки я одружився з їх матір'ю, і з того часу ми живемо у Флориді.

**Exercise**  
**8.25.**

**A. Read the story about one of the districts of London, filling in the gaps with articles.**

**... South Bank**

... bankside area on ... Southern bank of ... River Thames provides a wealth of interest for any visitor.

... Southwark Playhouse is ... ninety-seater Dickensian courtyard on ... Southwark Bridge Road. Pieces performed at ... Playhouse range from classic to contemporary masterpieces and contribute extensively to extra-curricular learning activities for local children. ... Bankside Gallery displays a breathtaking range of prints and watercolour paintings and is home to ... Royal Watercolour Society. Admission is free.

Housed in ... former Bankside Power Station and opposite ... St. Paul's Cathedral is ... Tate Modern. Across seven floors ... Tate Modern displays original works of unparalleled brilliance. ... Millennium Bridge links ... Tate Modern and ... St. Paul's Cathedral. The design for it was achieved through an international competition among artists and architects. Now it transports thousands of pedestrians over ... Thames every day.

There are many other sights in this district, examples of which include ... Southwark Cathedral, which provides a marvel of ... Gothic design, and is the second most famous ... Gothic building in London after ... Westminster Abbey. It is open to all. Fortunate visitors may also catch ... annual Southwark Festival. The entire area of ... South Bank is easily accessed by ... Tube and by the regular bus service.

**B. Imagine that you work at a London / New York / etc. tour agency. Choose a district in London or in any other city in Great Britain or the USA and advertise it in a short essay.**

**Ideas for you to consider:** Broadway, Manhattan, Kensington, the City, Chelsea, Bloomsbury, Paddington, Soho etc.



# UNIT IX



## THE ADJECTIVE, THE ADVERB, THEIR CATEGORIES AND USE

### STUDYING GRAMMAR

#### THE ADJECTIVE

##### Exercise 9.1.

Adjectives may be formed from nouns or verbs by adding suffixes (-al, -ous, -ful, -ed etc.). Form the missing parts of speech wherever possible.

Noun	Verb	Adjective	Noun	Verb	Adjective
mood	...	...	organization	...	...
help	...	...	ambition	...	...
...	rely	...	...	...	wide
...	...	lazy	...	...	long / lengthy
...	create	...	weight	...	...
...	...	honest / honorable	...	...	high
sympathy	...	...	profession	...	...
...	cheer	...	...	use / usage	...
beauty	...	...	day	...	...
interest	...	...			

The Adjective has the only grammatical category — **the Degrees of Comparison**. They are formed **synthetically** (-er, -est), **analytically** (more, the most; less, the least) or **suppletively** (good, better, the best).

**Exercise 9.2**

A. Study the table below and formulate the rules:

1. Which adjectives form their degrees of comparison synthetically?

.....

2. Which adjectives form their degrees of comparison analytically?

.....

B. Fill in the gaps with the missing forms.

The Formation of the Degrees of Comparison

Adjectives	Positive Degree	Comparative Degree	Superlative Degree
One-syllable adjectives	fast	faster	the fastest
	.....	nicer	the nicest
	late	.....	.....
	young	.....	.....
Two-syllable adjectives ending in -y, -le, -ow, -er and the words 'common', 'handsome', 'mature', 'pleasant', 'polite', 'simple', 'stupid'	early	earlier	the earliest
	heavy	heavier (more heavy)	the heaviest (the most heavy)
	clever	.....	.....
	shallow	.....	.....
	funny	.....	.....
Two-syllable adjectives ending in -ed, -ful, -ing, -ish, -ous, -st, -x and longer adjectives	joyful	more joyful	the most joyful
	selfish	.....	.....
	tired	.....	.....
	complex	.....	.....

Mind the exceptions:

The Irregular Formation of the Degrees of Comparison

Positive Degree		Comparative Degree	Superlative Degree
Adjectives	Adverbs		
bad	badly	worse	the worst
good	well	better	the best
far	far	farther (about distances) further (=more)	the farthest the furthest
little	little	less	the least
many	—	more	the most
much	much	more	the most

Positive Degree		Comparative Degree	Superlative Degree
Adjectives	Adverbs		
<i>old</i>	—	<i>older</i> <i>elder</i>	<i>the oldest</i> <i>the eldest</i>
<i>late</i>	<i>late</i>	<i>later</i>	<i>the latest (=the newest)</i> <i>the last (=the final, the previous)</i>
<i>near</i>	<i>near</i>	<i>nearer</i>	<i>the nearest</i> <i>the next</i>

**Exercise 9.3.**

Write the comparative and the superlative degrees of the following adjectives.

Tall, handsome, happy, far, kind, curious, much, young, annoyed, common, fashionable, many, famous, little, thin, good, near, bad, sweet, old, clever, bored, narrow, polite, wet, busy, late, icy.

.....

.....

.....

.....

.....

.....

.....

.....

**Exercise 9.4.**

Write the corresponding comparative and superlative forms of the following adjectives.

**Model:** smart (+) — smarter, the smartest

smart (-) — less smart, the least smart

- |                          |                        |
|--------------------------|------------------------|
| 1. tall (+) _____        | 7. developed (-) _____ |
| 2. worried (-) _____     | 8. slow (+) _____      |
| 3. old (+) _____         | 9. advanced (+) _____  |
| 4. young (+) _____       | 10. tired (-) _____    |
| 5. interesting (-) _____ | 11. early (+) _____    |
| 6. good (+) _____        | 12. complex (+) _____  |

Adjectives may usually be used in **the attributive and predicative positions**:  
*Mason is dating with a beautiful girl.* (attributive, before a noun)  
*Mary is beautiful.* (predicative, after a link verb)

There are adjectives that are, as a rule, only used in **one** position.  
 Adjectives, predominantly used in **the attributive position**, are:  
*chief, criminal, elder, entire, eventual, former, industrial, local, lone, main, medical, national, nuclear, only, outdoor/indoor, principal, sole, whole, mere, sheer, utter etc.*

Adjectives, predominantly used in **the predicative position** (when describing health or feelings), are:  
*ill, fine, glad, ready, sorry, sure, upset, well, unwell; ablaze, afloat, alight, alike, alive, alone, aloof, ashamed, asleep, awake, aware etc.*

**But:** *ill (= harmful) effects, ill (= bad) fortune, fine (= delicate) features, a fine (= consisting of very small particles) powder etc.*

**Exercise 9.5.**

Consider the following pairs of predicative and attributive adjectives. Mind that some of them may be used in both syntactical positions and have different meanings. Complete the sentences, explaining your choice. In some cases there may be more than one choice.

1. **ill — sick**  
The old woman was .....  
There were several ..... people on board.
2. **fine / well / good / excellent**  
I am feeling ..... today.  
I have a ..... feeling about this girl.  
The weather was ..... yesterday.  
..... weather made us go for a walk.
3. **upset / disappointed — sad, unhappy**  
The boy was very ..... because of his puppy's illness.  
We met a lot of ..... people who had nothing and nobody to live for in that country.
4. **alive — living, live** [laiv]  
The rescue team has found only two ..... people at the place of the tragedy.  
Though the travelers had spent six days without food and water, all of them were .....  
To prove their theory, the scientists decided to conduct the experiment with two dozen ..... rabbits.
5. **alike — similar**  
I bought two ..... dolls for my twin-daughters.  
The dolls that the children were carrying were .....
6. **aware — conscious**  
The little girl was speaking with a ..... air.  
He was ..... of the fact that the course was too difficult for him.  
She made a ..... effort to be friendly.
7. **alight — illuminated**  
They were walking along the ..... streets of Warsaw and recalling the old times.  
The old tower was .....
8. **sure, convinced — confident**  
A ..... speaker always attracts everybody's attention.  
We are ..... of your victory.  
Mr. Douglas appeared a witty and ..... barrister.  
She was ..... that her brother was not a person to blame.
9. **sorry — regretful, unhappy**  
She cast a ..... glance towards the car.  
I am very ..... about it.  
Jim and Helen had an ..... marriage.  
She had a ..... look.
10. **ablaze / on fire — burning**  
The house was .....  
The house ..... was hers.  
She jumped out of the ..... house.
11. **afloat — floating**  
She didn't know how to attract the ..... voters.  
The fifty-five-year-old ship was still kept .....
12. **awake, up — conscious**  
Everybody in the house was .....  
She was ..... of the danger, she was .....
13. **afraid — frightened**  
There was a ..... child in the room.  
The boy was ..... of dogs.

**Comparative constructions**

1. A<sub>CD</sub>\* + Noun + **than** + *this / that* + Noun / one
2. **more / less** + Noun + **than** ...
3. **much / far** + A<sub>CD</sub> + Noun + **than** ... — набагато більше / менше, ніж...
4. **twice / thrice as much (many)** — у два / три рази більше
5. **half as much (many)** — у два рази менше
6. **three times as much** — у три рази більше
7. **as** + A<sub>PD</sub>\*\* + **as** + *this / that* + Noun / one — такий саме ..., як ...

\* A<sub>CD</sub> — Adjective in Comparative Degree\*\* A<sub>PD</sub> — Adjective in Positive Degree

8. **is the same as** — такий саме, як ...
9. **half as** + A<sub>PD</sub> + **as** + *this / that* + Noun / *one* — у два рази менше..., ніж ...
10. **one third the height / weight / length / width of** — у три рази нижче / легше / коротше / вужче, ніж ...
11. **not as / so** + A<sub>PD</sub> + **as** — не такий ..., як...
12. ... **two years older than** ... = two years my senior
13. ... **two years younger than** ... = two years my junior
14. **the** + A<sub>CD</sub>, **the** + A<sub>CD</sub> — чим, тим ...
15. A<sub>CD</sub> + **and** + A<sub>CD</sub> — emotional comparison to express the development or change of the quality.
16. **a most** = 'very' (a most beautiful girl = 'a very beautiful girl')

**Exercise****9.6.**

Translate into English using the comparative constructions from the box.

1. This lake is (у два рази коротше) than that one.
2. We earn (у два рази менше) as Tom does.
3. This building is (у два рази нижча) as that building.
4. Your flat is (у півтора рази менша) as theirs.
5. These apples are (не такі кислі) as those ones. / These apples are (у два рази солодші) as those ones.
6. Your test result is (такий самий, як) you got last year.
7. This bike is (у чотири рази дорожчий) as Pete's / than Pete's.
8. Linda is (у два рази старша / молодша) as her sister is. / Linda is (у два рази старша / молодша) than her sister.
9. Life is getting (все дорожчим і дорожчим).
10. (Чим чоловік старший), the (розумніший) he is.
11. Their library has (на сто книг більше), (ніж у нашій).
12. Their library is (набагато більша / менша) than Mary's.
13. (Чим більше ви будете читати), (тим кращими будуть ваші знання).
14. This book is (така ж цікава, як і) that one.
15. (Чим вистава цікавіша), (тим складніше купити на неї квитки).

**Exercise****9.7.**

Use the comparative constructions as ... as, not as ... as, not so ... as, less ... than.

1. a. Watching films **is less interesting than** reading books.  
b. Watching films **is not so / as interesting as** reading books.
2. Watching films **is less hard than** reading books.

1. Harry is ..... (not tall / his sister).
2. Your future looks ..... (bright / it was a month ago).
3. Gabriella looks ..... (happy / Mark / to do).
4. Diana makes ..... (not many mistakes / our last accountant).
5. Jim is ..... (not rich / Bill / to be).
6. The southern coastline is ..... (not long / the western coastline).
7. Cycling is ..... (not hard / mountain climbing).

### The Order of Adjectives

Opinion + Size + Physical quality + Age + Shape + Colour + Origin + Material + Type (relative) + Purpose + NOUN

**Exercise 9.8.**

Change the order of the adjectives in brackets, so that they follow the rule.

- We watched a / an (*Italian / old / fantastic*) film.
- They arrived in a (*long / luxurious / black*) limousine.
- My boss has got a / an (*Spanish / leather / brown*) briefcase.
- I don't want to watch this (*new / terrible*) play and that (*silly / old*) television show.
- There is a (*large / green / old*) garden near the house.
- She is wearing her (*long / horrible / brown*) coat.
- Mother often sings this (*long / old / French / lovely*) song.
- Peter has bought a (*red / British / beautiful*) bicycle.
- The lady looked at her (*golden / expensive / Swiss*) watch.
- They showed (*Canadian / new / extraordinary*) play on TV yesterday.
- The young man was wearing a (*cashmere / blue / gorgeous*) jumper, (*cashmere / fashionable / new*) trousers and a pair of (*Italian / black / beautiful*) shoes.
- A (*tall / Chinese / handsome*) student went into the (*brick / new / multi-storied*) building.
- A (*cute / little*) puppy was sleeping in a / an (*purple / old / ugly*) arm-chair.
- Dad has found a / an (*copper / Greek / ancient / round*) coin.
- This (*mauve and green / ugly / silk*) tie costs very expensive here.

**THE ADVERB****Exercise 9.9.**

A. Consider the given examples of adjectives, nouns and corresponding adverbs and work out the rules of adverb formation.

Structural Classification of Adverbs

Simple adverbs	
Adverbs	Adjectives That Coincide in Form with Adverbs
<i>here</i>	—
<i>fast</i>	<i>fast</i>
<i>when</i>	—
<i>well</i>	<i>well</i>
<i>once</i>	—
<i>hard</i>	<i>hard</i>
<i>far</i>	<i>far</i>
<i>very</i>	<i>very</i>
<i>right</i>	<i>right</i>

Derived Adverbs	
Adverbs	Corresponding Adjectives
well	good bad
truthfully beautifully	truthful beautiful
easily	easy
heroically tragically	heroic tragic
<b>But:</b> publicly	public
simply	simple
<b>But:</b> in a silly way	silly
Adverbs	Corresponding Nouns
daily	day
fortnightly	fortnight

Compound Adverbs
up + stairs → upstairs
every + where → everywhere
Composite Adverbs
a great deal, from time to time, a little bit etc.

**B. Form adverbs from the given words.**

friendly, far, normal, excited, automatic, year, probable, fast, careful, happy, ugly, good, noisy, shy, day, elderly, undoubted, terrible, often.

.....

.....

.....

**Exercise 9.10.**

Put the given adverbs into the corresponding columns and comment on the semantic classification of adverbs. Mind that sometimes the same word is used in more than one column with different meanings.

well, often, completely, never, at once, badly, today, very, behind, ever, in front, always, carefully, too, hard, hardly, already, scarcely, quite, inside, much, all night long.

Semantic Classification of Adverbs

Adverbs of time (of duration, of indefinite time etc.)	Adverbs of frequency	Adverbs of place	Adverbs of manner	Adverbs of degree

B. Construct a sentence with each italicized word.

- Always: .....
- Always: .....
- Badly: .....
- Badly: .....
- Completely: .....
- Hard: .....
- Hardly: .....

**Exercise 9.11.**

Sometimes adverbs have two forms (with and without -ly), which are usually the same in meaning (cheap = cheaply, quick = quickly, quiet = quietly, wrong = wrongly), but some pairs of such adverbs differ in meaning.

Translate the given pairs of adverbs and compose a sentence with each of them.

1. last — lastly

He came last, but he didn't apologize for being late.  
And, lastly, I insist on keeping all the secrets I've just shared with you.

2. near — nearly

.....  
.....

3. hard — hardly

.....  
.....

4. late — lately

.....  
.....

5. wide — widely

.....



6. *deep* — *deeply*

7. *high* — *highly*

8. *free* — *freely*

9. *easy* — *easily*

**The Formation of the Degrees of Comparison**

Adverbs, that end in *-ly*, form their comparative and superlative degrees analytically (*with the help of more, most*).

**But:** *quick* — *quicker* — *quickest*, *loudly* — *louder* — *loudest*.

'*Often*' and '*early*' may form their degrees of comparison in both ways. Adverbs, that do not end in *-ly*, take the same comparative and superlative forms as adjectives (see the corresponding table in exercise 9.2).

**Exercise 9.12.**

Write the comparative and the superlative degrees of the following adverbs wherever possible.

Quiet, long, beautifully, soon, well, a lot, badly, often, wisely, sometimes, little, loudly, early, slowly, seriously, quickly.

**ADJECTIVE — ADVERB**

**Exercise 9.13.**

Study the examples and fill in the table to find out what parts of speech modify the words in bold type. Work out the rule and fill in the table.

1. a. He **drives** slowly.
- b. He is a **slow** driver.
- c. He drives **very** slowly.
2. a. I am in a **terrible** hurry.
- b. I am **terribly** unhappy.
3. a. This is **clearly** a good piece of advice.
- b. This is **clear**. / He is **clever**.

Adverbs can modify:	Adjectives can modify:
1.	1.
2.	2.
3.	3.
4. A whole sentence	

**Exercise 9.14.**

Choose the correct form (either the adjective or the adverb) and explain your choice.

1. Our University basketball team played (*bad / badly*) yesterday, because their two best players were ill.
2. Anna looks really (*unhappy / unhappily*). Perhaps she has got a bad mark.
3. Tina's hair feels so (*soft / softly*). She uses a very expensive hair conditioner.
4. The lecturer doesn't speak (*loud / loudly*), and his students can't hear everything (*good / well*).
5. Gillian said she hadn't felt so (*terrible / terribly*) in her life.
6. The rice tastes (*bad / badly*). It is overcooked.
7. Granny looked at us (*kind / kindly*) and smiled.
8. The wedding dress is (*beautiful / beautifully*) sewn. I like it!
9. The table was (*heavy / heavily*).
10. The table was (*slight / slightly*) broken.
11. Gabriella is (*amazing / amazingly*) good with animals.
12. Suzie was driving a (*real / really*) beautifully restored 1964 Mustang.

**Mind the difference**

between the two patterns:

1. **A link Verb + Adjective:**  
*Sheila looks angry.* (Looks = is, seems)
2. **An action Verb + Adverb:**  
*Sheila looks angrily at Pete. What has he done?*

**PRACTISING GRAMMAR**

**Exercise 9.15.**

Form adjectives from the words in brackets and use them in the following sentences. Use negative prefixes where necessary.

<ol style="list-style-type: none"> <li>1. Ann likes to read ..... novels.</li> <li>2. You are always so ....., John.</li> <li>3. Mr. Nelson sounded very ..... when he was speaking to the stuff.</li> <li>4. Peter is usually rather .....</li> <li>5. Bertha has got a ..... straw hat.</li> <li>6. This is a ..... road.</li> <li>7. The history of this country is rather .....</li> <li>8. His performance was ..... in the previous season.</li> <li>9. Is your friend ..... ?</li> <li>10. The meadow and the river are so ....., aren't they?</li> <li>11. Your mark is ".....", Garry.</li> <li>12. Her friend peter seems quite .....</li> <li>13. Unemployment was the most ..... issue the Prime Minister has faced up to.</li> </ol>	<p>HISTORY HELP ANGER BORE WONDER WIDTH DRAMATIZE BELIEVE RELY PICTURE SATISFY TROUBLE TROUBLE</p>
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**Exercise 9.16.**

Use the following information comparing life expectancies of different animals. Make up sentences containing the comparative construction '(much) more / (much / far) less than...'

- |                     |                    |                      |                     |
|---------------------|--------------------|----------------------|---------------------|
| mayfly — 1 day      | mouse — 1 year     | trout — 5 — 10 years | sheep — 10—15 years |
| squirrel — 11 years | rabbit — 12 years  | cat — 13—17 years    | owl — 24 years      |
| lion — 25 years     | horse — 30 years   | ostrich — 50 years   | elephant — 60 years |
|                     | dolphin — 65 years | tortoise — 100 years |                     |

**Exercise**  
**9.17.**

Complete each sentence so that it means the same as the initial one(s), using the words in brackets.

1. We couldn't read because it was very dark. (*too*)  
It was .....
2. The girl was very beautiful in her white and pink dress. (*most*)  
She was .....
3. The film was very interesting. The boys started discussing it at once. (*so ... that*)  
The film .....
4. A lot of people came to the exhibition because it was well advertised. (*such ... that*)  
The exhibition .....
5. As he continued reading the book, he was becoming more excited. (*the ... more*)  
The .....
6. Diana can't go abroad without her parents, because she is too young. (*enough*)  
Diana isn't .....
7. The clouds appeared in the sky. Then more clouds appeared in the sky. (*and ... and*)  
There appeared .....
8. This pack of macaroni weighs 2 kilos. That pack of spaghetti weighs 1 kilo. (*twice*)  
This pack of spaghetti is .....
9. As canary birds become older, they sing less. (*the less*)  
The older canary birds .....
10. Nora is rather clumsy, but she is even more careless. (*than*)  
Nora .....

**Exercise**  
**9.18.**

A. Margaret moved to Stockholm a month ago. She is talking to a friend from her native town about her new apartment and neighbourhood. Write the necessary form of each adjective given in brackets.

- Hilda:** So, do you like your new apartment? Is it (*nice*) \_\_\_\_\_ than your old one?
- Margaret:** Yes, in some ways. It's much (*big*) \_\_\_\_\_ and (*bright*) \_\_\_\_\_. But the kitchen is (*bad*) \_\_\_\_\_. Also, I live on a (*high*) \_\_\_\_\_ floor now, and there is no lift. This means that I am (*tired*) \_\_\_\_\_ than before.
- Hilda:** I can understand. You were always (*lazy*) \_\_\_\_\_ than I was. You'll be in a (*good*) \_\_\_\_\_ shape than you were in when you lived there. How are the neighbours? Are they (*noisy*) \_\_\_\_\_ than the Burtons?
- Margaret:** No, everyone is much (*quiet*) \_\_\_\_\_. I feel (*safe*) \_\_\_\_\_ here too.
- Hilda:** Why?
- Margaret:** Well, the neighbours are (*nosy*) \_\_\_\_\_, so they know everything that goes on, and there are (*few*) \_\_\_\_\_ burglaries.
- Hilda:** That sounds great. I'm glad you are (*comfortable*) \_\_\_\_\_ than you were here.
- Margaret:** By the way, how's Mrs. Freeman? It's amazing, but my neighbour Mrs. Harvey is as (*kind*) \_\_\_\_\_ as Mrs. Freeman is.
- Hilda:** You are not serious!
- Margaret:** Yes, I am! And Mr. Harvey is much (*friendly*) \_\_\_\_\_ than Mr. Freeman. We are going to be good friends.

B. Imagine that you have just moved to London and are talking to a friend from your native village / town / city. In what way could you compare

- the weather,
- your new lifestyle,
- the neighbouring people,
- your new job to the previous ones? Work in pairs.

**Exercise 9.19.** Consider the following structure in the box and complete the sentences according to the patterns.

1. If you *study much*, you will get *good results*. →  
**The more** you study, **the better** results you will get.  
 2. If the pencil *is sharp*, it will *write well*. →  
**The sharper** the pencil is, **the better** it will write.

1. If the book is not so interesting, it is difficult to sell.
2. If Mum puts much fish in the soup, it will become tasty.
3. If you eat much, you will become fat.
4. If it rains heavily, our clothes will become wet.
5. If your husband earns little, you will have to do much work.
6. If a comedy is amusing, people laugh much.
7. As you are getting old, you will have to visit many doctors.
8. If you attend few classes, you will have to study much on your own.
9. If the food is tasty, you want to eat it more than when it is not tasty.
10. If you know the subject well, you will get good marks.

**Exercise 9.20.** Using a dictionary if necessary, add one set of adjectives in the best order to each definition.

winged / biting / small  
 green / tropical / hairy / tasty / brown / juicy  
 jewelry / semi-precious / dark / sea / orange-pink / hard  
 old / imaginary / magic / small / evil // pointed  
 thick / black / smooth  
 African / wild / large / black and white / rare  
 many-storied / Buddhist / beautiful / ornate  
 root / sweet-flavoured / strong-scented // white / long / edible  
 acid-resistant / hard / metallic / white  
 mythological / hollow / wooden / giant



1. Gnat: a ..... insect.
2. Kiwi fruit: a ..... fruit with ..... flesh and ..... skin.
3. Coral: ..... material.
4. Gnome: an ..... creature with a beard and a ..... hat.
5. Oil: ..... liquid found underground.
6. Zebra : a ..... animal similar to a horse.
7. Pagoda: a ..... tower.
8. Parsnip: a ..... vegetable, cultivated for its ..... root.
9. Ruthenium: a ..... element, found in platinum ores.
10. The Trojan horse: the ..... horse, in which the Greeks hid and gained entrance to Troy.

**Exercise 9.21.**

Answer the questions below, using the verbs in brackets and suitable adverbs, ending in *-ly*.

1. Why did Tom's mother have a serious talk with him when the guests had left? (*behave*)
2. Why did people look at Ann when she went out? (*dress*)
3. Why has Mrs. Stone never had an accident? (*drive*)
4. Why was Dr. Whitehall surprised when he came home at nine and found that his son Dennis was still up? (*go to bed*)
5. Why did the dog frighten the child? (*bark*)
6. Why did the doctor think the girl had taken drugs? (*behave*)
7. Why did Mrs. Hart have to stop now and again to wait for her little son? (*walk*)
8. Why is Mr. Carson's car seldom dirty? (*clean*)
9. Why doesn't Jim like to listen to the local pop group? (*play*)
10. Why were the parents pleased when they looked into the children's room? (*play*)
11. Why hasn't John passed his driving test? (*drive*)
12. Why did Mr. Woodhouse knock on the wall when the students next door were having a heated discussion? (*shout*)
13. Why do the students remember nearly everything the professor said? (*listen*)
14. Why did the audience stand up and applaud when Sofia Rotaru finished the performance? (*sing*)

**Exercise 9.22.**

A. Answer the questions. One of your answers should contain an adjective and the other an adverb.

1. <b>clear / clearly</b>	a. How could all the foreign tourists understand what the guide said? b. Why did Jim go to the South of Italy to take pictures of the stars?
2. <b>heavy / heavily</b>	a. Why wasn't Luke able to lift his father's suitcase? b. Why did the children and teachers, even those who had umbrellas, seek shelter in the school and didn't go home?
3. <b>awful / awfully</b>	a. Why did Mrs. Freeman tell her son not to forget his umbrella when he was going off on an expedition to the Sahara? b. Why did the Frosts decide not to go to the seaside after looking out of the window?
4. <b>bad / badly</b>	a. Why does Mrs. Trotwood often take sleeping peels? b. Why did Mr. Trotwood refuse to pay for his meal in the restaurant?
5. <b>comfortable / comfortably</b>	a. Why have you chosen that desk? b. Why doesn't he sit in one chair? Why is he all the time changing his place?

B. Answer the questions. Each word below should be used twice, once as an adjective and the other time as an adverb.

*near      serious      terrible      simple      calm*

1. a. Why do so many Londoners go to Brighton at week-ends?  
b. Why did Mrs. Smith give a sigh of relief when she reached the pavement and the car swished past?
2. a. Why did the old man have to spend his last three years in hospital?  
b. Why did the judge think it necessary to send the man to prison?
3. a. Why did Mr. Jones decide to put on two jerseys after looking at the thermometer?  
b. Why did Miss Kaminaki have to use 25 handkerchiefs a day?
4. a. Why did none of the children have any difficulty in solving the tasks in math?  
b. What did Mr. Hopson say when his four-year-old son asked him a question that he couldn't answer?
5. a. Why did everybody approve of the life sentence given to the prisoner by the judge?  
b. Why didn't anybody get seasick on the board?

**Exercise 9.23.**

Answer the questions, using each of the verbs from the box once and adding a suitable adjective or adverb.

feel look seem smell sound taste listen play see speak

1. Why did everybody wake up when the pop group started playing?
2. Why did all the men follow her with their eyes when she entered the room?
3. Why did Mr. Hart throw away the milk without even tasting it?
4. Why did Louise not even try to solve the task in geometry?
5. Why didn't Colin finish his cake?
6. How could all foreigners understand what the receptionist said in the hotel?
7. Why did the boys get frightened when the man started talking to them?
8. Why was Peter the only one who remembered what the teacher had said?
9. Why did Bill say he had to go and lie down in his cabin when the ship started?
10. Why do so few people go up the London's Eye to admire the view of London on a misty day?

**Exercise 9.24.**

Read the story about Mr. Harris and fill in the gaps with the appropriate forms of the adjectives and adverbs from the box. Use intensifying adverbs 'very', 'highly', 'terribly', 'absolutely', 'extremely' etc. where there are two gaps.

clearly	mainly	bad	past	anxious
usually	full	high	impressive	efficient
carefully	usual	slow	skillful	fast
busy	late	early	terrible	hard
possibly	necessary	fast	great	important



**Big Business**

This is Mr. Harris' Jaguar. It looks ..... While driving to work, he makes some ..... telephone calls. Mr. Harris is managing director of Harris & Harris Co. Ltd. He thinks he is one of ..... businessmen in London and, as ....., he is in a ..... hurry. He lives in London, but since he works ..... out of town, he finds it ..... to have a ..... car. He says he couldn't ..... manage without it. He works ....., and he ..... leaves his home ..... in the morning and returns ..... at night. He drives ..... but claims that he is an ..... driver and that he drives ..... than most ..... drivers.

When he talks to his clients he sounds ..... and ..... of life, but he has an ..... blood pressure and he has had two ..... heart attacks in the ..... three years. His wife is ..... about this. He is ..... a case for treatment.

## LIVING WITH GRAMMAR

## GIVING ADVICE

Exercise  
9.25.

Your friend is having difficulties and is complaining of them to you. Give your friend advice how to overcome them and cheer her / him up. Use the following pattern and the ideas given in brackets.

**Your friend:** I have so much to do today that I wonder when I will get home — before midnight or after.

**You:** Well, don't get disappointed. Never say die! The more you do today, the less you will have to do tomorrow.

1. A.: I am so upset! I will have to swim for our school at the Annual Sports Competitions on Sunday.  
B.: .....  
.....(swim fast // get / the prize / award).
2. A.: I've lost my student's card and I have no idea what I can do without it.  
B.: .....  
.....(soon / go // renew).
3. A.: I have my first exam tomorrow, but I am still not ready.  
B.: .....  
.....(study much // good results).
4. A.: I have a stomach ache, but I also want to eat very much. What shall I do?  
B.: .....  
.....(eat / little // feel).
5. A.: My boyfriend is so clumsy! I get annoyed when he acts so!  
B.: .....  
.....(pay attention // good / be).
6. A.: Our cat is rather bad-tempered. I've cooked some fish soup, meat and a special salad for it. But just imagine — it doesn't eat anything!  
B.: .....  
.....(not so many dishes // good / be).
7. A.: If I go fast, my heart starts beating violently. I don't know what to do.  
B.: .....  
.....(go slowly // be good for your heart).
8. A.: I can't speak English fluently. What shall I do?  
B.: .....  
.....(speak much // good English).
9. A.: My boyfriend doesn't want to buy me another golden ring! But I want it so much!  
B.: .....  
.....(not so many demands / not to persist in it // good relations / buy more).
10. A.: I don't like milk and always say it to my mother-in-law, but she always gives me milk for breakfast.  
B.: .....  
.....(often / cook yourself // little milk).

EXPRESSING DEGREE

**Exercise 9.26.**

Express your agreement as for the given facts, paying attention to the degrees of quality you use.

Degree of Quality	Means		
	Adverbs of Degree + Adjectives / Adverbs		
Excessive	<i>too, excessively</i>	boring	
High	<i>very, very much, extremely, absolutely, terribly, really etc.</i>	sorry late	
Middle	<i>quite, rather, fairly</i>	sure fat	
Normal to low		witty outstanding	<i>... enough</i>
Low	<i>a little, a bit, slightly</i>	politely etc.	

- Well, it's late. You must be in bed! — Yes, ....., but .....
- A new spaceship has been launched by North Korea. — Yes, it's .....
- All teachers here are equally friendly. — Yes, all of them .....
- The house has been painted pink and orange. — Well, .....
- The book is interesting. — Yes, it .....
- The government introduces a new tax. — Well, .....
- She eats a lot. — Yes, that's why she .....
- I am sure that she was detained by the Headmaster. — Yes, I .....
- The film wasn't the most interesting of all, but it was more interesting than the day before. — Yes, .....
- Nine children of ten live in poverty in Congo. — Well, .....
- Sarah has bought a new gown. It costs \$5000. — Well, .....

ON YOUR OWN

**Exercise 9.27.**

Form adjectives from the words in brackets and use them in the following sentences. Use negative prefixes where necessary.

1. .... workers are paid more.	SKILL INDUSTRY EMPLOY SENSE DEVOTE PREJUDICE HOME
2. Bila Tserkva used to be a rural town, but it has become .....	
3. All these people became ..... two days ago.	
4. She often hurts her mother. She is really .....	
5. Gary is ..... to his work.	
6. She always turns back when she sees a black cat crossing her way. She is so .....	
7. Many ..... people sleep under bridges.	



8. If you like and implement new ideas, you are .....	PROGRESS
9. People who can't read and write are called .....	LITERACY
10. Reactions that are rather strange and are against laws of society are called .....	ADEQUACY
11. David and I have no idea what kind of ..... routine she has.	DAY
12. It's rather ..... to buy food at the supermarkets when it's nearly closing time.	ECONOMY
13. This singer's movements are very .....	GRACE
14. This is a ..... help for us.	VALUE
15. Why didn't you give me the ..... documents?	REQUIRE
16. Professor Kullougin carries out ..... research in the field of chemistry.	SCIENCE

**Exercise 9.28.** Use the negative prefixes (*un-, in-, im-, il-, ir-* etc.) or suffix *-less* in the given words.

1. Granny got surprised and remained .....	SPEECH
2. Young people are usually quick and .....	PATIENT
3. Her call was .....	EXPECTED
4. Most people in that African country are .....	LITERATE
5. Why are you always so ..... ?	RESPONSIBLE
6. It sounds ..... that Peter is a thief!	PROBABLE
7. He found it ..... to swim in such cold water.	PLEASANT
8. "The case is ....." the doctor said.	HOPE
9. The clerk was ....., he just didn't inform us about the important items of the agreement.	HONEST
10. The chair is so ..... !	COMFORTABLE
11. This is an ..... sentence.	PERSONAL
12. This action of yours is rather .....	LOGICAL
13. Mr. Newspotter has made a lot of ..... inventions.	USE
14. .... people usually get a certain help from the social service.	ABLE
15. .... workers work more and earn less.	QUALIFY
16. The sentence is .....	COMPLETE

**Exercise 9.29.** Complete the sentences with the superlative and comparative forms of adjectives wherever possible.

- |  |   |
|--|---|
| 1. Your English is ..... ( <i>good</i> ) than hers.                            | 7. The supermarket is situated ..... ( <i>far</i> ) from here than the chemist's. |
| 2. This brush is ..... ( <i>bad</i> ) than all the others, don't use it.       | 8. Grace is not so ..... ( <i>competent</i> ) as our previous secretary.          |
| 3. Alice looks ..... ( <i>happy</i> ) than she looked yesterday.               | 9. Skating is as ..... ( <i>interesting</i> ) as skiing.                          |
| 4. The book you are reading seems to be ..... ( <i>popular</i> ) of all.       | 10. The diameter of Mars is ... ( <i>little</i> ) than that of the Earth.         |
| 5. I left ..... ( <i>early</i> ), but John left ..... ( <i>early</i> ) of all. | 11. Diana is a much ..... ( <i>slow</i> ) runner than Martha.                     |
| 6. Eva is much ..... ( <i>tired</i> ) today than she was yesterday.            | 12. Your dog is as ..... ( <i>intelligent</i> ) as mine.                          |

12. Ваша відповідь абсолютно невірна, хоча факти, які ви наводите, досить вражаючі.
13. Я був гірко розчарований результатами тестування.
14. Ти не знаєш, чому Марія так голосно розмовляє? Вона розмовляє голосніше за усіх.
15. Коли це сталося, ніхто не розгубився. Усі кинулись на допомогу до бідної Келлі. Піт прибіг на допомогу найшвидше від усіх.

### Exercise 9.33.

Translate into English.

1. Це найвужча і найстаріша вулиця в Полтаві. Вона удвічі довша, ніж головна вулиця міста, і розташована ближче до залізничного вокзалу.
2. Ваша проблема не така складна, як моя. Однак нам обом слід бути уважнішими і серйознішими, щоб вирішити наші проблеми.
3. Які останні новини? — Один з найвідоміших акторів Большого театру приїздить до нас на гастролі (*to go on tour*).
4. Я живу далі від університету, ніж моя ліпша подруга. У мене йде на 20 хвилин більше часу, ніж у неї, щоб дістатися університету.
5. Подальші розмови на цю тему марні. Чим довше ми будемо обговорювати цю непросту ситуацію, тим менше ми встигнемо зробити.
6. Я добре готую біфштекс і смажену рибу. Це не так важко, як багатьом уявляється. Набагато важче підготуватися до семінару з мовознавства чи історії України.
7. Моя бабуся завжди вважала, що, чим раніше прокинешся, тим більше встигнеш зробити. Я неухильно (*undeviatingly*) дотримуюсь її порад і просинаюсь раніше за усіх у хаті.
8. Діти Нестора і Серафіми такі ж розумні, як і їх батьки. Вони старанно навчаються, займаються тенісом і баскетболом і навіть знаходять трохи часу на хобі.
9. У друзів Віктора така же зручна квартира, як у нас. Однак їх будинок розташований далі від метро, ніж наш. А кухня у них на 5 квадратних метрів менша, ніж наша.
10. Я хочу купити останній номер «Вечірнього Києва». Там сьогодні публікується стаття мого старшого брата, який живе і працює в столиці України вже три роки. Він успішно працює в декількох агентствах новин (*news agency*).
11. Сьогодні не так жарко, як учора, чи не так? — Так, учора було набагато спекотніше і занадто сильний вітер. Погода в липні цього року гірша, ніж звичайно.
12. Я звичайно приходжу додому пізно увечері. Я часто зморююсь після роботи, тому що останнім часом багато працюю. Але Фанні утомлюється ще більше, вона найпрацелюбніша з усіх нас.
13. Більшість студентів нашої групи народились в Україні. Декілька студентів народились у Латвії, і ще менше — у Молдові. Латвія розташована набагато далі від України, ніж Молдова.
14. Ви виходите на наступній зупинці? — Ні. Якщо я вийду на наступній зупинці, дорога на роботу займе у мене втричі більше часу, ніж звичайно. Краще я вийду на кінцевій (*terminal*) і потім сяду на метро.
15. Мій старший брат на чотири роки старший за мене. — А моя молодша сестра Жанна на п'ять років за мене молодша. Вона студентка математичного факультету і їй доводиться багато рахувати. Хоча рахує Жанна дуже швидко, вона не завжди уважна та іноді отримує погані оцінки.
16. Людина не така сильна, як більшість ссавців її розміру. Вона ходить більш незграбно, ніж, наприклад, кішка. Ми не можемо бігати так швидко, як це можуть робити собаки чи олені. Фактично, лише наш мозок є найбільшим порівняно з тваринами нашого розміру.
17. У 2003 році найшвидший марафонець Великої Британії біг на вісім хвилин повільніше, ніж у 1985-му. Тим не менш, це був кращий результат 2003 року.

**Exercise  
9.34.**

Use as many adjectives and adverbs as possible when you write about your native city (town, village) and its people. Consider the following points and try to use the ideas suggested by the words in the brackets.



1. Geographical position, surroundings (*situated, valley, surrounded, wood, meadows etc.*)
2. Traffic (*pass, drive, narrow / wide streets, walk, bikes, cross the street etc.*)
3. Everyday life. Work and leisure (*work, few / a lot of shops, pub, cinema etc.*)
4. The villagers (*boys, girls, old people, entertainment, the nearest town, peace and quiet, opportunities for work, the future of the village etc.*)

# UNIT X



## THE PRONOUN: CLASSIFICATION, FORMS AND USE

### STUDYING AND PRACTISING GRAMMAR

#### PERSONAL, POSSESSIVE, REFLEXIVE AND INDEFINITE-PERSONAL PRONOUNS

The noun, instead of which we use a pronoun, is called *antecedent*.  
*This is my sister. I love her. (her — possessive pronoun, sister — antecedent)*

#### The Forms of Personal, Possessive, Reflexive and Indefinite-Personal Pronouns

Pronoun		Personal		Possessive		Reflexive
		Nominative Case	Objective Case	Dependant	Absolute	
Substitute		Noun in Common Case		Noun in Possessive Case		—
1 <sup>st</sup> person	sing.	<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
	pl.	<i>we*</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
2 <sup>nd</sup> person	sing.	<i>you*</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
	pl.					<i>yourselves</i>
3 <sup>rd</sup> person	sing.	<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
		<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
		<i>it</i>	<i>it</i>	<i>its</i>	<i>its</i>	<i>itself</i>
	pl.	<i>they*</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

\* These forms may act as indefinite-personal pronouns, meaning “people in general”. One more indefinite-personal word is “one”.

Use of Personal, Possessive, Reflexive and Indefinite-Personal Pronouns

Pronoun		Use
Personal	Nominative case	1. As the subject. <i>She loves Pete.</i> 2. As the predicative. <i>It is he who helps me with my Grammar.</i>
	Objective case	1. As the object. <i>Mary loves him.</i> 2. As the predicative. <i>It is him.</i> 3. As the adverbial modifier. <i>Pete was standing behind them.</i>
Possessive	Dependant (conjoint)	As premodifiers in noun phrases. <i>This is my bag.</i>
	Absolute	Instead of the possessive noun phrases. <i>I don't need your book. Give me mine.</i>
Reflexive		1. Denote an action directed at its doer. <i>I cut myself! Give me a plaster!</i> 2. Refer back to a noun used in the sentence earlier, are placed after a verb or a verb + preposition. <i>Why does Pete think only about himself?</i> 3. After a preposition of place ( <i>above, below, beside, near, with</i> ) a personal, not a reflexive pronoun is used. <i>He had no money on him.</i> 4. Emphasize a person or thing, may be placed immediately after the words they modify. <i>Alice herself opened the tin. I saw Tom himself.</i> May be used with preposition 'by': <b>By oneself = alone, without anybody's help</b> <b>Mind the difference:</b> <i>I mended the shelf myself. (= I did it, not anybody, not Peter!)</i> <i>I mended the shelf by myself. (= I did it without any help.)</i>
Indefinite-Personal		Refer to people in general. <b>One</b> is more formal than <b>you</b> . <b>You</b> is more personal, is more often used in everyday speech. <i>One should take care of one's elderly parents.</i> <i>If you promise something, you should always keep it.</i> <b>We</b> is used to denote all the people involved including the speaker. In contrast, <b>they</b> is mainly used to denote authorities or people in power, excluding the speaker. <i>They should keep criminals in prison.</i> <i>When we think of fur, we don't usually think of killed animals.</i>

**Exercise 10.1.**

*Put the personal pronoun in brackets in the appropriate case.*

1. My brother gave ... (*I*) an interesting article to read.
2. The house and the garden belong to ... (*we*).
3. There were two other guys no less amused to see ... (*I*) than ... (*I*) was to see ... (*they*).
4. ... (*you*) should go to see ... (*she*) and talk to ... (*she*).
5. The book you wanted to give ... (*he*) is on the desk, go and bring ... (*it*) here, please.
6. The Falls came to see ... (*we*) yesterday, and I showed ... (*they*) the photos you sent ... (*I*).
7. Children, I am going to tell ... (*you*) a fairy tale.

**Exercise 10.2.**

*Use the corresponding conjoint or absolute forms of the possessive pronouns instead of the given forms.*

1. Is this ... (*you*) brief-case? — No, this brief-case is ... (*she*).
2. Don't take this chair. ... (*It*) leg is broken.
3. We haven't seen ... (*you*) car. We have only seen ... (*they*).
4. Is this Peter's report? — No, it is ... (*I*).
5. Whose school did the President visit first? — He visited ... (*we*).
6. ... (*He*) composition is too long and is not well structured.
7. ... (*I*) room is large, ... (*he*) is larger, and ... (*she*) is the largest.
8. I gave them ... (*I*) address, and they gave me ... (*they*).

**Exercise 10.3.**

*Continue the sentences, choosing appropriate pronouns, sometimes more than one version is possible. In one sentence none of the suggested answers is correct. What sentence is it and what is the correct version of it?*

1. Don't take the knife, Freddy! You may cut *you / yourself / by yourself*.
2. I repair my TV-set *me / myself / by myself*.
3. Sally always takes her umbrella with *her / herself / by herself*.
4. Lola only thinks about *her / herself / by herself*.
5. She lives there *her / herself / by herself*.
6. They put their things beside *them / themselves / themselves*.
7. You *yourself / yourselves / by yourself* said that you wouldn't give him a hand!
8. Little Johnny has already learnt to dress *him / himself / by himself*!
9. Don't help me! I can do it *me / myself / by myself*.
10. Then I usually get dressed *me / myself / by myself* and go to the kitchen.

**Exercise 10.4.**

*Fill in the gaps with the appropriate forms of personal, possessive, reflexive and indefinite-personal pronouns. Classify the pronouns you insert.*

1. The boys were dirty. I took ... to the bathroom where they cleaned ...
2. Children develop better if ... read to ... every day.
3. I came in. Mr. Anderson asked ... what ... name was and put it down in ... notebook.
4. The examination board took ... seats and the exam started.
5. We are having a party tonight. You can leave ... case in ... room and join ... in the sitting-room.
6. If ... wishes to be a good teacher, ... should never lose ... temper with a student.
7. We are ready to present ... course papers, and the four-year students have already presented ...
8. The kitten was busy chasing ... tail.
9. I hear that ... are going to demolish the old factory so that they can build a new school.
10. The photo was burning in the ash-tray. Mary had almost managed to grasp ..., but she burnt ...

11. I think that ... shouldn't criticize when ... are not sure of ... facts.
12. My elder sister tried to help ..., but I decided to do it ... without ... help.
13. ... often finds faults with other people, but ... never notices ... own faults.

## PRONOUN 'IT'

The nature of the pronoun 'it' is different depending on the meaning and the function in which it acts.

'It' functions:	Use	Examples
Notional subject		<b>Personal pronoun:</b> <i>This is a pen. It is new.</i> <i>This is a kitten. It is small.</i>
		<b>Demonstrative pronoun:</b> <i>It (=this) is Tony.</i> <i>It (=this) is my daughter.</i>
Impersonal subject		<i>It is 8 o'clock sharp.</i> <i>It is warm and windy in the street.</i> <i>It is late spring. It is May.</i> <i>It hurts.</i>
Introductory subject	As formal introductory subject	<i>It is necessary to do it at once.</i> <i>It is funny seeing them together.</i> <i>It is useless asking them for help.</i>
	As formal subject in emphatic constructions (cleft sentences)	<i>It is little Tony who likes toy cars and teddy bears most of all.</i> <i>It is toy cars and teddy bears that little Tony likes most of all.</i>
	As subject for impersonal verbs	<i>It seems she knows me.</i> <i>It appears that they have already left.</i>
Notional object	Represents a previously mentioned word, phrase, clause or verb, that is, acts as a substitutional element	<i>My roommie often eats in bed, though she knows that I don't like it (=her eating in bed).</i> <i>She liked jogging in the morning, and her boy-friend approved of it (=her jogging).</i>
Formal "empty" object	After certain verbs ( <i>to find, to make, to think, to regard, verbs of liking etc.</i> )	<i>They think it necessary to pray before they have a meal.</i> <i>I like it that we go the theatre every week-end.</i>

**Exercise**  
**10.5.**

Read the sentences and comment on the use of pronoun 'it' in them.

1. It is an important day for all of us. It may become a new holiday.
2. It was cold and misty, and Nancy decided to interrupt their walk down the hills.

3. *It's my Mum who gives me hundreds of pieces of advice every day.*
4. Can you see a woman over there? *It's my wife. Wait a minute, I will call her. Suzie, will you come up and meet Mr. Dawson?*
5. *It is huge and round. It has atmosphere around it, it has water, soil and a lot of mineral resources. Can you guess what it is?*
6. *It is important to know how well you are equipped before you decide to set out.*
7. *It is Sunday that is the only day when I am free.*
8. *It is of no use trying to make them friends.*
9. I have bought some Roquefort cheese. *It is very expensive.*
10. *It was rather expensive to travel in the XIX century. Nowadays much more people may allow themselves to take a trip somewhere.*
11. *It looks as if they know where to go.*

## INDEFINITE PRONOUNS 'SOME', 'ANY' AND THEIR COMPOUNDS

Some (someone, something etc.)	Any (anyone, anything etc.)
(= a certain amount or number) <b>is usually used in positive sentences</b>	(= a certain amount or number) <b>is usually used in negative and interrogative sentences</b>
may be used in <b>interrogative sentences</b> : 1. if a positive answer is expected; 2. in polite offers or requests	may be used in <b>positive sentences</b> if: 1. the idea of negation is expressed by other means: a. 'any' is modified by adverbs with negative meaning 'hardly', 'barely', 'scarcely'; b. an introductory sentence "I don't think" / "I don't know" etc. is used; c. in the expression "without any difficulty"; 2. it means "practically every" (Ukr. "будь-який")

**Note**

Do not use compound forms in 'of-constructions'.

*I know **somebody** here.*

*I don't know **anybody** here.*

**But:** *I know **some of them**.*

*I don't know **any of them**.*

**Exercise 10.6.**

Comment on the uses of 'some' and 'any' in the given sentences.

Sentence	Meaning
1. I will do <b>any</b> job you give me.	1.
2. I've just seen <b>some</b> strange people on the steps.	2.
3. They hardly knew <b>anyone</b> in the town.	3.
4. Will you have <b>some</b> more cake?	4.
5. Did you manage to talk <b>anybody</b> into it?	5.
6. Did you manage to talk <b>somebody</b> into it?	6.
7. I don't think she follows <b>any</b> rules.	7.
8. Could you give me <b>some</b> help with my mobile phone? It won't work.	8.
9. Give Billy <b>any</b> book and he will read it in two days.	9.



**Exercise 10.7.**

Fill in the gaps with 'some', 'any' or their compounds.

1. Why are you so silent? Has ..... made you upset?
2. .... knows the recipe of this delicious onion soup here.
3. They wanted ..... to eat, but there wasn't ..... in the fridge and in the cupboard.
4. There is ..... water in the bottle. Do you want .....?
5. There is scarcely ..... milk in the cup.
6. Would you like to go ..... for the holidays?
7. .... day may be the last for this planet.
8. Pat and Mat can't have ..... more raspberries, for Mum is going to make ..... raspberry jam.
9. .... has given them a new Madonna's disk.
10. There is a table in the room, but there aren't ..... chairs.
11. Have you got ..... acquaintances in Middlesbrough? I am sure you mentioned that you had.
12. Have you got ..... acquaintances in Middlesbrough?
13. Where are the Dodges? — They have moved to Ohio and live ..... near Mansfield.
14. She knows ..... important, but she doesn't want to tell ..... to .....
15. Hello! Is there ..... here?
16. Shall we have a bite? — Oh, yes, we could, of course. — Would you like ..... light and cool? There are ..... fruit and ..... Coke in the fridge.
17. I am so much tired! — Sit down ..... you like. — Thank you, ..... will be all right.
18. Can you see ... boats over there in the distance? — I can hardly see ..., for I have bad eyesight.
19. Hey! Did you hear ... moving upstairs? But there isn't ... in the house except us! Who may it be?
20. Could you do ... gardening for me, John? Three hours a day till November.
21. Do you like ... of these DVD films? — No, I wouldn't like to watch ... of them. — Well, and I am going to buy ...

**RECIPROCAL PRONOUNS**

**Reciprocal pronouns** are pair pronouns "each other" and "one another".  
 "One another" refers to more than two people.  
**But:** in American English "one another" is applied to either two or more people.

**Exercise 10.8.**

A. Translate the two sentences with reciprocal and reflexive pronouns and explain what is meant.

1. The children blamed **one another**. (= Each one blamed .....
2. The children blamed **themselves**. (= Each one blamed .....

B. Complete the sentences with a reflexive or a reciprocal pronoun, if possible.

1. Everybody knew that they disliked .....
2. The two girls, who had only met yesterday, had already described ..... to their parents.
3. All participants performed amazingly well, trying to express ..... as well as possible.
4. Neither of the robbers admitted his fault. They accused ..... of the robbery.
5. Both robbers admitted their fault and each of them claimed that he had done everything alone. Each of them blamed ..... for the robbery.
6. The members of the rescue team managed to save everybody, but it was so difficult that they hurt .....
7. He can't shave ..... after that accident in June.
8. Before their engagement Peter and Mary went to his parents' in Sussex and to her parents' in Scotland, so that they could meet ..... families.

## NEGATIVE PRONOUNS

- Negative pronouns are: **no**, **none (of)**, **nobody**, **no one**, **nothing**, **neither (of)**.
  - Negative pronouns used as subjects are agreed with a singular predicate:  
*Neither was there. Nobody is absent.*
  - None** is used with the predicate in the singular, but it may take a plural verb in the informal style of the language:  
*None were involved.* (informal)  
*None was involved.* (formal)
- Mind the difference:**
- Neither of my parents knew the answer.* = Ніхто з моїх батьків не знав відповіді.  
*None of the students knew the answer.* = Жоден зі студентів не знав відповіді.
- You may use only one negation in the English sentence: either particle 'not' or a negative pronoun (adverb).

NO	NOT
In short answers: <i>No, she didn't.</i>	
Before nouns: <b>no + Noun = not any + Noun = not a + Noun.</b> <i>There are no halls of residence at our University.</i> = <i>There aren't any halls of residence at our University.</i>	
<b>No</b> is usually more emphatic: <i>There is no reason to deny it.</i> (emphatic) <i>There isn't any reason to deny it.</i> (neutral)	
There may be a certain difference in meaning: <i>He is no singer!</i> (= doesn't sing well)	
Before adjectives <i>different</i> , <i>good</i> and in comparative constructions: <i>This route is no different from the others.</i> <i>This route is no more difficult than the others.</i>	Before adjectives: <i>This route is not (very / too) difficult.</i> Before quantifiers: <i>It's not much. It's not so much important.</i>
—	With verbs: <i>Don't do it! We aren't guilty. He can't swim. She asked us not to go there.</i>

Exercise  
10.9.

Fill in the gaps with 'no' or 'not' using auxiliary verbs where necessary.

- Gill is ... a skillful driver.
- We had ... time. They ... have any time either.
- Their presence was ... unnecessary, but we could settle everything without them.
- It is ... good that you have forgotten to invite them.
- Do you live far from the University? — ..., I live ... so far.
- This car is ... less expensive than that one.
- When my grandparents were young, they had ... television and ... video games so they read books.
- There are ... cucumbers in the fridge. There is ... a single cucumber in the fridge! There are ... any cucumbers in the fridge.

9. Dora is ... dancer! I do ... want to dance with her at the ball party!  
 10. The task is ... so easy as it seems at first.
11. Sam promised ... to interfere, so he must ... interfere!  
 12. I have got ... mercy to people like her.

**Exercise 10.10.***Translate into English using negative pronouns where possible.*

- У нас немає цукерок, але є трохи варення. Хочете варення?
- Ніхто з вас не знає, як багато він працює.
- Ніхто не прийшов, тому збори перенесли.
- Тут немає крейди. Староста, принесіть трохи, будь ласка!
- У Швейцарії немає морів, але є декілька річок та багато озер.
- Відчини шухляду і візьми там два зошити. — Але там нічого немає, окрім декількох ручок.
- Ніхто з нас не був упевнений в успіху, але все скінчилось добре.
- Жоден з учасників не зайняв першого місця.
- Не карайте їх, будь ласка! Вони не винні, що не встигли вчасно. Це я їх затримав!
- Цей костюм не набагато дешевший, ніж той, але набагато більше вам пасує.
- Ми хотіли довідатися, чи повернеться кок до вечері, але на борту нікого не було крім капітана, який нічого не знав ні про кого з команди.
- Немає ніякого сенсу чекати їх далі, ніхто з них не приїде.
- Чи є яка-небудь різниця між цими навчальними програмами? — Професор Гуменюк вважає, що між ними немає ніякої різниці.
- Олесь ніякий перекладач! Ніхто нічого не зрозуміє з його перекладу. Давайте запросимо професійного перекладача, і тоді не буде жодних проблем!

**Exercise 10.11.***Translate into English using indefinite and negative pronouns where possible.*

- Чи може хто-небудь переказати цей текст?
- У нас є молоко? У мене болить горло, дай мені трохи теплого молока, будь ласка!
- Він поїхав, нікому нічого не сказавши. — А він повинен був щось нам сказати?
- Якщо щось затримає вас у Відні, відразу ж повідомте мені. — Я маю надію, що мене там ніщо не затримає.
- Чи хочете ще трішки пирога? — Ні, дякую, я б випив ще трохи кави.
- Якщо ти не знаєш відповідь, попроси кого-небудь з однокласників пояснити.
- Боюсь, вони нічого не знали про аварію і давно поїхали за місто.
- Якщо хтось буде телефонувати, нікому не кажіть, що Фелікс поїхав.
- Чия це мокра парасолька? Хтось прийшов? — Ніхто не прийшов, це я ходила до крамниці за хлібом.
- Рональд — найздібніший студент у нашій групі. Він знає більше, ніж будь-хто з нас, і пише усі контрольні роботи на відмінні оцінки.

**DETACHING PRONOUNS: (THE) OTHER, ANOTHER****Exercise 10.12.***Study the forms of the given detaching pronouns and their uses. Fill in the table with an example sentence for each of them.*

Forms of Detaching Pronouns and their Uses	Example Sentences
<i>the other</i> = the second of the two	

Forms of Detaching Pronouns and their Uses	Example Sentences
<i>the others</i> = all the rest (Ukr. усі інші, решта)	
<i>others</i> = <i>other</i> + Noun (pl) (Ukr. інші)	
<i>another</i> = a different (one) (Ukr. інший)	
<i>another</i> = an additional (one) (Ukr. ще один)	
<i>another</i> + expressions of time, money, distance (Ex.: <i>another five minutes etc.</i> )	

**Mind the following set phrases:**

*one after the other* = *one after another* — один за одним  
*the other day* — днями (у минулому)  
*one way or another* — так або інакше  
*every other* + Noun — регулярно через ... (день, тощо)

**Exercise 10.13.**

Fill in the gaps using 'other', 'the other' or 'another'.

- This is my right hand, ..... is my left hand.
- This train to Kyiv leaves in 5 minutes, but there are three ..... one leaves in six hours.
- Little Dan ate one sweet after ..... until he finished the whole box. That's why his mother decided to take him to the doctor.
- Some pupils in our form are short, ..... are tall. Some of us are plump, ..... are slim.
- How often do you have your German classes? — Every ..... day: on Monday, on Wednesday and on Friday.
- One of the two cities I am planning to visit this year is Lviv. .... is Ivano-Frankivsk.
- We drove ..... ninety kilometres before we stopped to have a bite.
- She only reads *The Lancet*. She doesn't read ..... journals or magazines.
- She only reads *The Lancet*. She doesn't read any ..... journals or magazines.
- We invited nine people to our party next Sunday, but, unfortunately, only the Lindales and the Dobsons can come. .... can't come.
- We invited nine people to our party next Sunday, but, unfortunately, only the Lindales and the Dobsons can come. .... five people can't come.
- Michael Vince is one author who writes books in English Grammar. Mark Foley is ..... one.
- Thank you for invitation, but I have already made ..... plans.
- I had four telephone calls today: one was from my parents, ..... one was from the dean's office, ..... two were from my friend Mary.
- I go to Chercassy every ..... month to visit my parents and a sister. I have two sisters: Lisa lives with my parents and ....., Olena, lives with her husband in Georgia.

**Exercise 10.14.**

Translate into English, using detaching pronouns where possible.

- Їхня хата стоїть на іншому березі річки, днями ми там були в гостях.
- Я дзвоню мамі через день, розповідаю про те, які цікаві події трапились у моєму житті, які

- оцінки я отримала цими днями, а також дізнаюсь про останні новини з дому.
3. Коли зустрінемо решту одногрупників, ми обов'язково нагадаємо їм, що завтра у нас останній семінар з мовознавства.
  4. Інна і Ніна настільки схожі і однаково вдягаються, що ми не відрізняємо одну від іншої.
  5. Я вже майже дописала листа батькам. Мені необхідно ще 3 хвилини. — Поквапся, всі інші вже готові.
  6. Я купував цей салат минулого тижня, і він мені не сподобався. Сьогодні купимо інший.
  7. Нам не довелося довго чекати, тому що автобуси підходили один за одним.
  8. Я пам'ятаю цих двох юнаків. Один допомагав мені відремонтувати холодильник, а інший раніше зустрічався з моєю дочкою.
  9. Троє моїх колег днями заходили до мене та розповіли, як гарно вони відпочили у Криму. Решта ще не повернулись із Турції. Так або інакше, усі ми зустрінемося за тиждень на роботі.

### UNIVERSAL PRONOUNS: ALL, EACH, EITHER, BOTH, EVERY, EVERYBODY, EVERYONE, EVERYTHING

This group of pronouns refers to:

1. a group of objects or living beings as a whole (*all, everybody, everyone, every, both*);
2. representatives of the whole group taken individually (*everybody, everyone, each, either*).

#### Meanings and Use of Universal Pronouns

Pronouns	Group reference	Individual reference	Other meanings
All	<ul style="list-style-type: none"> <li>• <i>all</i> + uncountable nouns: <i>all water</i></li> <li>• <i>all</i> + countable nouns: <i>all (the) books</i></li> <li>• <i>we / you / they</i> + <i>all</i> + Verb (= <i>all</i> (+ <i>two / three / etc.</i>) + <i>of us / them / you</i>): <i>We all read English texts in the evening.</i> (= <i>All of us read...</i>)</li> <li>• <i>all</i> = <i>everything</i> in relative clause (<i>all that...</i>) or in the structure <i>That's all</i>: <i>All I know about him is his name.</i></li> <li>• <i>All are here</i> (out-of-date English) = <i>Everybody is here</i> (modern English)</li> </ul>	—	<i>all</i> + ( <i>the</i> ) + <i>week / day / morning</i> = the whole morning ...
Everybody, everyone*	<p><i>Everybody recognizes the importance of education.</i> (= <i>All recognize the importance...</i>)</p> <p><i>Why does everybody believe in the law of gravity?</i></p>	—	—
Every**	<p>Can have modifiers: <i>Almost every chair is broken.</i></p> <p>Is <b>only</b> used for numbers larger than two: <i>I agree with every word Peter says.</i></p>	—	<p><i>Every</i> + time referent = frequency: <i>We meet twice every Sunday.</i></p> <p><i>Every other day</i> = <i>через день</i></p>

\* Pronouns 'everyone', 'everybody' have the possessive case forms:  
*Everything has been arranged to everybody's satisfaction.*

Pronouns	Group reference	Individual reference	Other meanings
Each**		Can be used when talking about two people or things: <i>Each applicant has five choices.</i> <i>Klichko and David Hay each had their chances.</i>	<i>Each time = every time</i> = repeated event: <i>She flushed each time he talked to her.</i>
Both	<ul style="list-style-type: none"> <li>Is used to denote two people or things: <i>Dennis held his coffee in both hands.</i> <i>Both (of) my children are good at mathematics.</i></li> <li>Can be used in the structures: <i>both + (the) / possessive pronoun / demonstrative pronoun + noun</i>: <i>Both (the) students got excellent marks.</i> <i>I got both (of) these carpets in Turkey.</i></li> </ul>	—	—
Either	—	Is used to indicate only one of the two things ( <b>one or the other</b> ): <i>Come on Thursday or Saturday. Either day is okay.</i> <i>Either of the parents can sing.</i>	—
<p>** 'Each one' and 'every one' can be used before 'of' instead of 'each' for emphasis: <i>This view of poverty influences each one of us.</i> <i>Every one of them is given a financial target.</i></p>			

#### Position of Universal Pronouns

- The usual position of universal pronouns is before nouns or their equivalents:  
*Both children have been to Britain.*
- We use **all**, **both** and **each** before the contracted forms of modal and auxiliary verbs:  
*We all shouldn't do it for you.*
- We can use **all**, **both** and **each** for emphasis after subjects, objects, auxiliary verbs, modal verbs and 'to be':  
*The brothers all agreed. He loved them both. I bought the sisters each a present. The letters have all been signed.*
- Each** can also come at the end of the clause:  
*Three others were fined \$200 each.*
- To introduce balanced judgments we may use structures '**either ... or ...**' and '**both ... and ...**' in formal style:  
*Investment continues both at home and abroad. Statements can be either true or false.*

**Exercise 10.15.***Complete the sentences with universal pronouns.*

1. They did ..... they could to learn about it.
2. I bought the girls ..... an ice-cream.
3. Jim told me ..... about his trip to Italy.
4. .... one of the rooms in the hotel was occupied.
5. Neither of us knew about it. She phoned ..... of us.
6. Why is he always thinking about food? Food isn't .....
7. .... in the team played perfectly.
8. He is a great scientist. He devoted ..... his life to the development of science.
9. I go to London ..... six weeks.
10. .... in our family plays the guitar. .... the family likes music.
11. It snowed seven days from morning to night. Then it rained ..... week.
12. Granny is very kind. .... likes her.
13. I can't lend you any money. .... I've got is a pound.

**Exercise 10.16.***Insert universal pronouns in the proper place.***a) both**

1. They are tired a little. 2. Will you be quiet? 3. They are in their first year at college. 4. You see, we're old. 5. They stopped. 6. We have been sitting here for an hour. 7. They haven't come. 8. They wanted you to see them off at the station. 9. We can't continue working any more. 10. We remained in class till 5 p.m.

**b) all**

1. I follow pieces of advice people give me, they can't be bad. 2. We were very happy. 3. Our granny and her sisters had complained of their stomach. 4. It's very boring. 5. It is very interesting. 6. We would become so healthy there. 7. Were they together? 8. They seemed stupid.

**c) each, every**

1. We had three bedrooms, with two windows ..... side. 6. Ann described ..... detail of the visit to her American granny. 7. Our grandfather's clock strikes ..... hour. 8. We have 29 days in February ..... four years. 9. I wrote four essays and the teacher praised ..... of them.
2. She was a good hostess, ..... several minutes she would bring her guests something to drink. 3. He tried to do it several times but failed ..... time. 4. .... several hours the boat came into sight. 5. After the quarrel the two little girls sat on the bench, one on .....

**Exercise 10.17.***Translate into English using universal pronouns where possible.*

1. Усі діти були в захваті й голосно кричали.
2. Я не впевнена, чи він не вигадав цю історію з початку до кінця.
3. Я відвідую свого стоматолога кожні шість місяців.
4. Усі старі будинки було знесено, і замість кожного з них було побудовано сучасний багатопверховий будинок.
5. Усі присутні підвелись, щоб привітати доповідача оплесками.
6. Уся книга була розірвана, і усі її сторінки були пописані.
7. Після аварії обидві машини не підлягали ремонту, хоч і водії, і пасажери не постраждали.
8. Кожний розумів, що не все було очевидне в цій ситуації, але всі хотіли знайти з неї вихід.

9. Вони обшукали увесь дім: обійшли усі кімнати, відчинили кожні двері, витягли кожну шухляду, передивились кожний документ.

10. У коридорі стояли дві шафи, кожна з червоного дерева. Кожна могла бути експонатом у музеї.

INTERROGATIVE, RELATIVE AND CONJUNCTIVE PRONOUNS

Types	Interrogative	Conjunctive	Relative
Use	are used to form questions	are used to introduce subject, object and predicative clauses	are used to introduce attributive clauses
Conjunctions	who (whom), whose, whoever; what, whatever; which, whichever	who (whom), whose, whoever; what, whatever; which, whichever	who, whom, whose, which, that
Example sentences	<i>Who is this?</i>  <i>Which book do you need?</i>	<i>I don't know <b>who this is</b>.</i> (object)  <i><b>Which book I need</b> is quite rare.</i> (subject)	<i>This is a teacher <b>who</b> works at our school.</i> <i>This is the girl <b>whom</b> / <b>who</b> we met at the party.</i> <i>This is the man <b>to whom</b> you should talk. = This is the man <b>who</b> you should talk to.</i> <i>This is the book <b>which</b> / <b>that</b> he needs.</i>

**Mind the difference:**

**Who is he?** — He is my nephew.

— He is Pete, my second cousin. (*asking about .....*)

**What is he? / What does he do (for his living)?**

— He is a politician. (*asking about .....*)

**Exercise 10.18.**

Denote the types of pronouns used in the following sentences.

- This is a structure **that** the author uses in the text most frequently.
- I haven't decided yet **which** books I should use to prepare for the next seminar in English Literature.
- He **who** laughs last laughs best.
- We are not sure **who** she is — either his daughter or his wife.
- This is the song **that** we need to begin our party with.
- Whose** exercise-book is it? **Whoever** has left it here will come back and will be looking for it.
- This is a singer **in whose** songs you may find a lot of slang.
- Whom** do you like most: the Republicans or the Democrats?
- A lady **who** bought a refrigerator yesterday has just phoned us to inform that she is going to complain if we don't deliver her purchase in two hours.
- This is a structure **that** is used in this text most frequently.



**Exercise 10.19.***Supply the appropriate relative or conjunctive pronouns.*

- The house in ..... I found myself was very large.
- The box ..... you packed yesterday was broken on the way.
- Peter wanted to know ..... he was supposed to do.
- It was a pleasure to walk among the chestnuts, ..... leaves were of many colours.
- ..... we thoroughly learn cannot be taken from us.
- She crossed the street and sat on one of the benches ..... were placed under the trees.
- I don't remember to ..... I lent the pen ..... you presented me.
- The student ..... book you borrowed needs it now.
- I don't know ..... to think of it.
- It was Martha ..... told me about your arrival.
- The pedestrian ..... I asked at once told me the way.
- I gave a lump of sugar to Bill's horse, ..... is very fond of sweets.
- Who is the man of ..... you spoke?
- At this house I met my uncle, ..... wanted to see me.
- Please bring me the pencils ..... points need sharpening.

**Exercise 10.20.***Use the relative pronouns which are optional.*

- The road you took led away from the center of the town.
- The doctor I sent for will come immediately.
- The librarian gave them all the books they wanted.
- The apples my mother had bought were lying on the shelf when I returned.
- The register you want is at the dean's office.
- Here is the article I referred to.
- Did you notice the dog your little brother was looking at?
- We know the woman you talked to.

**LIVING WITH GRAMMAR****SUBSTITUTION****Exercise 10.21.***What object (person, thing, abstract notion) do the underlined pronouns refer to? Translate into Ukrainian.*

- She claimed to regulate her own life, not those of others.
- Sunday morning there was fog. But it cleared soon after nine.
- "Forgive me for calling on you like this. But I wanted your help. I have to trace Marijohn urgently and no one except you seems to know where she is." "I'm afraid I can't tell you where she is. You've caused too much trouble in your life, John Towers, and you've caused more than enough trouble for Marijohn. If you think I'm fool enough to tell you where she is you're crazy."
- Hadzi was suddenly going up the beach to the wire. And Nisus called out to him about it and asked him what it was.
- "The grenade-thrower," Hadzi said. "We were forgetting it." He was trying to lift it out of the sand, where stone had left it, and Burke, seeing him, said to Nisus: "What's he going to do with that?" "He brings it," Nisus said.
- "He doesn't seem to mind, they say." Christine thought grimly: someone would mind tomorrow morning. She would guarantee it.

**Exercise 10.22.**

Develop the situation so as to use the given sentence. Make up no less than 5 sentences for your story.

1. We ... It was too early for asking.
2. I don't want to see him again. Everybody ...
3. I ... Thank this man for us. Thank him very well.

**ON YOUR OWN****Exercise 10.23.**

Single out pronouns. State what group they belong to.

1. Albert and Fanny smiled at each other.
2. She looked at me in silence and said nothing when I left.
3. Do you want to speak to her? — We both can.
4. We regret things we haven't done more than those we have.
5. We haven't had an evening to ourselves for so long.
6. Everyone knows everything in this company in 24 hours.
7. There was something else Maggy wanted to do.
8. They had the air of people who had worked together for a long time and who understood each other.
9. It's rather hard to hear one's mistakes in public.
10. I badly need their help. Nobody else but they can help me.

**Exercise 10.24.**

1. Read the text and think of an appropriate headline.
2. Fill in the gaps with the necessary pronouns, explaining their use, if needed.
3. Use articles before proper and miscellaneous names where necessary.



.....

Between the years 500 and 1000, barbarian tribes from the north fought \_\_\_\_ way south. \_\_\_\_ of them came in search of \_\_\_\_ homes and a new way of life. \_\_\_\_ settled down in different parts of ... Western Europe. \_\_\_\_ leaders, \_\_\_\_ of \_\_\_\_ where called kings, were unable to keep order in \_\_\_\_ areas. \_\_\_\_ of \_\_\_\_ had regular armies to send against the enemies. That's why the kings appointed nobles to defend parts of \_\_\_\_ kingdom. As payment for \_\_\_\_ help in times of danger, the kings gave the nobles portions of land.

\_\_\_\_ noble, in turn, divided his land. \_\_\_\_ was called a landlord, or a lord. \_\_\_\_ man \_\_\_\_ received land, promised to help the lord if called upon. \_\_\_\_ was called the lord's vassal.

If the system worked well, \_\_\_\_ from king to commoner would get help and would give help when needed. However, \_\_\_\_ of the great lords felt so important that \_\_\_\_ treated common people as \_\_\_\_ liked.

After ... Germanic tribes had brought the destruction of ... Rome, other groups of invaders came. From ... East hordes of ... Slavic peoples came \_\_\_\_ settled in ... Central

Europe. ... Vikings from ... Norway, ... Sweden and ... Denmark sent \_\_\_\_\_ fleets to make raids on the coasts and rivers. A large group of ... Vikings made a settlement in a place \_\_\_\_\_ is now called ... Northern France. From regions north of ... Black Sea bands of Huns rode on horseback. From ... South ... Arabs, \_\_\_\_\_ had conquered ... North Africa, came. \_\_\_\_\_ crossed ... Mediterranean, entered ... Spain, and brought with \_\_\_\_\_ ... Muslim religion. ... Arabs settled down in ... Spain.

The feudal system brought order to various regions and improved conditions in a time of danger.

### Exercise 10.25.

Translate into English.

1. З обох сторін дороги росли красиві дерева.
2. Кішка їла сухий корм і відмовлялась від іншої їжі.
3. Я не читав ані того, ані цього журналу. — Прочитайте обидва, вони дуже цікаві.
4. Кожну хвилину хлопчик дивився на годинник і чекав, доки урок скінчиться.
5. Боб і Біл були близнята. Вони обидва служили в Іраку.
6. Якщо хто-небудь питає, де я, скажіть їм, що я в садочку.
7. У мене є трохи бразильської кави і декілька тістечок. Давайте з'їмо усе і Пітеру нічого не залишимо.
8. Ви хоч що-небудь знаєте про Якутію? У мене є дві книги про північні народи. Будь-яка буде вам цікава.
9. Яку сукню ти хочеш купити? — Ту, що на вітрині. — Червону чи чорну? — Обидві.
10. Нам ніхто не відчинив двері. Хазяйка чи дуже хвора, чи кудись пішла. У будь-якому випадку нам доведеться зачекати.
11. Усі ми граємо у волейбол і теніс, але ніхто з нас не вміє грати в гольф.
12. Куди ви поклали гроші? — Вони в гаманці у сумці.
13. Це були найкрасивіші фіалки, які я коли-небудь бачив.
14. Хто б не прийшов, не відчиняй двері.
15. Ви пам'ятаєте О. Довженка? Який це був прекрасний режисер!
16. Кого з нас він мав на увазі? — Обох.
17. Кого ви звичайно зустрічаєте о 8-ій вечора в іншому кінці міста? — Звичайно я зустрічаю чи сестру, чи дружину, коли вони працюють на другій зміні. — А зараз чия черга? — Сьогодні черга дружини.
18. Ми вже усі переклали цей текст. Давайте його перекажемо.
19. У нас є усі дані, які нам потрібні. А ви ще про що-небудь хочете дізнатися?
20. На кожній стороні площі було по величезній будівлі, на п'ять поверхів кожна.
21. Обидва — Том і Джері — мої друзі, нікого з них зараз немає вдома.

## GLOSSARY

Adjective	прикметник
Adjective phrase	ад'єктивне (прикметникове) словосполучення
Adverb	прислівник
Adverb	phrase прислівникове словосполучення
Adverbial modifier (of time, manner, place, frequency etc.)	обставина (часу, способу дії, місця, частотності тощо)
Alternative question	альтернативне питання
Apostrophe	апостроф
Article (definite, indefinite)	артикуль (означений, неозначений)
Attribute (descriptive, limiting)	означення (дискриптивне, лімітивне)
Auxiliary verb	допоміжне дієслово
Case (Nominative, Genitive) of pronouns	відмінок займенника (називний, родовий)
Case (Common, Genitive) of nouns	відмінок іменника (називний, родовий)
Class noun	конкретний іменник
Clause (main, subordinate)	частина складного речення (головне, підрядне)
Clause of manner	підрядне способу дії
Collective noun	збірний іменник
Common case	називний відмінок
Common noun	загальна назва
Comparative constructions	компаративні конструкції
Complete sentence	повне речення
Complex sentence	складнопідрядне речення
Composite sentence	складне речення
Compound predicate	складений присудок
Compound word	складне слово
Compound sentence	складносурядне речення
Conditional clause	підрядне умови
Conjunction	сполучник
Consonant (voiced / voiceless)	приголосний (дзвінкий / глухий)
Continuous / Non-continuous verb forms	дієслівні форми тривалої / нетривалої дії
Countable (Count) noun	рахований іменник

GLOSSARY

<b>D</b> eclarative sentence	<i>розповідне речення</i>
Degrees of comparison (positive, comparative, superlative), ways of their formation (analytical, synthetic, suppletive)	<i>ступені порівняння (нульовий, вищий, найвищий), способи їх утворення (аналітичний, синтетичний, суплетивний)</i>
Derivative	<i>деривативний, дериват</i>
Description	<i>опис</i>
Descriptive adjective	<i>прикметник з описовим значенням</i>
Determiner	<i>детермінант</i>
Direct object	<i>прямий додаток</i>
Direct speech	<i>пряма мова</i>
Disjunctive question	<i>розділове запитання</i>
<b>E</b> xclamatory sentence	<i>окличне речення</i>
Extended sentence	<i>поширене речення</i>
<b>G</b> eneral question	<i>загальне питання</i>
Gender	<i>рід</i>
Genitive case	<i>родовий відмінок</i>
Gerund	<i>герундій</i>
<b>I</b> mperative	<i>імператив</i>
Imperative sentence	<i>спонукальне речення</i>
Impersonal sentence	<i>безособове речення</i>
Incomplete sentence	<i>неповне речення</i>
Indefinite pronoun	<i>неозначений займенник</i>
Indirect object	<i>непрямий додаток</i>
Indirect speech	<i>непряма мова</i>
Indirect question	<i>непряме питання</i>
Infinitive	<i>інфінітив</i>
Interrogative sentence	<i>питальне речення</i>
Intransitive verb	<i>неперехідне дієслово</i>
Inversion	<i>інверсія</i>
Inverted commas (quotation marks)	<i>лапки</i>
Irregular verbs	<i>неправильне дієслово</i>
<b>L</b> inking verb	<i>дієслово-зв'язка</i>
<b>M</b> ass noun (uncountable noun)	<i>нерахований іменник, речовинний</i>
Modal verb	<i>модальне дієслово</i>
Modal word	<i>модальне слово</i>
<b>N</b> arration	<i>оповідь, наратив</i>
Negative sentence	<i>заперечне речення</i>
Noun	<i>іменник</i>
Nominative case	<i>називний відмінок</i>

Number	число
Numeral	числівник
Object (direct / indirect)	додаток (прямий / непрямий)
Object clause	підрядне з'ясувальне
Obligation	обов'язок
Particle	частка
Participle	атрибутивні форми дієслова
Personal pronoun	особовий займенник
Plural number	множина
Positive sentence	стверджувальне речення
Possessive pronoun	присвійний займенник
Predicative	іменна частина присудка
Preposition	прийменник
Pronoun	займенник
Proper noun	власна назва
Question word	питальне слово
Quotation marks = Inverted commas	лапки
Reciprocal pronoun	займенники із взаємозворотним значенням
Reflexive pronoun	зворотні займенники
Relative pronoun	відносні займенники
Reported speech	непряма мова
Reporting verb	інформативні дієслова
Rhetorical question	риторичне питання
Sentence	речення
Simple sentence	просте речення
Singular number	однина
Special question	спеціальне питання
Stative (State) verb	дієслово нетривалої дії
Subordinate clause	підрядне речення
Subject	підмет
Tag question = Disjunctive question	
Transitive verb	перехідне дієслово
Time clause	підрядне часу
Uncountable noun	нерахований іменник
Unextended sentence	непоширене речення
Verb	дієслово
Verb phrase	дієслівне словосполучення
Voice (active / passive)	стан (активний / пасивний)
Vowel	голосний

## LIST OF IRREGULAR VERBS

Infinitive Form of the Verb	Past Indefinite (Simple) Form	Participle II Form	Ukrainian Equivalents
arise	arose	arisen	<i>виникати</i>
awake	awoke	awoke	<i>будити, просинатися</i>
be	was, were	been	<i>бути</i>
bear	bore	born	<i>народжувати</i>
bear	bore	borne	<i>носити, виносити (терпіти)</i>
beat	beat	beaten	<i>бити</i>
become	became	become	<i>ставати</i>
begin	began	begun	<i>починати</i>
bend	bent	bent	<i>нахилятися</i>
bet	bet	bet	<i>укладати парі, битися об заклад</i>
bind	bound	bound	<i>зв'язувати</i>
bite	bit	bit / bitten	<i>кусати</i>
bleed	bled	bled	<i>стікати кров'ю</i>
blow	blew	blown	<i>дути, дмухати, віяти</i>
break	broke	broken	<i>ламати</i>
breed	bred	bred	<i>розводити, вигодовувати (про худобу)</i>
bring	brought	brought	<i>приносити</i>
broadcast	broadcast / broadcasted	broadcast / broadcasted	<i>передавати по радіо (по телебаченню)</i>
build	built	built	<i>будувати</i>
burn	burnt / burned	burnt / burned	<i>горіти, палати, спалити</i>
burst	burst	burst	<i>розриватися, вибухати</i>
buy	bought	bought	<i>купувати</i>
cast	cast	cast	<i>кидати, метати</i>
catch	caught	caught	<i>ловити, схопити</i>
choose	chose	chosen	<i>вибирати</i>
cling	clung	clung	<i>чіплятися, прилипати</i>

Infinite Form of the Verb	Past Indefinite (Simple) Form	Participle II Form	Ukrainian Equivalents
come	came	come	<i>приходити</i>
cost	cost	cost	<i>коштувати</i>
creep	crept	crept	<i>повзти, плазувати, крастися</i>
cut	cut	cut	<i>різати</i>
deal	dealt	dealt	<i>торгувати, мати справу з</i>
dig	dug	dug	<i>копати</i>
do	did	done	<i>робити, виконувати</i>
draw	drew	drawn	<i>тягти, малювати</i>
dream	dreamt / dreamed	dreamt / dreamed	<i>бачити сон, мріяти</i>
drink	drank	drunk	<i>пити</i>
drive	drove	driven	<i>їхати, везти (в автомобілі), вести (машину)</i>
dwell	dwelt	dwelt	<i> мешкати, перебувати</i>
eat	ate	eaten	<i>їсти</i>
fall	fell	fallen	<i>падати</i>
feed	fed	fed	<i>годувати, годуватися</i>
feel	felt	felt	<i>відчувати</i>
fight	fought	fought	<i>боротися</i>
find	found	found	<i>знаходити</i>
flee	fled	fled	<i>тікати, рятуватися втечею</i>
fling	flung	flung	<i>кидати</i>
fly	flew	flown	<i>літати</i>
forbid	forbade	forbidden	<i>забороняти</i>
forget	forgot	forgotten	<i>забувати</i>
forgive	forgave	forgiven	<i>прощати</i>
freeze	froze	frozen	<i>заморожувати, замерзати</i>
get	got	got	<i>одержувати, ставати</i>
give	gave	given	<i>давати</i>
go	went	gone	<i>йти, їхати</i>
grind	ground	ground	<i>молоти, товкти</i>
grow	grew	grown	<i>рости, вирощувати</i>
hang	hung / hanged	hung / hanged	<i>висіти, вішати / вішати (стратити)</i>
have	had	had	<i>мати</i>
hear	heard	heard	<i>чути</i>
hide	hid	hidden	<i>ховати</i>
hit	hit	hit	<i>ударяти, уражувати</i>
hold	held	held	<i>тримати</i>



LIST OF IRREGULAR VERBS

Infinitive Form of the Verb	Past Indefinite (Simple) Form	Participle II Form	Ukrainian Equivalents
hurt	hurt	hurt	завдати болю, поранити, боліти
keep	kept	kept	тримати, зберігати
kneel	knelt	knelt	ставати на коліна
know	knew	known	знати
lay	laid	laid	класти
lead	led	led	вести
lean	leant / leaned	leant / leaned	нахилитися, прихилитися
leap	leapt / leaped	leapt / leaped	плигати
learn	learnt / learned	learnt / learned	учитися
leave	left	left	покидати, їхати з
lend	lent	lent	позичати (комусь)
let	let	let	дозволяти, здавати в оренду
lie	lay	lain	лежати
light	lit	lit	запалювати, освітлювати
lose	lost	lost	втрачати
make	made	made	робити, заставляти
mean	meant	meant	означати, мати намір
meet	met	met	зустрічати
pay	paid	paid	сплачувати
put	put	put	(по)класти
read	read [red]	read [red]	читати
ride	rode	ridden	їздити (на велосипеді), їздити верхи
ring	rang	rung	дзвонити
rise	rose	risen	підводитися, підноситися, сходити (про сонце), підвищуватися
run	ran	run	бігти
saw	sawed	sawn	пиляти
say	said	said	казати
see	saw	seen	бачити
seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	ставити, розставляти, встановлювати
sew	sewed	sewn	шити
shake	shook	shaken	трясти
shave	shaved	shaven	голитися
shed	shed	shed	проливати (сльози, кров)

Infinitive Form of the Verb	Past Indefinite (Simple) Form	Participle II Form	Ukrainian Equivalents
shine	shone	shone	світити(ся), сяяти, блищати
shoot	shot	shot	стріляти
show	showed	shown	показувати
shrink	shrank	shrunk	скорчуватися, зсідатися (про тканину)
shut	shut	shut	зачиняти
sing	sang	sung	співати
sink	sank	sunk	тонути (про судна), занурюватися
sit	sat	sat	сидіти
sleep	slept	slept	спати
slide	slid	slid	ковзати, ковзатися (на льоду)
smell	smelt	smelt	відчувати запах, пахнути
sow	sowed	sown	сіяти
speak	spoke	spoken	говорити
speed	sped	sped	поспішати
spell	spelt / spelled	spelt / spelled	писати чи вимовляти слово по літерах
spend	spent	spent	витрачати
spill	spilt / spilled	spilt / spilled	проливати
spin	span	spun	прясти
spit	spat	spat	плювати
split	split	split	розколюватися
spoil	spoilt / spoiled	spoilt / spoiled	псуватися (про їжу), балувати (дітей)
spread	spread	spread	розгортати(ся), поширювати(ся), накривати, застилати
spring	sprang	sprung	плигати
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	встромляти, приклеювати(ся)
sting	stung	stung	жалити
stink	stank	stunk	смердіти
strike	struck	struck	бити, вдаряти(ся)
strive	strove	striven	намагатися, докладати зусиль, боротися
swear	swore	sworn	клястися
sweep	swept	swept	підмітати
swell	swelled	swollen	надиматися, пухнути
swim	swam	swum	плавати
swing	swung	swung	коливатися, гойдатися
take	took	taken	брати

LIST OF IRREGULAR VERBS

Infinitive Form of the Verb	Past Indefinite (Simple) Form	Participle II Form	Ukrainian Equivalents
teach	taught	taught	<i>навчати</i>
tear	tore	torn	<i>рвати(ся)</i>
tell	told	told	<i>розповідати</i>
think	thought	thought	<i>думати</i>
throw	threw	thrown	<i>кидати</i>
understand	understood	understood	<i>розуміти</i>
wake	woke	woken	<i>будити, просинатися</i>
wear	wore	worn	<i>бути вдягненим у, носити (одяг)</i>
weave	wove	woven	<i>ткати</i>
weep	wept	wept	<i>плакати, ридати</i>
win	won	won	<i>вигравати, перемагати</i>
wind	wound	wound	<i>заводити (годинник), витися</i>
wring	wrung	wrung	<i>скручувати</i>
write	wrote	written	<i>писати</i>

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*Навчальне видання*

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