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имени Александра Григорьевича и Николая Григорьевича Столетовых»

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ПРАКТИЧЕСКАЯ ГРАММАТИКА
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Содержит систему языковых и речевых упражнений, направленных на усвоение грамматического материала и формирование лингвистических компетенций у студентов младших курсов. Состоит из одиннадцати частей, отражающих все разделы английской грамматики.

Предназначено для студентов первого курса английского отделения факультета иностранных языков, обучающихся по направлению подготовки 050100.62 – Педагогическое образование (квалификация «бакалавр»), профили «Английский язык и немецкий язык», «Английский язык и французский язык». Может быть использовано в комплексе с учебником для педагогических вузов под редакцией В. Д. Аракина или в качестве самостоятельного учебного издания.

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ПРЕДИСЛОВИЕ

Пособие построено на основе лексического материала, изучаемого в курсе «Практика устной и письменной речи» в первый год обучения студентов. Оно составлено в соответствии с требованиями ФГОС ВПО третьего поколения и Программой педагогического образования по курсу «Практическая грамматика английского языка».

При создании пособия авторы руководствовались современными методическими принципами изучения грамматики иностранного языка, основные из которых – коммуникативная и профессиональная направленность, обучение на основе речевых образцов.

Объем учебного материала варьируется, поэтому достигается максимальная работоспособность студента в пределах отдельного занятия.

Структура пособия отражает комплексную организацию обучения на языковом факультете. Единицей организации и планирования материала служит тематический комплекс. Система упражнений носит уровневый характер, предусматривает повтор структурных единиц и их использование в различных коммуникативных сферах общения. Специальные упражнения доводят их употребление в свободной речи до уровня приобретенного навыка.

Пособие рассчитано на 108 часов, оно может быть использовано как на лабораторных занятиях, так и в качестве самостоятельной работы студентов. Дозировку материала и темп его прохождения определяет преподаватель в зависимости от условий обучения и уровней языковой подготовки студента.

UNIT 1

1.1. General Questions

→Is he a /doctor? – Он врач? Он не врач? Не врач **ли** он? (с частицей «ли»).

→Isn't he a /doctor? – Разве (неужели) он не врач?

Is he **not** a doctor? (в письменной речи).

Task 1. Make the following sentences interrogative.

1. This is a pen. 2. This is the letter "N". 3. This is Nelly. 4. It is six. 5. Miss Millie is ten. 6. Mr. Nelson is seventy-six.

Task 2. Translate the following sentences.

1. Это трудное предложение. 2. Разве это не трудное предложение? 3. Это Лили? – Да. 4. Это буква «М»? 5. Сиду семь?

1.2. Disjunctive Questions

This **is** a pen, **isn't** it? – Yes, it is.

This **is** a book, **isn't** it? – No, it isn't.

This **isn't** a pencil, **is** it? – No, it isn't.

This **isn't** a pen, **is** it? – Yes, it is.

She is →very \busy|, /isn't she? – Она очень занята, не правда ли?/не так ли?/да?

Первая часть – утверждение; вторая часть – краткий общий вопрос.

Отрицательным предложением будет считаться, если есть слова *neither, nobody, none, nothing, hardly ever* (едва ли, когда-нибудь), *no, no one, hardly*.
e.g. *I have no ticket, have I?*

ЗАПОМНИТЕ! I am right, **aren't I?**

Everybody is at home, **aren't they?**

Speech Patterns:

a. This is a park, isn't it? – No, it isn't. This is a garden.

b. This is a big garden, isn't it? – Oh, yes, it is.

c. This isn't your garden, is it? – No, it isn't. It's Nelly's garden.

d. This isn't your test, is it? – Yes, it is.

e. This isn't your photo, is it? – No, it isn't. It's Pete's photo.

f. This is your kitten, isn't it? – No, it isn't. It's Nelly's kitten.

g. This isn't a dark-blue dog, is it? – No, it isn't. This dog is only dirty.

Task 1. Translate the following sentences.

1. This isn't the letter "M", is it? – No, it isn't. 2. This isn't a big park, is it? – Yes, it is. 3. This is a yellow car. – Is it? 4. This dog isn't big. – Isn't it? 5. This is a big stick. – It is. 6. This isn't a difficult text. – It isn't. 7. This isn't an easy sentence. – It isn't. 8. This isn't an old car. – It is. 9. Lucy is ten, isn't she? – No, she is eleven. 10. The clock isn't old, is it? – No, it isn't. 11. The clock isn't old, is it? – Yes, it is. 12. This is a yellow fox. – It is. 13. This is a good book, isn't it?

Task 2. Make up disjunctive questions.

1. You are a doctor. 2. This isn't a dog. 3. Are you a little girl? 4. Is this text in the book? 5. Is this a small ball? 6. You aren't busy. 7. This test isn't difficult. 8. This is an easy Task .

1.3. Alternative Questions

Первая часть – общий вопрос; вторая часть – неполный общий вопрос.

e.g. ↓ *Is this 'ball /big/ or \small?*

Когда альтернативный вопрос относится к подлежащему, то второму подлежащему всегда предшествует вспомогательный или модальный глагол.

e.g. → *Is your /mother at home/ or → is your /father?*

→ *Are /you late/ or → is his /father?*

Task 1. Make up alternative questions, transcribe them.

Use the following pairs of adjectives: big – small, easy – difficult, black – white, interesting – dull.

Task 2. Translate the following sentences.

1. Она врач? 2. Не опоздал ли он? 3. Он сегодня несвободен? 4. Он дома, не так ли? – Нет, его нет. 5. Они в саду или в школе? – Ни в саду и ни в школе. 6. Она не голодна, не так ли? – Голодна. 7. Ты занят или она? 8. Все в школе сегодня, не так ли? 9. Это голубая или красная ручка? 10. Он не прав, не так ли? – Да, не прав. 11. Он никогда не ошибается (to be mistaken), да? – Иногда ошибается. 12. Не холодно, да? – Да, не холодно. 13. Он болен или она?

UNIT 2

2.1. Impersonal Sentences

Так как в английском языке подлежащее – обязательный элемент, то в безличных предложениях употребляется формальное подлежащее, выраженное местоимением *it*.

Например: *It is cold.*

it – подлежащее,

is cold – предикат (сказуемое), состоящий из глагола связки **is** и предикатива (именной части составного сказуемого) **cold**.

ЗАПОМНИТЕ! Наиболее частотные глаголы-связки: *to be, to become, to look, to get, to feel.*

В английском языке предикатив не выражается наречием, а только прилагательным или числительным.

e.g. *It is six. It is six, isn't it? Is it six or seven?*

I am well (это прилагательное “здоровый”).

It is light in the room.

Безличные предложения употребляются:

1) при сообщении о явлении природы:

e.g. *It is cold. It is winter.*

2) при глаголах, обозначающих состояние погоды:

e.g. *It often snows in winter.*

3) при обозначении времени и расстояния:

e.g. *It is early morning. It is five miles from here. It's five o'clock.*

Task 1. React to my statements.

Pattern: *It is sunny. – Is it? / It is.*

It isn't windy. – Isn't it? / It isn't.

It is rainy. It is frosty. It is foggy. It is warm. It is cold. It is dull. It isn't rainy.

It isn't hot. It isn't 11. It isn't 8. It is light in the room. It isn't dark in the room.

It is spring now. It is autumn now. It isn't winter now. It isn't autumn now.

Task 2. Make up impersonal sentences, general, alternative and disjunctive questions. Use the following words.

Hot, dark, sunny, dull, frosty, foggy, early, late, rainy, windy, cool, light, easy, heavy, winter, good, ten (o'clock), hard, difficult, dark.

Pattern:

- a) impersonal sentences: *It's warm.*
- b) general questions: *Is it warm?*
- c) alternative questions: *Is it warm or cold?*
- d) disjunctive questions: *It's warm, isn't it? It isn't warm, is it?*

Task 3. Describe today's weather. Use impersonal sentences.

2.2. Imperative Sentences

1. Утвердительная форма повелительного предложения совпадает с инфинитивом без частицы «to».

e.g. *Read.*

2. Отрицательная форма образуется при помощи вспомогательного глагола **do** + отрицательная частица **not**.

e.g. *Don't read.*

3. Для усиления просьбы используется вспомогательный глагол **do**.

e.g. *Do come to see us.*

4. Если действие обращено к первому и третьему лицу, то употребляется глагол **let**.

e.g. *Let's (Let us) do it.* – Давайте сделаем это. *Let's go there, shall we?* – Давай пойдём туда, хорошо? *Let him help her.* – Пусть он ей поможет. *Let her go to the cinema.* – Пусть она сходит в кино. *Let them go there.* – Пусть они сходят туда.

5. Для выражения просьбы используется **will you?** в конце предложения или **will/would** в начале предложения.

e.g. *Come here, will you? Don't come here, will you? Will you come here? Would you mind closing the window?*

Task 1. Make the sentences negative and transcribe them.

Go home! Take the book! Read the text! Read the rhyme! Stand up!

Task 2. Make up imperative sentences.

Pattern A: a stick / a pencil – Don't give Benny a stick! Give him a pencil.

a cake / an egg

a knife / a fork

the cat / a toy

Pattern B: the cake – Benny, don't take the cake! It's hot. (You can drop it. It's sharp. It may bite you. You needn't).

The egg, the knife, the kitten, the cup, the cat, the stick, the coffee, the dog, the kettle, the fork, the puppy.

Task 3. Ask your group-mate to do smth. / not to do smth.

To open the window; not to open the door; to write the date; not to shut her / his book; to give you a pen; to stop talking; not to clean the board; to wet the duster; to fetch some chalk; not to show you the exercise.

Task 4. React to my requests.

Take your books. Open them at page 19. Read exercise 4. Stop reading the exercise. Shut the books. Put them aside. Stand up. Don't sit down. Stop talking. Sit down. Open your notebooks. Take your pens. Write the date. Put the pens on the desk.

Task 5. Translate the sentences.

1. Пусть они вымоют пол. 2. Запишите дату. 3. Дайте мне ручку. 4. Вымойте доску. 5. Не разговаривайте. 6. Пусть он захватит мел. 7. Не кормите животных. 8. Не стойте здесь. 9. Закройте свои учебники. 10. Скажите мне число. 11. Вымойте свои руки. 12. Пусть она намочит тряпку. 13. Покажите мне упражнение. 14. Не помогайте ему, хорошо? 15. Прекратите разговаривать. 16. Не трогай чашки.

Task 6. Speak more intensely.

Pattern: Come to our party. – Do come to pour party.

1. Put on your warm coat. 2. Switch off the light. 3. Tell me your trouble. 4. Tell me all the truth. 5. Have a cup of tea. 6. Give us a speech on America. 7. Tell me a few words about your cousin.

2.3. Personal and Possessive Pronouns

	Singular		Plural	
	Nominative case	Objective case	Nominative case	Objective case
1 st person	I	me	we	us
2 nd person	–	–	you	you
3 ^d person	he she it	his her it	they	them

Possessive Pronouns

I → my → mine	It's my money. It's mine.
we → our → ours	It's our money. It's ours.
you → your → yours	It's your money. It's yours.
he → his → his	It's his money. It's his.
she → her → hers	It's her money. It's hers.
they → their → theirs	It's their money. It's theirs.

Притяжательные местоимения *my / our / your / her / their* используются в сочетании с существительными (my hands/your book etc.):

My hands are cold.

Is this **your book**?

Give me **her umbrella**.

It's **their problem**, not **our problem**.

Абсолютная форма притяжательных местоимений *mine / ours / yours / hers / theirs* используется самостоятельно (без существительного):

These books are mine but this newspaper is yours. (= your newspaper)

I haven't got an umbrella, so give me **hers**. (= her umbrella)

It's their problem, not **ours**. (= our problem)

Is that their car? – No, **theirs** is green. (= their car)

Форма *his* может использоваться как с существительным, так и без него:

Is this **his camera**?

It's a nice camera. Is it **his**?

ЗАПОМНИТЕ! a friend of *mine* / a friend of *his* / some friends of *yours* и т.д.

I went out to meet a friend **of mine**. (not 'a friend of me')

Are those people friends **of yours**? (not 'friends of you')

Task 1. Choose the correct form of the possessive pronouns in brackets.

1. Mark is (their/theirs) cousin. 2. This is (our/ours) car. 3. It's (our/ours).
4. These books are (her/hers). 5. (Her/hers) house is very big. 6. Yellow is (my / mine) favourite colour. 7. You can't take (my/mine) book. 8. It isn't (your/yours). 9. Is this (your/yours) coat? 10. Bob and Fred are (their/theirs) cousins. 11. This dog is (my/mine). 12. Look at (her/hers) new hat. 13. It's nice. Tom is a friend of (my/mine). 14. She's got a pen of (your/yours).

Task 2. Put in the missing pronouns.

1. I've eaten all ... sandwiches; can I have one of ...? 2. Tell Richard not to forget ... book. And you mustn't forget ... 3. George has lost ... pen. Ask Mary if she will lend him 4. Richard has a dog and so have I. ... dog and ... dog had a fight. 5. Have you ever heard from that friend of ... who went to Athens? 6. The teacher wants you to return that book of ... that he lent you. 7. Mr. and Mrs. Green and a friend of ... are coming to see us. 8. We are going to Paris to stay with a French friend of ... 9. Dinner has been ready a long time. I have had ..., and Mary has had ...; come and have ... now.

Task 3. Change the following sentences as shown on the model.

Pattern: *That house belongs to me. – That house is mine.*

1. These gloves belong to her. 2. That new house belongs to him. 3. These glasses belong to you. 4. That picture belongs to me. 5. The car belongs to us. 6. Those flowers belong to them. 7. Does the car belong to you? 8. Do these toys belong to her? 9. Do these chocolates belong to us? 10. These chocolates belong to them.

2.4. The Verb «to be» in the Present Indefinite Tense

	Singular	Plural
1 st person	I am busy	We are busy
2 nd person	–	You are busy
3 ^d person	She/He/It is busy	They are busy

Task 1. Conjugate.

I am late. I am a student.

Task 2. Answer the questions.

You are a student, aren't you? Are you happy? Are your parents busy? Are your parents teachers? Is it difficult to study here? Is it pleasant to study reading rules? Is your life interesting? Is your life hard? Is your life easy? Are you very busy in the morning? Are you very busy in the evening?

Task 3. Make up three types of questions.

I am happy.

You are first-year students.

He is a doctor.

I am not at home now.

They aren't glad to see you.

We are very busy.

UNIT 3

3.1. Special Questions

Специальные вопросы начинаются с вопросительных слов (When? Who? Where? Whose? What? What...like? How? How many/much? How long? Which? Why? What...for? Where... from?)

Вопросы к группе подлежащего требуют прямого порядка слов, к другим членам предложения – обратного.

On Sunday Mother is at home.

When is Mother at home?

Where is Mother on Sunday?

Who is at home?

The day is rainy.

What is the day **like**?

What is rainy?

She is nice.

What is she **like**?

My mother is well.

How is your mother?

What...like не употребляется, когда мы спрашиваем о самочувствии человека.

Helen is my sister.

Who is Helen?

His friend is a doctor.

Whose sister is Helen?

Whose friend is a doctor?

This book is hers.

What is he?

Whose is this book?

This is her book.

Whose book is this?

My father is 56.

How old is your father?

He is 6 feet tall.

How tall is he?

He is often late.

How often is he late?

Canada is large.

What country is large?

How big is Canada?

It's "Anna Karenina".

What book is this?

It's Kiev.

What city is this?

Kiev is a big city.

What kind of city is Kiev?

"Anna Karenina" is a sad novel.

What kind of novel is "Anna Karenina"?

После вопросительных слов what, what kind of существительные употребляются без артикля.

Task 1. Make up special questions.

My brother is a teacher.

Benny is in the park in the morning.

Task 2. Read the dialogues and make up similar ones.

1. – What's your teacher like?
– She is very nice, kind and patient.
2. – What are your parents like?
– They are strict and a bit frightening.
3. – What was your holiday in Turkey like?
– Great, thanks. Good weather, good food.
– What were the people like?
– Fabulous. Friendly and welcoming.

Вопросительные слова *which, what*

What ... ?

What + noun (What colour...? / What kind...? etc.):

- What size is this shirt? What kind of job do you want?
- What make is your TV set? What time is it?
- What's your favourite colour?
- What kind of work do you do? (I work as a lawyer for a firm in the city).
- What make is your microwave? – Какой марки твоя микроволновая печька?
- What is the capital of Italy?
- What sort of music do you like? (not 'Which sort...?')

Which ... ?

Which + noun (things or people):

- Which train did you catch – the 9.50 or the 10.30?
- Which doctor did you see – Doctor Ellis, Doctor Gray or Doctor Hill?

Which without a noun (not people):

- Which is bigger – Canada or Australia? *but* Who is taller – Bill or Jerry?
(**Who** for people)

Если вопрос предполагает выбор из двух-трех вариантов, как правило, используется вопросительное слово **which**. Оно также используется перед предлогом **of** и числительным **one**.

- Which of the countries in Europe have you visited?
- Look at all those stars. Which one is the nearest?
- Which biscuits do you want me to buy – milk chocolate or plain chocolate?
I'd like the milk chocolate ones, please.

- Which colour do you prefer, pink or yellow?
- We can go this way or that way. Which way shall we go?
- There are four umbrellas here. Which is yours?
- Which size do you want – small, medium or large?

Если вопрос предполагает выбор из неограниченного числа вариантов, то употребляется вопросительное слово **what**.

- What colour is your car? What colour are your eyes? What is your shoe size?

Иногда могут использоваться как **what**, так и **which**.

- Which/What day next week can you come and see us?

Task 3. Use ‘which’ or ‘what’.

1) We've got red wine and white - ... will you have? 2) ... books did you read for last year's English class? 3) ... of the books on the list have you already read? 4) ... French queen said: 'Let them eat the cake?' 5) ...'s your name? 6) ... hand do you write with? 7) ... kind of car have you got? 8) ... one is yours? 9) ... party do you think will win the election? 10) ... subject do you prefer, chemistry or physics? 11) ... was your favourite subject at primary school?

3.2. Reported Speech

Statements

Betty says, “Mrs. Sandford is out”. – Betty says (that) Mrs. Sandford is out.

Jim says to Tom, “I am busy today”. – Jim says to Tom / tells Tom (that) he is busy today.

General Questions

Mr White says, “Is Dr Sandford in?” – Mr White asks / wonders **if** / **whether** Dr Sandford is in.

Special Questions

Mr. White says, “When is Dr Sandford at home?” – Mr White wonders **when** Dr Sandford is at home.

She says, “Where are you, son?” – She asks **her** / **the son** where he is.

But: *The boy says, “What’s the matter, Mum?”* – The boy asks his mother **what is the matter**.

Исключения: What’s the matter? What is it? What’s the news? What’s the time?

Imperative Sentences

The teacher says, “Wet the duster, monitor”. – The teacher asks the monitor **to wet** the duster.

to ask – просить to tell smb – велеТЬ

Father says, “Come home a bit earlier, son”. – The father tells his son **to come** home a bit earlier.

The girl says, “Don’t rub off the last sentence, Nick”. – The girl asks Nick **not to rub** off the last sentence.

Task 1. Make a new sentence from the question in brackets.

Pattern: (*Where is Tom?*) Do you know where *Tom is*?

1. (Where is the post office?) Could you tell me where ...? 2. (What's the time?) I wonder 3. (Is Sue out now?) I don't know 4. (Is there a bank near here?) Have you any idea ...? 5. (Who is that woman?) I can't remember 6. (What are you fond of?) Tell me 7. (Are they well today?) Do you know ...? 8. (Is he still in bed?) I've no idea 9. (How far is it to the airport?) Can you tell me ...?

Task 2. Change direct speech into indirect speech.

1. She says, "I am a student". 2. She says, "We are in bed". 3. He says, "I am as tired as you are". 4. He says, "Am I late?" 5. He says, "Are you his friend?" 6. He says, "Are they busy?" 7. He says, "Are they in the garden, teacher?" 8. He says, "Are you as tall as your sister?" 9. She says, "Why is she in bed?" 10. She says, "How are you, boy?" 11. She says, "Why are you sad?" 12. Mr White says, "Why is he still at the hospital, Betty?" 13. She says, "What is it?" 14. He says, "What's the news?" 15. She says, "What's the time?" 16. Betty says, "Come in, Mr White". 17. She says, "Make tea for me". 18. He says, "Open the books at page 15, students." 19. The teacher says, "Don't ask me questions now." 20. Mother says, "Don't take the lamp, daughter".

Глаголы, вводящие косвенную речь

to ask (спрашивать), to answer (отвечать), to reply (отвечать), to say to smb (говорить, сказать кому-то), to tell smb (сказать, рассказывать), to wonder (интересоваться), to remark (замечать), to answer in the negative (*книж.*, отвечать отрицательно), to answer in the affirmative (*книж.*, отвечать утвердительно), to say good-bye to smb (попрощаться с кем-то), to greet smb / each other (приветствовать кого-то / друг друга), to invite (приглашать), to accept the invitation (принимать приглашение), to decline the invitation (отвергать приглашение), to offer (предлагать) + noun (a cup of coffee, a job), to offer to do smth (предлагать что-то сделать самому), to suggest (предлагать) + gerund (V+ing) (having a cup of coffee, going somewhere), to warn (предупредить), to remind smb that (напоминать), to assure (уверять), to hope (надеяться), to exclaim (воскликать), to add (добавлять), to apologise / apologize (to smb for smth) (извиняться), to explain to smb (объяснять кому-то), to suppose (предполагать), to complain of smth (*usu.* pain) / about smth

(жаловаться), to inform that / smb of smth (сообщать), to admit (признавать), to agree (соглашаться), to disagree (не соглашаться), to recommend (рекомендовать), to insist (настаивать).

e.g. *Betty assures him that its just a bad cold.*

Mr White hopes it's not flu.

UNIT 4

4.1. Degrees of Comparison of Adjectives

Образование степеней сравнения

1. Односложные прилагательные образуют степени сравнения с помощью суффиксов -er, -est		
Positive	Comparative	Superlative
tall	taller	the tallest
you <u>ng</u> [ŋ]	you <u>nger</u> [ŋg]	the you <u>ngest</u> [ŋg]
fat <u>t</u>	fatt <u>er</u>	the fatt <u>est</u>
<i>But:</i> short <u>t</u>	short <u>er</u>	the short <u>est</u>
<i>Note:</i> cruel <u>l</u>	cruell <u>er</u>	the cruel <u>lest</u>
large <u>e</u>	larg <u>er</u>	the larg <u>est</u>
dry	dri <u>er</u>	the dri <u>est</u>
<i>But:</i> grey	greyer	the greyest
<i>Исключения:</i> sly shy	slyer shyer	the slyest the shyest
2. Двусложные прилагательные, оканчивающиеся на -y, -er, -ow, -le , образуют степени сравнения с помощью суффиксов -er, -est		
easy <u>y</u>	easier	the easiest
lively <u>y</u>	livelier	the liveliest
friendl <u>y</u>	friendlier	the friendliest
clever <u>er</u>	cleverer	the cleverest
narrow <u>ow</u>	narrower	the narrowest
nobl <u>e</u>	nobler	the noblest

3. Двусложные прилагательные с ударением на втором слоге образуют степени сравнения с помощью суффиксов -er, -est		
po'lite	politer	the politest
But: ab'rupt	more abrupt	the most abrupt
co'rrupt	more corrupt	the most corrupt
4. Большинство двусложных и многосложных прилагательных образуют сравнительную и превосходную степени при помощи слов more, the most		
active	more active	the most active
tired	more tired	the most tired
beautiful	more beautiful	the most beautiful
<i>Исключения</i>		
а) Некоторые двусложные прилагательные могут образовывать степени сравнения и с окончаниями -er, -est и со словами more, most		
angry	narrow	simple
clever	pleasant	shallow
common	polite	stupid
handsome	quiet	wicked
e.g. lovely	lovelier / more lovely	loveliest / the most lovely
б) Некоторые прилагательные имеют особую форму степеней сравнения		
good – хороший	better – лучше	the best – самый лучший
bad – плохой	worse – хуже	the worst – самый плохой
little – маленький	less – меньше	the least – наименьший
many/much – много-численный	more – больше	the most – наибольший
old – старый	older – старше (о возрасте)	the oldest – старейший
	elder – старше в семье (о старшинстве)	the eldest – самый старший в семье
near – близкий	nearer – более близкий	the nearest – ближайший (по расстоянию)
		the next – следующий (по порядку)

late – поздний	later – более поздний (о времени)	the latest – (самый новый/последний по времени, самый поздний)
	the latter – последний из двух (по порядку) упомянутых	the last – самый последний по порядку
far – далекий, дальний	farther – более дальний (о расстоянии)	the farthest – самый дальний
	further – дальнейший (по порядку)	the furthest – самый дальний, далекий
в) Меньшая и наименьшая степени сравнения выражаются с помощью слов less, the least		
expensive – дорогой (по цене)	less expensive – менее дорогой	(the) least expensive – наименее дорогой
e.g. <i>We are glad that this work is less difficult.</i> – Мы рады, что эта работа оказалась менее трудной		

ЗАПОМНИТЕ:

correct	more correct	the most correct
distinct	more distinct	the most distinct
eager	more eager	the most eager
eastern	easterner	the easternmost
western	westerner	the westernmost
southern	southerner	the southernmost
northern	northerner	the northernmost
proper	more proper	the most proper
wrong	more wrong	the most wrong
right	more right	the most right
real	more real	the most real
sincere	<i>no comparative</i>	the sincerest

Note:

1. **Most** употребляется перед прилагательными не только для образования превосходной степени, но и со значением **very** (очень, крайне, весьма), обозначая просто высокую степень качества безотносительно к другим предметам. В этом случае существительное в единственном числе употребляется с неопределенным артиклем, а во множественном числе – без артикля:

e.g. *It was a **most interesting** book. They were **most interesting** books.*

2. **Most** употребляется также с предлогом **of** перед существительным, обозначающим определенную группу предметов, лиц или количество чего-либо. Сочетание **most of** употребляется без артикля и означает "большинство (из), большая часть (из)". В этом случае существительное, к которому оно относится, имеет при себе определенный артикль, указательное или притяжательное местоимение.

e.g. ***Most of these books** have been published in Moscow.*

***Most of the students** do sports.*

3. Также может употребляться усиленная форма сравнительной степени прилагательных **many**, **much** в значении "намного больше":

e.g. *Britain has **much more** rain than Belarus. – В Британии намного больше дождей, чем в Белоруссии.*

*I have **many more** books than you. – У меня намного больше книг, чем у тебя.*

Sayings

Positive degree	Comparative degree	Superlative degree
As \rightarrow busy as a \bee	Better late than never	Last but not least
As \rightarrow easy as A\B\C	The sooner the better	What next?
As \rightarrow sly as a \fox	The more the merrier	
As \rightarrow fat as a \pig		
As \rightarrow thin as a \rake		
As \rightarrow clever as a \monkey		
As \rightarrow pretty as a \picture		
As \rightarrow melancholy as a \cat		
I think as much		

Speech Patterns (Degrees of Comparison)

I. He is **as tall as** his brother.

I am **not so (as) tall as** my sister.

He is **not so clever as** me/him/her/them/us. /

I am **not so tired as** you are/he is/she is/they are.

He is as sly **as me / I am.**

This book is **not as heavy as** that one.

II. You are taller **than I am.** / You are taller **than me.**

This house is bigger **than** that one.

He is younger **than** his friends.

She is **two years younger than I am.**

III. This book is **much more difficult than** that one.

The girl is **far cleverer than** her sister.

My dog is **a lot bigger** than yours.

This flower is **a bit lovelier** than that.

His wife is **a little/slightly younger** than he is.

IV. She is **the prettiest** in her family.

Note:

1. **In** is used with places, towns, buildings, for organizations, groups of people (a class/team/company).

What is **the longest river in the world?**

Which is **the longest day of the year?**

2. **Of** is used for a period of time.

The book is **the most interesting of all.**

He is **the tallest** of the three brothers.

V. This river is **the longer** of the two.

The boy is **the more modest** of the two brothers.

VI. This house is **twice as old as** that one.

Your book is **three times as interesting as** mine.

He is **many times as funny as** his friend.

VII. This book is **most interesting.**

This is **a most interesting book.**

These are **most interesting books.**

VIII. **The** warmer the weather **the better** I feel.

The younger you are **the easier** it is to learn.

The sooner **the** better.

IX. It's becoming **harder and harder** to find a job.

It's **more and more difficult** to learn English.

X. Sally is **the same age as** Kate.

Your hair is **the same length as** mine.

XI. This is **the best dress** I've ever had.

This is **the most interesting book** I've ever read.

That was **the most delicious** meal I have ever had for a long time.

What is **the best film** you have ever seen?

XII. He is **half my age**.

My room is **half the size** of yours.

My bag is **half the weight** of hers.

Task 1. Repeat the sentences after the teacher. Translate them into Russian. Be ready to translate the following sentences back into English.

1. Our house is larger than yours. Ours is the largest in the street.
2. Your hair is longer than mine. Mine is much shorter.
3. Her sister is older than yours. Yours is two years younger than hers.
4. My room is more comfortable than his. His is too large.
5. Your town is much larger than theirs. Theirs is like a large village.
6. Ours is the noisiest street in the town.
7. Your children are much abler than mine.
8. He is the ablest student I know.
9. Yours are the noisiest kids I know.
10. This is the best song I ever heard.
11. She is the most charming person I ever saw.
12. He is the best actor I ever saw.
13. You are the worst listener I know.
14. He is the most careless driver I ever saw.

Task 2. Read and learn the following dialogues.

1. - My mother is here. And where's yours? - Mine is at home. - That's a pity!	2. - My name is Helen. And yours? - Mine is Rosemary. - Splendid. Yours is a beautiful name. - Thanks, I like yours, too.	3. - Is your book interesting? - No. - What a shame! - Show me yours! Oh, yours is such a wonderful book. - I wouldn't say so.
4. - My father is as old as yours. - Nonsense. Mine is much younger.	5. - My school is newer than yours. - Well, yes. Yours is the newest school in our district.	

Task 3. Fill in the missing words.

1. Tom is older ... Richard. 2. Fred is not ... old ... Tom. 3. Tom is ... oldest ... the three. 4. This book is ... better ... that one. 5. This book is not ... good ... that one. 6. This book is ... best ... the three. 7. That exercise is ... more difficult ... this one. 8. The weather is worse today ... it was yesterday. 9. It was not ... bad yesterday ... it is today. 10. Today's weather is ... worst ... the week.

Task 4. Put the adjectives in brackets into their correct form.

1. Tom is (old) than Richard. 2. John is (clever) boy in the class. 3. The weather is (fine) today than it was yesterday. 4. London is (big) city in Great Britain. 5. This sentence is (difficult) than the first one. 6. My dog is as (good) as yours. 7. My dog is (good) than yours. 8. My dog is (good) of the three. 9. The cat will be much (happy) in her new home. 10. My cold today is (bad) than it was yesterday. 11. This mountain is (high) in Europe. 12. This piece of homework is as (bad) as your last one. 13. This piece of homework is (bad) than your last one. 14. This piece of homework is (bad) you have ever done. 15. Richard is not as (tall) as Tom. 16. Tom is (tall) than Richard. 17. Tom is (tall) boy in the class. 18. Athens is (far) from London than Rome. 19. Mr. Robinson is (rich) than Mr. Green, but I don't think he is (happy) than Mr. Green. 20. They have (many) hens than we have, but they get (few) eggs.

Task 5. Read the riddles.

1. Tom is taller than Richard, and Richard is taller than Fred. Which of the boys is the tallest? Which is the shortest?
2. It is hotter in city "A" than it is in city "B"; it is not as hot in city "C" as it is in city "B". Which of the three cities is the hottest? Which is the coldest?
3. Richard got fewer marks than Fred in the examination. John got more than Richard. Which boy got most marks? Which boy got fewest?
4. Car "A" goes faster than car "B" but not as fast as car "C". Which is the fastest? Which is the slowest?

Task 6. Form the degrees of comparison of the following.

Strong, merry, wide, dangerous, greedy, good, fortunate, many, modern, little, bad, beautiful, big, bitter, cheap, clever, clumsy, common, complete, considerate, cosy, dark, dear, deep, easy, expensive, far, fat, fit, free, gay, happy, intimate, lazy, magnificent, merciful, merry, miserable, much, narrow, near, old, pretty, red, regular, sad, serious, significant, simple, stupid, tiny, useful, virtuous.

Task 7. Make up all kinds of questions.

Granny is the eldest member in our family.

Task 8. Answer the questions.

1. Who is taller, you or your friend? 2. Who is the tallest in your group/in your family? 3. Who is younger, your father or your mother? 4. Who is the most active/shyest/quietest in your group? 5. Who is the slyest/cleverest/prettiest/laziest in your family? 6. Which is shorter, September or October? / February or September? 7. Which is longer, the Volga or the Thames? 8. Which is more difficult, English or Russian? 9. Which is older, Moscow or London? / London or New York? 10. Which is the most beautiful season? 11. Which is the shortest/longest day of the year? 12. Have you an elder brother/sister?

Task 9. Compare: this room and the hall (room 339) (large/warm/comfortable); the cat, the dog and the pig (clever/fat/graceful/aggressive); the student, the teacher and the cleaner (busy/young); the cat and the kitten (active/merry/melancholy); narcissi and gladioli (early, beautiful), passers-by and lookers-on (idle), the see-saw and the merry-go-round (safe), Monday, Friday, Saturday (busy), TV and other mass media (interesting), your sister, your mother and yourself (noisy).

Task 10. Speak about your family using all speech patterns on adjectives with the following words.

Pretty, tall, short, old, young, fat, thin, friendly, kind, pleasant, generous, optimistic, smart, punctual, reliable, hard-working, busy, intelligent, arrogant, lovely, lively.

Task 11. Use the required form of the adjective in the following sentences.

1. He is the (amusing) lad you've ever met. 2. He is a far (intelligent) person than my brother. 3. She is the (practical) of the family. 4. He is (talkative) than his sister. He won't tire you so much. 5. Of the two evils let us choose the (little). 6. The wine is the (good) I ever tasted. 7. The (near) house is three miles away. 8. She is (amusing) in a small company. 9. Uncle Nick is the (old) son of the family. 10. A baseball is (hard) than a rubber ball. 11. Have you nothing

(far) to say? 12. This pencil is the (sharp) of the two. 13. Jack is the (clever) of the three brothers. 14. He is (tall) of the two. 15. The (near) item on the programme is a piano sonata. 16. Today I am no (wise) than yesterday. 17. Albert is (old) than James. 18. This is the (large) power station I've ever seen.

Task 12. Translate the following sentences.

1. Моя старшая сестра на пять лет старше меня. 2. Где ближайшая станция? 3. Следующий урок – урок английского языка. 4. Каковы последние новости? 5. Это г-н Браун и г-н Смит. Первый – врач, второй – учитель. 6. Эта книга – лучше. 7. Получи дальнейшие сведения здесь. 8. Он в два раза старше. 9. Джон – самый скромный (*modest*) в классе. 10. Это мое последнее слово. 11. У меня больше ручек, чем у него. 12. Какой самый интересный фильм, который ты когда-либо видел? 13. Это блюдо – самое восхитительное, какое я когда-либо пробовала (*to taste*). 14. Не лети самолетом. Это значительно дороже. 15. Эта книга немного интереснее, чем та. 16. Какой самый счастливый день в твоей жизни? 17. У него было две жены. Первая – богатая, вторая – красивая. 18. Расскажи мне о последней моде вашего города. 19. Сегодня я чувствую себя хуже, чем на прошлой неделе. 20. Мои результаты экзамена плохие, но его – намного хуже. 21. Чем меньше я его вижу, тем лучше. 22. Я живу ближе его. 23. Увидимся позже. 24. Наш последний дом был намного меньше этого. 25. Погода становится все хуже и хуже. 26. У него меньше терпения (*patience*), чем у меня. 27. Он наименее талантлив. 28. Сегодня самый холодный день зимы. 29. Чем больше я ее вижу, тем больше она мне нравится. 30. Этот учитель гораздо серьезнее, чем тот. 31. Это письмо должно быть как можно короче. 32. Это худшая книга, которую я когда-либо читал. 33. Давай поедем на автобусе. Это гораздо дешевле. 34. Этот ящик в три раза тяжелее того. 35. Он опоздал (*to miss*) на последний автобус. 36. Какая самая лучшая комната в отеле? 37. Скамейка – в самом дальнем уголке сада. 38. Понедельник – самый тяжелый день недели. 39. Ноябрь – самый плохой месяц осени. 40. Мой старший брат – учитель. Он на шесть лет старше меня. 41. Сентябрь гораздо теплее, чем ноябрь. 42. Чем позже ты придешь, тем лучше / хуже. 43. Чем раньше ляжешь спать, тем лучше. 44. Последняя книга в десять раз хуже первой. 45. Нил – самая длинная река из двух. 46. Эта собака – самая умная из трех. 47. Он – самый лучший студент в классе / из трех мальчи-

ков. 48. Какая самая длинная река в мире? 49. Сегодня самый жаркий день года. 50. Становится (*it's getting*) все труднее и труднее купить машину / найти работу. 51. Становится все труднее вставать рано. 52. Жизнь становится все интереснее и интереснее. 53. Погода становится все лучше и лучше. 54. Больше и больше людей изучают английский язык. 55. Чем теплее погода, тем лучше я себя чувствую. 56. Чем мы моложе, тем легче учиться. 57. Чем дороже отель, тем выше цены. 58. Чем больше я думаю о плане, тем меньше мне он нравится. 59. Его дом в два раза дороже. 60. Этот дом в три раза больше нашего. 61. Он в два раза меня моложе. 62. Твой дом больше нашего. Наш – самый большой на улице. 63. Ее волосы длиннее моих. Мои намного короче. 64. Его сестра старше твоей. Твоя на два года младше его. 65. Моя комната удобнее. Ее – слишком большая. 66. Твой город намного больше их. Их – как большая деревня. 67. Твоя улице шумнее нашей. Наша – самая шумная улица в городе. 68. Твои дети способнее (*able*) моих. 69. Он самый способный студент, которого я знаю. 70. Он самый шумный ребенок, которого я когда-либо встречала. 71. Она выше своей мамы. 72. Эта девочка старше своей подруги. 73. Этот студент самый красивый из всех. 74. Этот карандаш самый длинный из всех карандашей. 75. Этот новый дом красивее того старого. 76. Твоя сумка такая же большая, как и моя. 77. Этот человек не такой старый, как тот. – Тот – намного старше. 78. Эта дверь не намного больше той. 79. Чья эта тетрадь? – Моя. – Твоя тетрадка намного тоньше моей. 80. Ее – самая длинная улица в городе. 81. Это дальнейшая информация. 82. Ей намного лучше. 83. Ему хуже сегодня. 84. Он намного современнее своих друзей. 85. Это лучшие песни, которые я когда-либо слышала. 86. Это самая очаровательная (*charming*) женщина, которую я когда-либо видела. 87. Ты худший слушатель, которого я знаю. 88. Он худший водитель, которого я когда-либо видела. 89. Он лучший актер, которого я когда-либо видела. 90. Какой из трех самый суровый? 91. Давай послушаем последние новости. 92. Вот две книги. Какую ты хочешь? Первую или вторую? 93. Это твоя ручка. Моя в сумке. 94. Их жизнь намного интереснее нашей. 95. Мой старший брат сильнее твоего в сто раз. 96. Чья это картина? Ее? – Нет. 97. Это не наши ложки. Это их. 98. Это не ее собака, посмотри на нее получше. Это их собака. 99. Это не твоя контрольная. Это моя. Посмотри на почерк. Разве он твой? 100. Вот ваши деньги. – Это не наши деньги, а его. 101. Твоя школа намного лучше моей. 102. Чей это

учитель? – Наш. Он намного моложе вашего и в десять раз умнее. – Чепуха.
 Наш – самый умный в школе. И он в два раза выше вашего.

4.2. The Plural of Nouns

Regular Plurals

1. The plural form of most nouns is created by adding the suffix ‘-s’	
after <u>voiced</u> consonants and <u>vowels</u> [z]	after <u>voiceless</u> consonants [s]
<i>a dog – dogs, a son – sons, a day – days</i>	<i>a book – books, a map – maps</i>
2. The suffix ‘-es’ is added	
after <i>s, ss, x, sh, ch, tch</i>	if words end in -o
<i>a box – boxes, a class – classes, a xerox – Xeroxes, a wish – wishes, a bench – benches, a beach – beaches a bus – buses</i>	<i>an echo – echoes, a cargo – cargoes, a hero – heroes, a tomato – tomatoes, a Negro – Negroes, a potato – potatoes</i>
	But: <i>a piano – pianos, a solo – solos, a photo – photos, a canto – cantos, a kilo – kilos, a soprano – sopranos, a kimono – kimonos, a dynamo – dynamos</i>
3. But if the final ‘-o’ is preceded by a vowel, the Plural is formed by simply adding the suffix ‘-s’ to the singular	
<i>a studio – studios, a radio – radios, a portfolio – portfolios, a curio – curios, a cuckoo – cuckoos, a zoo – zoos, a bamboo – bamboos</i>	
But: <i>a volcano – volcanoes (volcanos), a mosquito – mosquitoes (mosquitos), a commando – commandoes (commandos), a zero – zeroes (zeros)</i>	
4. If words end in ‘-y’	
The suffix ‘-es’ is added, the final ‘-y’ is changed into ‘-i’, if the final ‘-y’ is preceded by a consonant letter	The suffix ‘s’ is added, the final ‘-y’ is not changed into ‘-i’, if the final ‘-y’ is preceded by a vowel letter
<i>a city – cities, a factory – factories</i>	<i>a monkey – monkeys, a boy – boys, a way – ways</i>
	Note: In proper names there is no change: <i>Mary – Marys</i>

5. If words end in <i>-f</i> or <i>-fe</i>	
<p>The suffix ‘-es’ is added, the letter ‘f’ is changed into ‘v’</p> <p><i>a wife – wives, a knife – knives, a calf – calves, a shelf – shelves, a wolf – wolves</i></p>	<p>There are some exceptions:</p> <p>But: <i>a chief – chiefs, a cliff – cliffs, a roof – roofs, a gulf – gulfs, a safe – safes, a cuff – cuffs, a belief – beliefs, a muff – muffs, a grief – griefs, a proof – proofs</i></p>
<p>But: <i>a handkerchief – handkerchiefs (handkerchieves), a scarf – scarfs (scarves), a hoof – hoofs (hooves), a wharf – wharfs (wharves), a dwarf – dwarfs (dwarves)</i></p>	

Irregular Plurals

<p>1. Some nouns form their plural by changing the letters in the root of the word</p> <p><i>a person – people, a man – men, a woman – women, a postman – postmen, an Englishman – Englishmen</i></p> <p>But: <i>a Norman – Normans, a German – Germans, a tooth – teeth, a goose – geese, a foot – feet, a louse – lice, a mouse – mice</i></p>	
<p>2. Some nouns have the same singular and plural form</p>	
<p><i>a swine – swine, a sheep – sheep</i> <i>a deer – deer, a moose – moose</i> <i>a grouse – grouse, a bison – bison</i> <i>a craft – craft, an aircraft – aircraft</i> <i>a watercraft – watercraft</i> <i>a spacecraft – spacecraft</i> <i>a hovercraft – hovercraft</i> <i>a counsel – counsel, a quid – quid</i> <i>a fish – fish, a trout – trout</i> <i>a pike – pike, a perch – perch</i> <i>a salmon – salmon, a cod – cod</i></p> <p>But: <i>a sardine – sardines</i> <i>a herring – herrings</i></p>	<p><i>a means – means</i> <i>a series – series</i> <i>a species – species</i> <i>a (gas)works – (gas)works</i> <i>a barracks – barracks</i> <i>a headquarters – headquarters</i> <i>a bellows – bellows</i> <i>a mews – mews</i> <i>a gallows – gallows</i> <i>a kennels – kennels</i></p>
<p>3. The plural form of some nouns is created by adding the suffix ‘-en’</p> <p><i>a child – children, an ox – oxen, a brother – brethren</i></p>	

4. Note some changes in pronunciation		
The final consonants 'th' are pronounced [ð] before the suffix '-s' if they are preceded by a long vowel or a diphthong	The final consonants 'th' are pronounced [θ] before the suffix '-s' if they are preceded by a short vowel or a consonant	In the word 'house' the consonant [s] is voiced before the suffix '-s' <i>a house</i> [s] – <i>houses</i> [zɪz]
<i>a youth – youths, a mouth – mouths, a bath – baths, a path – paths, an oath – oaths, a truth – truths</i>	<i>a birth – births, a month – months, a health – healths, a myth – myths, a smith – smiths</i>	
5. Some nouns maintain their Latin or Greek endings in the plural		
Latin: -um [əm] → -a [ə]	Greek: -is [ɪs] → -es [i:z]	Greek: -on [ən] → -a [ə]
<i>a datum – data</i> <i>a medium – media</i> <i>a stadium – stadia</i> (этапы, стадии); <i>stadiums</i> (стадионы) <i>an erratum – errata</i>	<i>a crisis – crises</i> <i>a thesis – theses</i> <i>an axis – axes</i> <i>a basis – bases</i> <i>an analysis – analyses</i> <i>a parenthesis – parentheses</i> <i>an oasis – oases</i>	<i>a criterion – criteria</i> <i>a phenomenon – phenomena</i> <i>an automaton – automata</i> (automatons)
Latin: -us [əs] → -i [aɪ]	Latin: -a [ə] → -ae [i:]	Latin: x [ks] → ces [si:z]
<i>a radius – radii</i> <i>a stimulus – stimuli</i> <i>an alumnus – alumni</i> <i>a genius – genii</i> <i>a narcissus – narcissi</i> (<i>narcissuses</i>) <i>a gladiolus – gladioli</i> (<i>gladioluses</i>)	<i>an alumna – alumnae</i> <i>a formula – formulae</i> (<i>formulas</i>) <i>an antenna – antennae</i> (усик, щупальце у насекомых); <i>antennas</i> (антенна)	<i>an index – indices</i> (<i>indexes</i>) <i>a matrix – matrices</i> (<i>matrixes</i>) <i>an appendix – appendices</i> (приложение; аппендикс); <i>appendixes</i> (добавление, дополнение)
Italian: -o [əu] → -i [i:]: <i>libretto – libretti</i> (<i>librettos</i>), <i>tempo – tempi</i> (<i>tempos</i>)		

Note:

1) *a penny* → *pence* (денежная сумма): e.g. *It costs 16 pence.*

a penny → *pennies* (отдельные монеты): e.g. *Pennies are made of bronze.*

2) *a dozen* (дюжина), *a score* (двадцать) → *dozen, score* (если стоят после числительных): e.g. *two dozen (of) eggs, three score (of) years;*

a dozen, a score → *dozens, scores* (если не сопровождаются числительными): e.g. *dozens of books, scores of people.*

3) *export / import* – процесс вывоза или ввоза;

exports / imports – если речь идет о количестве или стоимости товаров.

4) In English the nouns *gate, sledge, watch, clock, vacation* are used both in the singular and in the plural (in Russian they are only plural):

e.g. *The gate is open. All the gates were closed. My watch is slow. He has two watches. Our summer vacation lasts two months. We have two vacations a year.*

Plurals of Compound Nouns

1. Если существительное пишется слитно, то оно образует множественное число по тому правилу, которому подчиняется второе слово: *a housewife – housewives, a ladybird – ladybirds, a schoolgirl – schoolgirls, a postman – postmen.*

2. Если у составного существительного обе части – существительные-основы, то окончание принимает последнее слово: *a gas-mask – gas-masks, a text-book – text-books, a fellow-worker – fellow-workers.*

3. Как правило, составное существительное образует форму множественного числа добавлением окончания -s к главному в смысловом отношении слову: *an editor-in-chief – editors-in-chief, a passer-by – passers-by, a brother-in-law – brothers-in-law, a man-of-war – men-of-war, a looker-on – lookers-on, a commander-in-chief – commanders-in-chief, a hanger-on – hangers-on.*

4. Если первым словом составного существительного является слово *man* или *woman*, то оба слова принимают форму множественного числа: *a man-servant – men-servants, a man-driver – men-drivers, a woman-doctor – women-doctors.*

5. Если в составном существительном ни одно из слов, входящих в его состав, не является существительным, окончание множественного числа

прибавляется к последнему слову: *a merry-go-round – merry-go-rounds, a see-saw – see-saws, a forget-me-not – forget-me-nots, a break-in – break-ins, a grown-up – grown-ups, a hold-all – hold-alls.*

Singularia Tantum

Имена существительные, употребляющиеся только в единственном числе:

1. Существительные, которые употребляются только в единственном числе, согласуются с глаголом в единственном числе.

accommodation	damage	luck	progress
advice	fruit	luggage	scenery
baggage	furniture	money	traffic
behaviour	information	news	weather
bread	hair	permission	work
chaos	knowledge		
Note: С этими существительными НЕ УПОТРЕБЛЯЕТСЯ неопределенный артикль (a, an)			
e.g. What <u>beautiful</u> <i>scenery</i> ! I hope you have <u>good</u> weather. The latest <i>news</i> <u>is</u> shocking! What <u>is</u> the <i>news</i> ? The <i>news</i> <u>is</u> good. Your <i>hair</i> <u>is</u> splendid! His <i>progress</i> <u>is</u> so slow.		Your <i>money</i> <u>is</u> on the table. Take <u>it</u> ! There <u>is</u> plenty of <i>fruit</i> in the South. All <i>fruit</i> <u>is</u> ripe now. The English eat very <u>much</u> <i>fruit</i> . This <i>furniture</i> <u>is</u> mine. It <u>was</u> good <i>advice</i> .	
Compare: there's <i>a hair</i> in my soup! <i>and</i> You've got very long <i>hair</i> . <i>Fruit</i> is cheap in summer <i>and</i> On the table there are apples, plums and other <i>fruits</i> .			

2. Названия наук, оканчивающиеся на **-ics**: **mathematics (Maths), physics, economics, phonetics, acoustics**, etc.

e.g. *Acoustics* is a branch of physics. *Maths* is a very interesting subject.

But: *His* mathematics are weak (= его математические способности).

His phonetics are brilliant. The acoustics *in this hall* are dreadful.

3. Названия видов спорта: **athletics, gymnastics, aerobics**, etc.

e.g. **Athletics is** my favourite sport!

Sports games: **billiards, bowls, darts, dominoes, draughts**

e.g. **Dominoes is** my favourite game.

4. Болезни: **mumps** (свинка), **ricketts** (рахит), **shingles** (лишай)

e.g. **Mumps is** a catching disease.

Note:

Five thousand **pounds** (= a sum of money) was stolen in the robbery.

Three **years** (= a period of time) is a long time to be without a job.

Six **miles** (= a distance) is too far for me to walk.

Pluralia Tantum

Имена существительные, употребляющиеся только во множественном числе:

1. Парные предметы:

trousers, shorts, jeans, breeches, pants, pyjamas, dungarees tights, trunks, braces	glasses = spectacles, binoculars, stairs, scissors tongs, pliers, pincers, weezers, shears, scales
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e.g. Your **trousers are** quite new. Why don't you wear **them**?

Where **are** my **glasses**? – **They are** on your forehead, Granny.

Where **are** my **scissors**?

2. Слова **people, cattle, police**.

e.g. *The **people are** so noisy. What do **they** want?*

*The **police are** here. **They are** waiting.*

*The **cattle are** in the field. **They are** grazing.*

3. Следующие существительные, в отличие от русского языка, употребляются только во множественном числе: **goods** (товар), **clothes** (одежда), **arms** (оружие), **proceeds** (доход, вырученная сумма), **riches** (богатства), **contents** (содержание), **authorities** (власти, начальство), **contents** (содержание, содержимое), **foundations** (основы, принципы), **lodgings** (сдаваемое жилье), **looks** (наружность, внешность), **outskirts** (предместье, окраина), **premises** (дом с прилегающими постройками), **quarters** (жилище, жилье, квартира), **traffic lights** (светофор), **damages** (компенсация, возмещение убытков), **valuables** (ценные вещи), **earnings** (заработанные деньги, зара-

боток), **savings** (сбережения), **wares** (товары, продукты производства), **surroundings** (окрестности, среда, окружение), **grounds** (причина, основание), **pains** (старания: *to take pains to do smth = to be at pains* – прилагать усилия, стараться; *to save one's pains* – экономить свои силы), **particulars** (подробный отчет), **spirits** (алкоголь, спиртной напиток), **greens** (овощи зеленого цвета (в созревшем состоянии)).

e.g. *His **clothes** were wet.*

*These **goods** are in great demand.*

*Not for all **the riches** in the world!*

*The **authorities** are against it.*

*Don't open the box; you don't know what its **contents** are.*

*There **are** no **grounds** for divorce.*

*They live on the **outskirts** of Paris.*

***Looks** are not so important.*

*Where **are** your **premises**?*

*The **proceeds** were given to the animal shelter.*

4. Следующие слова могут согласовываться как с глаголом во множественном числе, так и в единственном: **government, staff, crew, team, family, jury, audience, committee, company, firm.**

e.g. *The **staff** aren't/isn't happy with their new working conditions.*

*Scotland (**team**) are/is playing France next week.*

*Shell (**company**) have/has increased the price of petrol.*

Task 1. Form the plural form of the following nouns.

a) a wolf, a chief, a lady, a phenomenon, a see-saw, a gentleman, a postman, a brother-in-law, a goose, an ox, a photo, an oak, a man-of-law, a merry-go-round, a roof, a passer-by, a leaf, a dress, a woman, a crisis, a sportsman, a forget-me-not, a father-in-law, a swine, a foot, a child, a play, a bench, a box, a piano, a handkerchief, a criterion, a toy, a basis, a baby, a loaf, a turkey, a fox, a boy, a ladybird, a man-servant, an index, a formula, a radius.

b) a brother-in-law, a bush, a cargo, a cirrus, a criterion, a commander-in-chief, a cuckoo, a cuff, a datum, a deer, a difficulty, a dugout, a Dutchman, a fish, a formula, a half, a hero, a journey, a leaf, a looker-on, a matrix, a memorandum, a mouse, a nucleus, a pailful, a passer-by, a path, a penny, a pocket-knife, a rifleman, a Russian, a sentry, a species, a spoonful, a storey, a story, a stratum, a studio, a tomato, a tooth, a wife, an apotheosis, an amnion, an arsis, an atrium, an onlooker, an overall, an ox.

c) a lapillus, a sombrero, a labrum, an oasis, a vertebra, a fungus, an erratum, an ocellus, a labium, a cactus, an addendum, a lamella, an alumnus, a museum, a synopsis, an ellipsis, a larva, an alumna, a hypothesis, a basis, an automaton, a narcissus, an antenna, a medium, a truth, an amoeba, a thief, a bacillus, an ellipsis, a curriculum, a sit-in, an erratum, an alga, a ganglion, a lacuna, a solarium.

Task 2. Make the nouns singular.

Shelves, houses, eyes, inches, feet, oxen, cliffs, deer, tomatoes, duties, loaves, lice, teeth, births, armies, potatoes, species, women, brethren, corks.

Task 3. What's the English for?

Две сотни; мыши; сейфы; ножи; дети; данные; овцы; десять тысяч; двое ворот; одно средство; богатство; антенны; жены; заливы; гуси; усики, щупальца; пристани; стадины; две рыбы; три миллиона; двое часов; одни часы; вся семья + to be; фонетика + to be; пять каруселей; прохожие; два совета; хорошие успехи; два ящика; три лошади; десять дней; содержание + to be; семья + to be; крыши; телята; зубы; быки; явления; один завод; три дюжины; одни ворота; много овец; несколько слуг-мужчин; два завода; двое качелей; несколько новостей; выпускники и выпускницы; стадионы; военные корабли; индексы; незабудки; качели; божьи коровки; одежда + to be; скалы; ноги; ступни; листья; кризисы; два средства.

Task 4. Give the plural and transcribe.

A wolf, a phenomenona, looker-on, a merry-go-round, a louse, a swine, an antenna, a crisis, a series, a woman-doctor.

Task 5. Translate the following sentences.

1. Почему деньги на столе? Они должны быть в столе. 2. Где дети? – В саду. 3. Последние данные не достаточны (enough). 4. Эти сведения очень важны. 5. Это свежие новости. 6. Эти очки сделаны в Италии. 7. Твоя одежда в ванной. 8. Полиция здесь? – Да, она уже в квартире. 9. Экипаж корабля сейчас на берегу. 10. Где одежда? – Она на стуле. 11. Я люблю нарциссы. 12. У них новая мебель. 13. Семья против его женитьбы. 14. Качели зеленого цвета. 15. Ее зарплата не очень высокая. 16. Ее родители в парке, а его – дома. 17. Содержимое чемодана на полу. 18. Его фонетика в этом семестре гораздо лучше. 19. Товар уже в магазине. 20. Фонетика –

трудный предмет. 21. Скот зимой в загоне (stall). 22. Твоя одежда такая же грязная, как и моя. 23. Где полиция? – Она в самом дальнем углу парка. 24. Крыши домов белые. 25. Твои успехи хороши. 26. Согласно последним данным женщины оптимистичнее мужчин. 27. Эта река самая длинная из двух. 28. У нее самые красивые волосы. 29. Мой текст в десять раз труднее ее. 30. Как его зовут? – Ричард. – У него красивое имя. 31. Ее волосы черные. 32. Мой почерк (handwriting) не хуже вашего. 33. Это твоя ручка? – Если ее цвет синий, то моя. 34. Наши друзья умнее, чем их. 35. Какие новости? 36. Он гораздо умнее ее. 37. Это мои книги, а где твои? 38. Ножницы острые? 39. Это мой или твой пенал? – Это твой. Мой в сумке. 40. Где полиция? – Она в комнате. 41. Возьми тарелку и поставь ее на стол. Не ставь ее на табурет (stool) – он грязный. 42. Я не могу взять эту ручку. Она не моя. 43. Летом мы едим много фруктов. 44. Его волосы совсем темные. 45. Я купил эти часы в Лондоне. Они хорошие. 46. Эти новости очень интересные. 47. Ваши советы мне очень помогли. 48. Кому принадлежат эти деньги? 49. Он делает большие успехи в английском языке. 50. В этом году фрукты очень дешевые. 51. Его одежда совсем новая. 52. Его зарплата очень высокая. 53. Товар только что прибыл. 54. Ваш брат старше вас? – Нет, он моложе меня. 55. Сегодня мы писали более трудный диктант, чем вчера. 56. Это самая интересная книга, которую я когда-либо читал. 57. Этот мальчик самый младший в своем классе. 58. Моя комната гораздо больше вашей. 59. Мое пальто не такое теплое, как ваше. 60. Расскажи мне о своей сестре. Какая она? – Она умная, красивая и добрая. Она самый лучший человек в мире. 61. Этот день самый неудобный из всех. 62. Это задание в два раза легче того. 63. Мой дом в два раза меньше его. 64. Эта сумка в два раза легче той. 65. Он менее приятный (agreeable) лектор. 66. Ее муж в два раза моложе ее. 67. Содержание письма неважное. 68. Десятки людей стоят у ворот. 69. Подбери эти две монетки. 70. Советы легко давать. 71. Его советы всегда хорошие. 72. Он дал мне два совета.

Task 6. Translate the following nouns and write their plural forms.

Компания, картофель, фирма, фотография, полка, носовой платок, лавка, волк, крыша, пристань, шарф, убеждение, день, желание, томат, килограмм, лист, манжета, рассказ, зоопарк.

Task 7. What's the English for?

Два ребенка, три оленя, пять женщин, четыре свиньи, три высоких негра, много мышей, белые зубы, два веселых гуся, два зуба, три свиньи, пять ножей, две маленькие ножки, много рыжих лисиц, четыре автобуса, эти странные дети, те веселые девушки, самые странные убеждения, очень белые манжеты, те умные студенты, семь овец и два волка, две рыбы, три быка, самые новые дома, никаких клятв, две узкие тропинки, кот и мыши, самые счастливые дни, новые фотографии, дамы и господа, старые гильзы, вкусные сардины, зеленые крыши, четыре быка, волки и овцы, волк и семеро козлят, картошка на столе, самые счастливые семьи, более красивые города, прекрасные пристани, те качели и карусели, эти странные явления, средства массовой информации, все те тезисы, два кризиса, четыре формулы, эти вводные слова, двое прохожих, никаких стимулов, никаких новых данных, откройте рты, три зевка, те клятвы, школьники и школьницы, выпускники и выпускницы, удаленные аппендиксы, корзина с нарциссами, гладиолусами и незабудками.

4.3. The Verb «to have» in the Present Indefinite

Affirmative Sentences

“to have” = “to have got”

I have (got) a dog.

We have (got) a dog.

He/she has (got) a dog.

You have (got) a dog.

They have (got) a dog.

Negative Sentences

I/we/they/you do not (don't) have a dog

I/we/they/you have not (haven't) got a dog

I/we/they/you have not (haven't) a dog (less usual)

He/she does not (doesn't) have a dog

He/she has not (hasn't) got a dog

He/she has not (hasn't) a dog (less usual)

ЗАПОМНИТЕ: I/we/they/you have not **any** dog / **many** dogs / **five** dogs / **much** sugar = I/we/they/you have no dog (official).

Interrogative Sentences

General Questions:

Do I/you/we/they have a dog? Does he/she have a dog?

Have you got a library? Has he got a library?

Has she a dog? Have you a dog? (less usual)

Alternative Questions:

Do I/you/we/they have a dog or a cat? Has he/she got a dog or a cat?

Disjunctive Questions:

I/you/we/they have a dog, don't I/you/we/they?

I/we/they/you haven't got any dog, have I/we/they/you?

I/we/they/you have no dog, do I/we/they/you?

He/she has a dog, doesn't he/she?

He/she has not a dog, does he/she?

Special Questions:

What have I/you/they/we got? What has he/she got?

What do I/you/they/we have? What does he have?

Who has (got) a dog? – I/you/they/we have. He/she has.

Task 1. Change “to have” into “have got”.

1. I have a cat / a niece/ a nephew. 2. Do you have a dog / a sister / a library?
3. He has a family / a girl-friend / two white mice. 4. You have no time / money /
animals / book. 5. She has some friends / companions / mistakes. 6. She has no
family / sisters / spare time / money on her.

Task 2. Answer my questions.

1. Have you got a brother / sister / aunt / cousin? 2. Have you got any friends /
nieces / nephews? 3. Have you got any pets / rabbits / parrots? 4. What have you
got in your bag / pockets? 5. What have you got above your head? 6. What have
you got behind you? 7. What have you got under your feet?

4.4. The Article

1. В назывных предложениях после глаголов to be и to have с существительными в единственном числе употребляется неопределенный артикль «a». С существительными во множественном числе неопределенный артикль не употребляется.

e.g. *This is a table. – These are tables.*

I am a student. – We are students.

I have a dog. – We have dogs.

2. После количественных числительных существительное употребляется без артикля.

e.g. *I have five parrots.*

3. Артикль не употребляется, если после существительного стоит количественное числительное.

e.g. *This is lesson six.*

4. После «where» всегда употребляется определенный артикль.

e.g. *Where is the book? Where are the books?*

4.5. Indefinite Pronouns «Some / Any»

SOME is used in <i>positive</i> sentences	ANY is used in <i>negative</i> sentences
I'm going to buy some eggs.	I'm not going to buy any eggs.
There is some ice in the fridge.	There isn't any ice in the fridge.
They made some mistakes.	They didn't make any mistakes.
She said something.	She didn't say anything.
I saw somebody (<i>or</i> someone)	I didn't see anybody (<i>or</i> anyone).

Any and **some** in *questions*

In most questions (but not all) **any** is used:

Is there **any** ice in the fridge?

Did they make **any** mistakes?

Are you doing **anything** this evening?

Some (not any) is usually used when we *offer* things (*Would you like some ...?*):

Would you like **some** coffee?

Yes, please.

Would you like **something** to eat?

No, thank you. I'm not hungry.

Or *ask for something* (*Can I have some ...?*):

Can I have **some** soup, please?

Yes, of course. Help yourself.

Task 1. Compare some and any.

We've got **some** cheese but we haven't got any bread.

I didn't take **any** photographs but Ann took **some**. (= some photographs)

You can have **some** coffee, but I don't want **any**. (= any coffee)

Task 2. Put in some or any.

1. I can pay. I've got ... money.
2. There aren't ... shops in this part of the town.
3. George and Alice haven't got ... children.
4. Have you got ... brothers or sisters?
5. There are ... beautiful flowers in the garden.
6. Are there ... letters for me this morning?
7. I haven't got ... stamps but Ann has got
8. Do you know ... good hotels in London?
9. "Would you like ... tea?" – "Yes, please."
10. Don't buy ... rice. We don't need
11. We haven't got ... bread, so I'm going out to buy
12. When we were on holiday, we visited ... very interesting places.
13. I went out to buy ... milk but they didn't have... in the shop.
14. I'm thirsty. Can I have ... water, please?

UNIT 5

5.1. The Possessive Case of Nouns

1. The name of her son → her son's [z] name

the friend of the boy → the boy's [z] friend

e.g. *Sarah's eyes, the girl's smile, a woman's hat, the manager's office*

the sister of his wife → his wife's [s] sister

the voice of the student → the student's [s] voice

the decision of the judge → the judge's [ɪz] voice

the tail of the horse → the horse's [ɪz] tail

e.g. *An actress's career; a waitress's job*

2. Charles's [ɪz] / Charles' [ɪz] address

St. James's [ɪz] Park / St. James' [ɪz] park

Marx's [ɪz] "Capital" / Marx' [ɪz] "Capital"

e.g. *Doris's flowers, Mrs. Chambers' estate, Yeats' poetry, Dickens' works*

3. The uniform of the girls → the girls' [z] uniform

the help of my parents → my parents' [s] help

e.g. *His brothers' teacher, her sisters' new address, the students' names*

But: children's games; the men's club; sheep's wool

4. Group Possessive:

Mary and Ann's group

Jack and John's friendship

Jack and Jill's wedding

Mr. and Mrs. Carter's house

But: Jack's and John's names;

Kate's and Betty's rooms Pete's and
Nick's wives

5. The Possessive Case of compound nouns:

my brother-in-law's book

my sister-in-law's help

a looker-on's glasses

Peter the First's time

But: the faces of the lookers-on;

the help of my sisters-in-law

6. Absolute Possessive:

I had dinner at my friend's (*house, place*). Go to the baker's (*shop*).

7. Он – отец мужа моей сестры. – He is the father of my sister's husband.

Она – мать жены моего брата. – She is the mother of my brother's wife.

Она – сестра той девочки, с которой мы вместе ходили в школу.

– She is the sister of the girl with whom we were at school together.

8. The Possessive Case can be used with the *names of countries, cities and ships* and with the nouns *world, country, city, ship*:

Moscow's theatres

the ship's crew

the USA's towns

The Georgia's captain

the world's best museums

our country's best opera house

the city's new theatre

the world's population

But: a map of Europe

9. Time and Distance:

an hour's journey (two hours' journey)

a day's work (two days' work)

a month's salary

yesterday's newspaper

next week's meeting

three weeks' holiday

ten minutes' walk

last night's TV programmes

the spring's streams

today's lectures

tomorrow's seminars

this evening's show

Monday's conference

two miles' distance

five kilometers' walk

Give me a minute's rest.

10. You can use **-s or of**... for an organization (= a group of people):

the government's decision

or

the decision of the government

the company's success

or

the success of the company

11. the door **of the garage**
the name **of the book**
the owner **of the restaurant**

12. **Set-expressions:**

for **decency's** sake – ради приличия

for **pity's** sake / for **Heaven's** sake/ for **God's** sake / – умоляю вас

for **kindness'** [nis] sweet sake / for **goodness'** [nis] sake – ради всего святого

for old **acquaintance's** sake – ради старого знакомства

for **conscience'** [nis] sake – ради успокоения совести

for **appearance'** sake – для видимости

for **order's** sake – ради порядка

for **safety's** sake – в целях безопасности

at a **stone's** throw – в двух шагах

(to be) at one's **wit's** end – стать в тупик; не знать, что делать

to a **hair's** breadth – точь-в-точь, точно, в точности, полностью, как раз

to one's **heart's** content – сколько душе угодно, вволю, всласть, вдосталь

the size of a **pin's** head – с булавоочную головку

a needle's point – кончик, остриё иглы

a needle's eye – игольное ушко

Task 1. Answer the questions use the Possessive Case.

1. Who is Benny to Betty? 2. Who is Benny to Mrs. Sandford? 3. Who is Benny to Dr. Sandford? 4. Who is Benny to old Mrs. Sandford? 5. Who is Betty to Benny? 6. Who is Betty to Helen? 7. Who is Betty to Dr. Sandford? 8. Who is Betty to old Mrs. Sandford? 9. Who is old Mrs. Sandford to Benny? 10. Who is old Mrs. Sandford to Betty? 11. Who is old Mrs. Sandford to Helen? 12. Who is old Mrs. Sandford to Dr. Sandford? 13. Who is Helen to Benny? 14. Who is Helen to Betty? 15. Who is Helen to old Mrs Sandford? 16. Who is Helen to Mr. Sandford?

Task 2. Translate the sentences into English.

1. Знаете ли вы адрес Иванова? 2. Есть ли у вас карта Европы? 3. Рабочий день моего двоюродного брата начинается в 9 утра. 4. Я не согласен с мнением врача. 5. Сестра жены моего брата работает на этой фабрике. 6. Муж моей сестры Елены против нашей вечеринки. 7. Матросы подчиняются приказам капитана. 8. Я еще не знаю решения директора. 9. В сегодняшней газете есть сообщение о прибытии корабля.

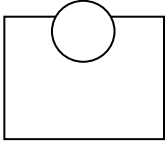
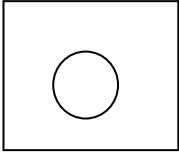
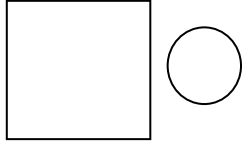
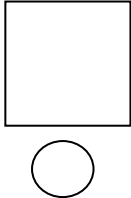
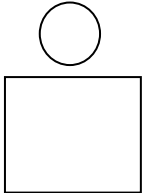

Task 3. What's the English for.

Жена брата, имя его сына, возраст ее старшей сестры, голоса детей, работа этой актрисы, 5-минутная перемена, учитель Марии и Анны, друг мужа моей сестры, купола Москвы, карта Москвы, население нашего города, страны мира, климат страны, однодневный отдых, капитаны военных кораблей, атлеты Франции и Германии, рабочие Лондона, ножка стула, население Москвы, шляпы полицейских, 10-минутный разговор, крыши домов, название корабля, ноги прохожих, лица Джека и Джона; булочная, лучшие ученые мира, у Браунов, расстояние в три километра, сестра его друга, аптека; комната Аллы и Эллы, страницы книги, кошачья лапка, ради порядка, название романа, под рукой, ради всего святого, приличия ради, карта Америки, улыбка Джона, 24-часовая работа, лица мальчишек, закон страны, шляпа дяди моего отца, у Эмили (Emily), дружба мужчин, карта Германии (Germany), любовь женщины, мнение (opinion) судьи (judge), мэр (mayor) столицы, дверь шкафа (wardrobe), голос одной актрисы, чашка чая, ноги волов, у дяди, команда парохода (steamer), карта Москвы, подарок падчерицы и пасынка, козье молоко, замечания (remark) прохожих, первые поэмы Байрона (Byron), офис Смита и Брауна, сын мужчины, которого мы видели вчера, трагедия Принца Датского (the Prince of Denmark), резиденция (residence) Ивана Грозного (the Terrible), белые дома города, кошачий хвост, родители Чарльза, страницы книги, 5-летнее отсутствие (absence), слова колдуньи (witch), история Италии, крыша автомобиля, комната брата, который лежит в больнице, у дедушки, вчерашние газеты, сумка подружки моей дочери Алисы, упражнения урока № 7, заводы Франции (France).

5.2. Prepositions

Prepositions of Place

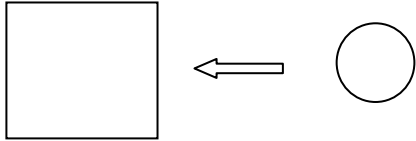
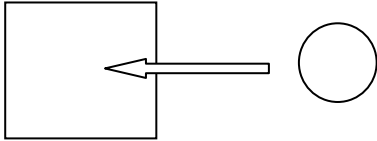
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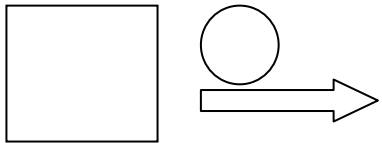
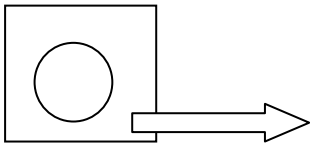
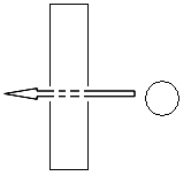
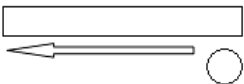
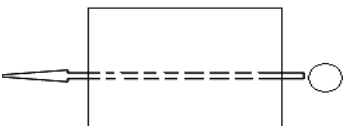
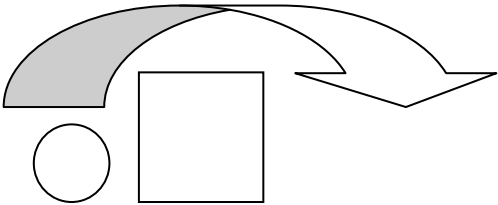
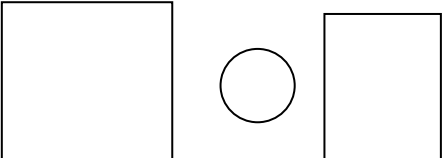
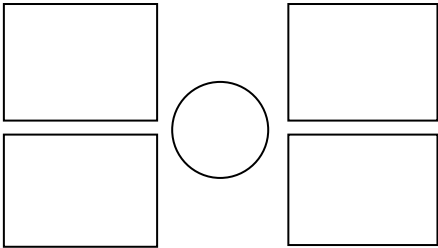
1. 	2. 	3. 
ON the table / roof / floor / board / wall / bank / shore	IN the table / pocket / room / park / bus / street IN <u>the</u> institute / lab(oratory) / library	AT the window / table / door / river / board AT <u>the</u> library / cinema / office/ factory / institute
	Note: without any article: <u>in</u> class / <u>in</u> bed / <u>in</u> hospital / <u>in</u> prison / jail / gaol	Note: without any article: <u>at</u> school / <u>at</u> home / <u>at</u> college / <u>at</u> work / <u>at</u> University
4. 	5. 	6. 
UNDER the table / feet / roof / bed / sofa / floor	ABOVE the table / head / roof / sofa / town / city	BEHIND the door / house / board / tree / garden

Task 1. What's the English for.



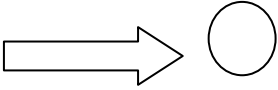
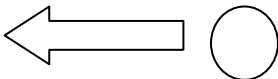
На дереве, на улице, на дороге, под дверью, над доской, за диваном, в поезде, у окна, за партой, в саду, в лесу, над диваном.

Куда?

7. 	8. 
TO the window / house / door/ hostel / cinema	INTO the room / house / pocket / bag
Note: without any article: <u>to</u> school / <u>to</u> work / to bed / to hospital / to prison	—
<i>Verbs:</i> to go, to walk	<i>Verbs:</i> to come, to go, to put

<p>9.</p> 	<p>10.</p> 
<p>FROM the table / board / door from the institute / cinema / library / hostel</p>	<p>OUT OF the room / house / bag / pocket / table e.g. <i>Take the key out of the pocket.</i></p>
<p>Note: without any article: from school / from college / from work / from hospital</p>	
<p><i>Verbs:</i> to come (back), to go</p>	<p><i>Verbs:</i> to come, to go, to take</p>
<p>11.</p> 	<p>12.</p> 
<p>ACROSS the street/ road / river / field / corridor</p>	<p>ALONG the street / road / river / field / corridor</p>
<p><i>Verbs:</i> to go, to walk, to get, to swim</p>	<p><i>Verbs:</i> to go, to walk</p>
<p>e.g. <i>Let's go across the street here</i> <i>She walks across the corridor and</i> <i>opens one of the doors.</i></p>	<p>e.g. <i>He likes walking along this beauti- ful avenue.</i></p>
<p>13.</p> 	<p>14.</p> 
<p>THROUGH the window / forest/ park / water / glass / glasses</p>	<p>OVER the river / fence / wall / bench</p>
<p><i>Verbs:</i> to see, to look, to go, to walk</p>	<p><i>Verbs:</i> to fly, to jump, to get</p>
<p>15.</p> 	<p>16.</p> 
<p>BETWEEN the eyes / the table and the window / the trees</p>	<p>AMONG the students / teachers / peo- ple</p>
<p>e.g. <i>Between you, me and the lamp- post. – Между нами говоря.</i></p>	

Adverbs

UP 	DOWN 
<i>Note: Adverbs are usually stressed.</i>	
to look up to go up to put up one's hands to speak up	to look down to go down to put down one's hands
ЗАПОМНИТЕ! up and down in spite of the ups and downs of one's fate (<i>"ups" and "downs" are nouns</i>)	
	
to come in	to go out

Task 2. What's the English for?

За рекой, между нами говоря, подойди к окну и выгляни, по дороге домой, на улице, идти по улице, бегать по парку, отбежать от скамейки, перемахнуть через забор, прийти домой из школы, прийти домой из университета, войти в библиотеку, прийти домой из театра, бежать по коридору, между двух деревьев, сквозь дым.

Task 3. Translate the sentences.

1. Выньте руки из карманов. 2. Выньте книги из сумок. 3. Он вчера лег в больницу. 4. Студенты под дверью. 5. Попросите их не шуметь. 6. Посмотрите в окно. 7. Выгляните в окно. 8. Когда он приходит домой из школы? 9. Переплывай на другую сторону озера. 10. Никогда не держите руки в карманах, когда говорите. 11. На другой стороне улицы есть кинотеатр. 12. Ближайшая остановка через дорогу. 13. Где Хелен? – В лаборатории / в университете. 14. Где твоя тетрадь? – В сумке / дома. 15. Твоя сумка под столом. 16. Где кот? – На кухне под столом. 17. Не плыви по реке. Это

рискованно. 18. Давай пойдём к станции лесом. – Великолепно. 19. Если знаете ответ, поднимите руки. – Прекрасно, опустите их. 20. Говори громче. Или перелезай через забор и давай поговорим. 21. Не стой под этой крышей, иди в класс. 22. Мой стол у окна. Это удобно, не так ли? 23. Не стой под деревом во время грозы. 24. Не смотри в окно. Выйди из класса. 25. Положи носовой платок в карман. 26. Положи деньги в кошелек. 27. Поставь стул у окна. 28. У тебя есть какие-нибудь фотографии с собой? – Нет. 29. Кто там за окном? 30. Где котенок? – Под стулом / на диване / в кухне. 31. Где собака Джона? – За домом в будке (*kennels*). 32. Положи эту книгу в сумку и не вынимай ее до звонка. 33. Пианино стоит между окнами. 34. Не вбегай в дом с таким шумом. 35. Урок 7 на странице 81. Откройте книги на этой странице. 36. Не курите в поезде. 37. Собака под диваном. Не трогай ее. 38. За нашим садом большое поле.

Task 3. Insert prepositions or adverbs if necessary.

1) How nice ... you to come and have a talk ... us. 2) ... three weeks' time my younger sister will come ... age. But now she is ... age yet. 3) Where's your cousin now? – He is ... the grocer's ... the road. 4) Write ... my telephone number ... this sheet ... paper. 5) Do you remember ... my address? I live ... 23, Peschanaya Street, Flat 80. 6) Don't stand ... the door! 7) He is fond ... loud music. 8) My parents are against ... pets. 9) Will you help me? – ... all means. 10) The children are ... the garden ... our house. 11) There are a lot ... pears ... this old tree. A hedgehog lives ... it. 12) My cousin is married ... a famous actress. He married ... her ... the 30th ... August. 13) My sister-in-law is ... her early forties. 14) They live ... a house ... their own. 15) Jane went ... London ... September. 16) When does your nephew come ... home ... school? – ... Mondays he is ... home ... 5. 17) Have a look ... the lamp ... your head. 18) The cat got ... the fence and climbed ... the window ... the room. 19) Take your notebooks ... your bags, put ... them ... the desks. 20) Open your books ... page 78 and read ... the text ... lesson 7. 21) Do ... exercise 8 ... page 75. 22) If you go ... this street, you'll find yourself ... the bank. 23) You can have a bite ... the pub ... the road. 24) Come ..., Bella, and have a talk ... your uncle.

Prepositions of Time

AT

times: at 8pm, at midnight, at 6:30, at this hour, at this moment, at this time, at 6 sharp; at night, at the weekend, at lunchtime, at dinnertime, at breakfast time

holiday periods: at Christmas, at Easter

ON

days: on Monday, on my birthday, on Christmas Day, on such a cold day, on weekdays

days + morning / afternoon / evening / night: on Tuesday morning

dates: on the 20th of June

IN

years: in 1992, in 2006

months: in December, in June

decades: in the sixties, in the 1790s

centuries: in the 19th century

seasons: in winter, in summer

in the morning, in the afternoon, in the evening

a time in the future: in a few minutes, in three months' time, in a fortnight, in a week

NO PREPOSITIONS:

next week, year, month etc

last night, year etc

this morning, month etc

every day, night, years etc

today, tomorrow, yesterday

Task 1. Speak about yourself and your relatives using the following pattern.

I was born in 1999 in winter on the 25th of January on Monday at 11 o'clock in the morning. In three months' time I'll come of age.

Task 2. Answer the questions.

1. Where are you at noon? 2. Where are you at midnight? 3. Where are you at nine sharp? 4. Where are you at a quarter to three? 5. Where are you at half past eleven?

Task 3. Fill in the gaps with prepositions if required.

- 1) Piccadilly Circus derives its name from “pickadille”, a type of neckwear popular ... the eighteenth century. 2) They returned late ... night. 3) ... weekends there’s a lot of traffic on the roads. 4) The travelers set out ... sunrise. 5) His name became famous ... the early '50s. 6) They came ... the appointed day. 7) They came ... the appointed hour. 8) I saw her ... New Year’s Day. 9) I saw her ... the New Year. 10) I saw her ...New Year’s Eve. 11) I saw her ... Christmas. 12) This is what happened ... Ann’s birthday. 13) This is what happened ... the night of the tenth of July. 14) This happened ... prehistoric times. 15) This happened ... Shakespeare’s times. 16) ... this time tomorrow you’ll be taking your exam. 17) ... a clear day you can see the top of the mountain. 18) I saw it ... a bright summer morning. 19) He was busy ... the daytime. 20) He was busy ... the end of the year.

Task 4. Translate the sentences.

1. Он дома с пяти до семи. 2. Стоматолог принимает (*to be in*) с восьми до часу. 3. Когда ты дома в понедельник? 4. Когда ты в университете в пятницу? 5. Звонок прозвонит (*to go*) через пять минут.

Task 5. What’s the English for?

25 ноября, в тот день, в день его рождения, ровно в 8, в этот момент, через две недели, через пять минут, вечером, ночью, в этот час, через семь лет, с шести утра до пяти вечера, с пяти до восьми, ровно в три часа, утром, днем, холодным октябрьским утром, веселым майским утром.

5.3. Many / Much

Countable Nouns

(friends, girls, students, birds, books, streets, cousins)

Affirmative Sentences	Negative Sentences	Interrogative sentences
a lot of plenty of very many so many	not many	many
e.g. <i>John has got a lot of cousins.</i>	e.g. <i>I haven’t got many books.</i>	e.g. <i>Have you got many friends?</i>

Uncountable Nouns

(snow, light, sugar, water, money, time)

Affirmative Sentences	Negative Sentences	Interrogative sentences
a lot of plenty of very much so much a good deal of a great deal of	not much	much
e.g. <i>I have got a great deal of money on me.</i>	e.g. <i>There isn't much snow in the street.</i>	e.g. <i>Have you got much spare time?</i>

Task 1. Answer the questions.

Have you got many friends / cousins / aunts / English books at home?

Have you got much spare time / money / patience / courage?

Task 2. Make up sentences using the following pattern.

Pattern: John / cousins

– Has John got any cousins? – I suppose, he has, and very many at that.

Ella / problems

Jack / a sense of humour

Ben / girl-friends

Betty / talent

John / money

Ben / courage

Bella / new plans

The cat / kittens

Task 3. Make up sentences using the following pattern.

Pattern: The hospital / good doctors

– The hospital has some good doctors and very many at that.

The zoo / wild animals

The theatre / good actors

This school / girls

This shop / butter

Task 4. Make up sentences using the following pattern.

Pattern: work in the garden

– There is a lot of (plenty of, a great deal of) work in the garden.

– Is there really much work there?

fish and meat in the fridge

spare time on Friday evening

money left

mushrooms in your soup

water in the yard

new museums in Vladimir

light in the room
grass in the garden
milk in my coffee

music in his poems
jam in the cake
sugar in my tea

Task 5. Use *many*, *much* or *their* synonyms.

1. Are there ... rabbits in the garden? 2. There are ... children in the class.
3. There aren't ... chairs in the room. 4. Are there ... birds in the tree? 5. There isn't ... money in the bag. 6. There are ... fish in the water. 7. There is so ... coffee in the cup. 8. There are ... policemen at the police station. 9. We don't need ... warm clothes at all. 10. We need ... furniture.

Task 6. Insert *some*, *any*, *much*, *many*, *a lot of*, *plenty of*, *a good deal of*, *a great deal of*.

1. There are so ... clouds in the sky. 2. We haven't got ... homework today.
3. Ann has got ... money. 4. There are ... taxis in the street. 5. Are there ... bananas on the trees? 6. Jack spends ... money at the restaurant. 7. Have you got ... cheese in the fridge? 8. There are ... people on the beach. 9. We are late. We haven't got ... time. 10. Would you like ... tea?

5.4. Few / a Few / Little / a Little

Countable Nouns		Uncountable Nouns	
<i>very few, so few</i> – МАЛО	people, boys, children, pages, books, good films	<i>very little, so little</i> – МАЛО	snow, light, tea, meaning, use
<i>a few</i> – НЕСКОЛЬКО		<i>a little</i> – НЕМНОГО, НЕКОТОРОЕ КОЛИЧЕСТВО	
– <i>There are very few people in the street now. – Yes, but there are a few. There are so few boys in our group. There are very few mistakes in my test.</i>		<i>There is very little light in November but there is a little light on sunny days which are so few. There is a little use in what we are doing.</i>	

Task 1. Explain the difference.

- Few / A few people like classical music.
- He has little / A little time for detective stories.

Task 2. Make up sentences using the following pattern.

Pattern: children / streets

– There are very few children in the streets. – Yes, but there are a few.

problems / John's family

boys / our class

English books / library

snow / outside

light / December

mistakes / your dictation

tea / tea-pot

chalk / board

butter / table

apples / that tree

new words / text

English stamps / your collection

time / before the lecture

sunny days / autumn

monkeys / zoo

humour / comedy

Task 3. Make up sentences using the following pattern.

Pattern: sugar / tea

– Do you put much sugar in your tea? – No, very little.

salt / salad

pepper / soup

cheese / omelet

ice / cocktail

cream / coffee

chocolate / cake

jam / tea

water / sauce

Task 4. Make up sentences using the following pattern.

Pattern: people / to speak French at this college.

– Do many people speak French at this college? – No, only very few.

people / to cook this dish

children / to paint well

scientists / to work at school

girls / to drive

students / to know about it

boys / to say "Thank you"

Task 5. Make up sentences using the following pattern.

Pattern: she / hope

– Has she got any hope? – Maybe, but very little.

Lucy / money

Winifred / old stamps

Irene / experience

Boris / problems

Ruth / sense of humour

Philip / courage

Alice / new ideas

Suzy / time

Mary / questions

Fred / feelings to Betty

Edith / pity on Jane
Charles / abilities
Robert / trust in his father

Patrick / old books
Agnes / books in the original Robert
Judy / feeling of remorse

Task 6. Translate the following sentences.

1. У тебя есть какие-нибудь фотографии? – Есть, только немного. 2. В супе мало соли, да? – А по-моему, много. 3. Не забудь купить немного сыра. Я хочу приготовить пиццу (pizza). 4. В этом рассказе мало смысла (sense). 5. Давай поговорим. – Прости, у меня мало времени. – Но у тебя есть немного времени до звонка.

5.5. The Construction «There is / There are»

Конструкция *there is/are* употребляется, когда надо указать на наличие неизвестного ранее предмета в определенном месте.

e.g. *There is snow outside. There is a book on the table.*

1. Конструкция *there is/are* согласуется с первым следующим за ним существительным.

e.g. *There is a book and two pens on the table.*

2. Сравните:

Книга на полке. – *The book is on the shelf.*

На полке книга. – *There is a book on the shelf.*

Конструкция *there is/are* переводится с конца, то есть с обстоятельства места.

3. Отрицательные предложения:

There is no book on the table.

There is not a book on the table.

There are not any books / many books / five books on the table.

4. Конструкция *there is/are* не употребляется с вопросом *where*?

e.g. *There is a dog under the bed.*

Is there a dog under the bed?

There is a dog under the bed, isn't there?

Is there a dog or a cat under the bed?

Who is there under the bed?

How many dogs are there under the bed?

Speech Patterns

1. There is something pleasant about her face, isn't there? – Yes, there is.
2. A strange face, isn't it? – Yes, there is something strange about it.
3. There is something severe about this face. – Far from it. There is nothing severe about it.
4. There is something pleasant about the girl. – Is there? I don't think there is anything pleasant about her.

Task 1. Make up your own dialogues using the following adjectives.

Pleasant, strange, lovely, lively, funny, silly, terrible, clever, nice, pretty, vulgar, severe, kind, serious, proud, sad, cold, polite, stupid, special, sly, ugly, gentle, intelligent, smart, diligent, mean, nosy.

Task 2. Translate the following sentences. Be prepared to translate them back into English.

1. There is a concert at the club. There is a lot of snow in December.
2. There are some mistakes in your test. There are a lot of people in the bus.
3. There is a pencil, two books and a pen on the table. There are two parrots and a cat in his family.
4. Is there a book on the shelf? – Yes, there is. Yes, there is one.
5. Is there a concert at the club? – No, there isn't.
6. Are there any mistakes in your test? – Yes, there are some.
7. Are there many people in the bus? – No, there aren't.
8. There is something funny about this dog. Is there anything funny about this dog? – Yes, there is.
9. Is there anything new about your plan?
10. There is nothing unusual about her visit.
11. What is there at the club? What is there on the shelf?
12. Who is there in the bus?
13. How many mistakes are there in your test?
14. What kind of book is there on the table? – There is a good book on the table.
15. Are there girls or boys in the street?
16. Is there tea or coffee in the cup?
17. There is a book on the shelf, isn't there? – Yes, there is. No, there isn't.
18. There is no concert at the club, is there? – Yes, there is. No, there isn't.
19. There is nothing unusual about her visit, is there? – No, there isn't.

Task 3. What's the English for.

1. В холодильнике (fridge) есть яйца. 2. В стакане вода. 3. В газете новая информация. 4. У двери ребенок. 5. На столе бутылки лимонада. 6. На тарелке сыр. 7. В зоопарке зебры. 8. В холодильнике фрукты. 9. На стуле коробка. 10. В сумке очки, кошелек (purse) и телефон. 11. В вашем городе очень мало садов и парков. – Разве? Я так не думаю. 12. В ее лице есть что-то печальное. 13. В этой книге нет ничего интересного. 14. В нашей группе есть один поэт, два артиста и три музыканта. 15. В этой семье много детей. 16. У тебя есть деньги? – Есть немного. 17. В вашей семье есть учитель? – Нет, в нашей семье есть инженер и один стоматолог. 18. В его словах есть что-то трагическое. – Разве? Ничего трагичного я в них не вижу. 19. В саду много работы, а у меня мало времени. – Но у тебя много друзей. – А у меня мало желания их эксплуатировать. 20. У тебя в диктанте 11 ошибок. – Да ну? 21. В этом ребенке есть что-то дикое.

Task 4. Make up sentences with the following words (use the construction *there is / there are*).

Spoons and a plate; cups of coffee; coffee; onions, sunlight; police; milk; data; fruit; a bear, a fox and a deer.

Task 5. Make up four types of questions.

1. There is some valuable information in this article. 2. There are plenty of high-qualified surgeons at this hospital. 3. There is a great deal of snow in the forest. 4. There are some skillful turners at this plant.

UNIT 6

6.1. Numerals

Cardinal numerals	Ordinal numerals
one, two, three, four, five, six, seven, eight, nine, ten	the first, the second, the third, the fourth, the fifth, the sixth, the seventh, the eighth, the ninth, the tenth
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen	the eleventh, the twelfth, the thirteenth, the fourteenth, the fifteenth, the sixteenth, the seventeenth, the nineteenth

twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety	the twentieth, the thirtieth, the fortieth, the fiftieth, the sixtieth, the seventieth, the eightieth, the ninetieth
twenty-two, thirty-three, forty-four, fifty-five, sixty-six, seventy-seven, eighty-eight, ninety-nine	the twenty-first, the thirty-fifth, the forty-fourth, the fifty-third, the sixty-eighth, the seventy-sixth, the eighty-seventh, the ninety-ninth
one hundred and eighty-six; two hundred; three hundred and forty; four hundred and five	the hundredth, two hundredth, one hundred and eighty-sixth, five hundred and third
one thousand six hundred and seventy-nine; fifteen thousand	three thousandth, one thousand six hundred and seventy-ninth
five million; thirteen million nine hundred sixty-seven thousand one hundred and eleven	the millionth, five millionth

Task 1. Answer the questions.

How many seconds are there in a minute? How many minutes are there in an hour? How many hours are there in a day? How many days are there in a week? How many weeks are there in a month? How many days are there in a month? How many months are there in a year? How many weeks are there in a year?

Task 2. What's the English for.

Комедия «Двенадцатая ночь», фильм «Сорок первый», «Седьмое путешествие Синдбада» (Sinbad ['sinbæd]), «Белоснежка и семь гномов», «Трое вышли из леса», «Девять дней одного года», «Али-Баба и сорок разбойников», «101 далматинец» (Dalmatian [dæl'meɪʃn]), «Беверли-Хиллз 90210», «Двенадцать стульев», «Шестое чувство» (sense), «Пятый элемент», «Семнадцать мгновений весны».

Task 3. Translate into English using cardinal numerals.

Комната № 3, двенадцатая группа, пятый урок, текст № 4, автобус № 2, троллейбус № 10, восьмая страница. Сядьте (take) на автобус № 8. Найдите одиннадцатую группу. Прочитайте текст № 7. Это девятый урок. Наша – аудитория № 431. Сделайте третье упражнение на странице 18. Откройте книги на странице 20.

Writing and saying dates

British English

14 October 1998 or 14th October 1998

(14/10/98)

Her birthday is on **the ninth of** December.

Her birthday is on December **the ninth**.

American English

October 14, 1998 (10/14/98)

Her birthday is December 9th.

Years

1999 – *nineteen ninety-nine*

1608 – *sixteen o eight* (or, less common, *nineteen hundred and ninety-nine and sixteen hundred and eight*)

1700 – *seventeen hundred*

2000 – *(the year) two thousand*

2002 – *two thousand and two*

2015 – *twenty fifteen*

AD 76 – *AD seventy-six*

76 CE – *seventy-six CE*

(Both these expressions mean '76 years after the beginning of the Christian calendar')

1000 BC – *one thousand BC*

1000 BCE – *one thousand BCE*

(Both these expressions mean '1000 years before the beginning of the Christian calendar')

Age

1. When saying a person's age use only numbers:

Sue is ten and Tom is six. She left home at sixteen.

2. A man/woman/boy/girl, etc. of...:

They've got a girl of three and a boy of five. A young woman of nineteen.

3. In writing, in descriptions or to emphasize sb's age use ... **years old**:

She was thirty-one years old and a barrister by profession.

He is described as white, 5ft 10 ins tall and about 50 years old.

You're forty years old – stop behaving like a teenager!

4. ...**years old** is also used for things:

The monument is 120 years old.

You can also say a ... **year-old/month-old/week-old**, etc.

Youth training is available to all sixteen year-olds. A ten week-old baby

A remarkable 1000 year-old tomb.

5. Use ... **years of age** in formal or written contexts:

Not applicable to people under eighteen years of age.

6. Use **the ... age group** to talk about people between certain ages:

He took first prize in the 10-16 age group.

7. To give the approximate age of a person:

13 – 19 – *in his/her teens*

21 – 29 – *in his/her twenties*

31 – 33 – *in his/her early thirties*

34 – 36 – *in his/her mid thirties*

37 – 39 – *in his/her late thirties*

8. To refer to a particular event you can use at/by/before, etc. the age of ...:

Most smokers start smoking cigarettes before the age of sixteen.

Numbers in time

There is often more than one way of telling the time:

Half hours

6:30 six thirty	half past six (BrE)
	half six (BrE informal)

Other times

5:45 five forty-five	(a) quarter to six (BrE)
	(a) quarter to/of six (AmE)
2:15 two fifteen	(a) quarter past two (BrE)
	(a) quarter after two (AmE)
1:10 one ten	ten past one (BrE)
	ten after one (AmE)
3:05 three o five	five past three (BrE)
	five after three (AmE)
1:55 one fifty-five	five to two (BrE)
	five to/of two (AmE)

Note:

1) with 5, 10, 20 and 25 the word **minutes** is not necessary, but it is used with other numbers:

10.25 twenty-five past/after ten

10.17 seventeen minutes past/after ten

2) use **o'clock** only for whole hours: *It's three o'clock.*

3) If it is necessary to specify the time of day use **in the morning, in the afternoon, in the evening or at night.**

4) in more formal contexts use:

a.m. = in the morning or after midnight

p.m. = in the afternoon, in the evening or before midnight

He gets up at 4 a.m. to deliver the mail.

Twenty-four hour clock

1. Used for military purposes and in some other particular contexts, for example on train timetables in Britain:

13:52 – thirteen fifty-two (1:52 p.m.)

22:30 – twenty-two thirty (10:30 p.m.)

2. For military purposes whole hours are said hundred hours:

0400 (o) four hundred hours (4 a.m.)

2400 twenty four hundred hours (midnight)

Task 4. Make short dialogues by analogy.

Pattern: - *When was Charles Dickens born?*

- Charles Dickens, probably the best-known and best-loved of all English novelists, was born on February 7, 1812. He died in 1870 at the age of 58.

1. Elizabeth Gaskell (September 29, 1810; one of the greatest English novelists of the 19th century; 1865; 55).

2. Charlotte Bronte (April 25, 1816; one of the representatives of the brilliant school of British novelists of the 19th century; 1855; 39).

3. William Makepeace Thackeray (July 18, 1811; one of the greatest English novelists; 1863; 52).

4. Jonathan Swift (November 30; 1667; one of the greatest English satirical writers; 1745; 78).
5. Mark Twain (November 30, 1835; the most outstanding American writer of the 2nd half of the 19th century; 1910; 75).
6. Jack London (January 12, 1876; one of the greatest American writers; 1916; 40).
7. George Gordon Byron (January 22, 1788; one of the greatest English poets; 1824; 36).
8. Robert Burns (January 25, 1759; the greatest poet of Scotland; 1796; 37).
9. Henry Longfellow (February 27, 1807; one of the most famous American poets; 1882; 75).
10. William Shakespeare (April 23, 1564; the greatest English writer; 1616; 52).
11. Thomas Hardy (June 2, 1840; one of the last representatives of critical realism in nineteenth century English literature; 1928; 88).
12. George Bernard Shaw (July 26, 1856; one of the greatest playwrights; 1950; 94).
13. Percy Bysshe Shelly (August 4, 1792; the most progressive poet among the revolutionary romanticists in English literature; 1822; 30).
14. John Galsworthy (August 14, 1867; one of the last representatives of bourgeois critical realism in English literature; 1933; 66).
15. Walter Scott (August 15, 1771; the famous writer of Scotland; 1832; 61).
16. Theodore Dreiser (August 27, 1871; an outstanding American writer; 1945; 74).

Task 5. Translate the sentences.

1. Сколько времени на твоих часах? – Без четверти одиннадцать. Как раз время идти домой, не так ли?
2. Его мать – 42-летняя поэтесса, а отец – 50-летний музыкант.
3. Много ли иностранных студентов в США? – Согласно последним данным 671,616 / около 700,000.
4. Сколько времени на твоих часах? – Две минуты второго. Мы должны быть дома в три часа.
5. Он ложится спать в полночь, а встает в 9.
6. Доктор бывает с 10 до 12 по понедельникам и с 12 до 2 по средам.
7. Лермонтов родился в 1814 году и умер в 1841 в возрасте 36 лет.
8. В 12 часов он еще дома, а она там бывает до 3.30.
9. Через пятнадцать минут будет звонок.

6.2. Indefinite Pronouns

1. **Somebody/someone, anybody/anyone, nobody/no one, everybody/ everyone** – все это местоимения 3-го лица единственного числа:

e.g. *Все здесь. – Everyone is here. Все знают. – Everybody knows.*

2. После местоимений *somebody, anybody, nobody/no one, everybody* не употребляется предлог of.

e.g. *Кто-то из них дома. – Some of them is at home.*

Кто-нибудь из вас знает ответ? – Does any of you know the answer?

Никто из нас не сердится. – None of us is angry.

3. Местоимения, обозначающие неодушевленные предметы: **something, anything, nothing, everything** – 3-е лицо единственного числа.

e.g. *I have got something in my pocket.*

Have you got anything in your pocket?

I haven't got anything in my pocket. = I have got nothing in my pocket.

I know everything about this.

Everything is OK.

Task 1. Answer the questions.

Pattern: – Why must we pronounce words distinctly? – For everyone to hear.

Why must we write the date? Why must we have a break? Why must we work in pairs? Why must we do our homework? Why must we have chalk? Why must we make up dialogues? Why must we do dictations? Why must we work regularly?

Task 2. Translate the sentences.

1. Здесь ничего нет. 2. В ее улыбке было что-то загадочное. 3. Здесь кто-то есть? 4. Я вижу какую-то записку на столе. 5. Почему ты не хочешь никому звонить? 6. Вряд ли есть кто-нибудь, кто этого не знает. 7. Не могли бы вы дать мне какие-нибудь книги?

6.3. Double Negation

В разговорном английском отрицание ставится как можно ближе к началу предложения:

Я ничего не хочу. – I don't want anything. = I want nothing.

Он ничего не читает. – He doesn't read anything. = He reads nothing.

Никто меня не понимает. – Nobody understands me. = No one understands me.

Я никого не вижу. – I don't see anyone. = I don't see anybody. = I see nobody. = I see no one. = I see none.

Никто ничего не знает об этом. – Nobody knows anything about it. = No one knows anything about it.

Она ни с кем не разговаривает. – She doesn't talk to anyone. = She doesn't talk to anybody. = She talks to nobody. = She talks to no one.

В этом нет ничего ужасного. – There isn't anything terrible about it. = There is nothing terrible about it

В этом нет ничего особенного. – There isn't anything special about it. = there is nothing special about it.

В этом мальчишке нет ничего серьезного. – There isn't anything serious about this boy. = There is nothing serious about this boy.

В моем вопросе нет ничего необычного – There isn't anything unusual about my question. = There is nothing unusual about my question.

Task. Translate the following sentences.

1. Я не могу ничего есть.
2. Вы не должны ничего читать.
3. Почему я не должен ни с кем разговаривать?
4. Никто не должен ничего знать об этом.
5. Никто не может меня понять.
6. Вы не должны ни с кем об этом говорить.
7. Мне не разрешают ничего читать/писать/есть.
8. Мне нельзя никого видеть.
9. Вы не должны ничего об этом знать.
10. В этом нет ничего особенного / странного.
11. В этом мальчишке нет ничего серьезного.
12. В моем вопросе нет ничего необычного.

6.4. Exclamatory Sentences

1. What + compound predicate + subject + link-verb (a) + adjective + noun

↓What a large house that is! ↓What fine weather we are having!

↓What decent men they are!

2. How + predicative + subject + link-verb adjective

→How clever he is! →How generous they are!

3. Subject + link-verb + predicative so + adjective

They are → so lucky!

It is →so funny!

4. Subject + link-verb + predicative such +(a) + adjective + noun

She is ↓such a lovely girl! They are ↓such nice people!

5. Link verb + not + subject + predicative (contracted form) adjective

→Aren't they lucky! → Isn't it fine!

Task 1. Express your approval or admiration with the help of exclamatory sentences. Follow these examples.

1. Your room is nice. – Yes, it's such a nice room!
2. The trees in the orchard are beautiful. – Yes, they're so beautiful!
3. He's a talented actor. – Yes, what a talented actor he is!
4. She's a smart girl. – Yes, how smart she is!
5. The house is really big. – Yes, isn't it a big house!

Now go on yourself. Add exclamations to the statements.

1. This built-in wardrobe is really useful.
2. The armchair is soft and comfortable.
3. The curtains in the kitchen are nice.
4. Your TV set is really good!
5. The pictures on the walls are very strange.
6. You have very beautiful furniture.
7. These are delicious cakes.
8. My friends have a very pretty baby.
9. The Petersons are lucky. They have a new flat.
10. This is a very beautiful cottage.
11. The drawing of the house is really good.

Task 2. Mary likes everything in her sister's new flat. She starts her exclamations with 'what' or 'how'. Help her to say her remarks.

Pattern: What a nice sofa they have! How soft it is! Here are a number of things she admires.

A big new wardrobe, bright curtains, a beautiful little table, a nice family portrait, beautiful wall paper, a comfortable divan, a useful bedside table, a nice table lamp, a big carpet.

Lucy begins her exclamations with the words: 'Isn't this (a) ...!' or 'Aren't these (they) ...!' Help her to say her remarks.

Pattern: Isn't this garden nice! Isn't it a nice garden! Aren't these books interesting! Aren't they interesting books! Here are some things she makes her remarks about: beautiful furniture, big room, big balcony, comfortable chairs, soft carpet, beautiful pictures, nice kitchen, beautiful cups, nice table cloth, bright napkins.

UNIT 7

7.1. Modal Verbs

Особенности модальных глаголов:

1. В 3-м лице нет окончания -s.
2. После них глагол употребляется без частицы to.
3. Вопросительные и отрицательные предложения образуются без вспомогательного глагола.
4. Не имеют всех форм, которые имеют все другие глаголы.

CAN expresses physical and mental ability.

e.g. *I can read. Can I read? I cannot (can't) read.*

Can I smoke here? (можно здесь закурить? т.е. как насчет правил)

Can I take pictures in the church? (т.е. разрешают ли правила делать что-то)

Can we go home now? (просьба разрешить)

В разговорной речи лучше употреблять can, чем may.

e.g. *Can I go by train without a ticket? Can I shout in class? Can I interrupt the teacher? Can I tear a flower in the park? Can I not return the book?*

Task 1. Conjugate: I can speak English.

Task 2. Translate the following sentences from English into Russian and explain the use of the modal verb 'can' in them.

1. Can you speak English? – Yes, I can. 2. Can your father speak Chinese? – No, he can't / No, he cannot. 3. She can't speak English well. 4. You can't speak German. 5. Your dog can understand nearly everything. 6. You can swim across the river. 7. What can I do for you? 8. Can I/one have tea here? 9. You can have tea at 11 here. 10. You can go home, can't you?

Task 3. Answer the questions.

1. Can you play football? chess? tennis? basketball? 2. Can you play the piano? the violin? the guitar? 3. Can you ski? skate? swim? sing? 4. Can you / your mother/ your father cook well? 5. Can your parents speak English? German? French? Spanish? Chinese? 6. Benny is four. What can he do? 7. Georgie is five. Can he read? write?

MAY is used when we want to ask for permission or give permission.

e.g. *You may go home. You may not (mayn't) go home.*

– *May I go home? – Yes, please / Do, please / Yes, of course / Yes, you may / Certainly.*

– *May I smoke here? –No, you mustn't (обстоятельства, правила). It's forbidden / No, you may not (считается грубым, человек не разрешает вам что-либо делать, личное желание, каприз) / I am afraid not (вежливая форма отказа) / No, you needn't.*

You mayn't play here. – Нам не разрешают здесь играть.

We mayn't come late.

– *Will he go to the university, do you think? – Well, he may, or he may not.* (Может быть да, а может быть, нет).

Mind! *You may find this book in the library* (возможность, зависящая от обстоятельств). – Возможно, вы сможете найти эту книгу в библиотеке.

Task 4. Answer or react to the teacher's questions/request.

1. May you smoke here? / at home/ at school/ in the hospital? 2. May I borrow your pen? 3. May I go out? 4. May I switch off the light? 5. May I ask you a question?

Task 5. Write down and translate.

1. You may hear the song over the radio. 2. You may meet with a hooligan so late. 3. You may see this film at the cinema. 4. You may speak to a foreigner here. 5. You may meet with difficulties in future. 6. You may buy chocolate at this shop. 7. You may buy a flat now. 8. He may have forgotten about this. 9. He may come any moment. 10. It may be true. 11. I took the umbrella because I thought it might rain. 12. He may not find him upstairs.

Task 6. What questions may you ask your teacher?

Task 7. Make up disjunctive questions and answer them.

1. You can play tennis. 2. Tanya can play tennis. 3. Ira can play badminton. 4. You can't play football. 5. You can't teach English. 6. You can't read English books. 7. You can't paint.

Task 8. Make up your own dialogues using the following pattern.

- *Tom can't play the piano. And you?*

- *I can't play the piano either.*

- *But I can.*

1. Denis can't play the violin. And you? 2. I can't drive a car. And you?

3. I can't speak Japanese. And you? 4. Lera can't play hockey. And you?

5. I can't paint. And you?

Task 9. Express agreement.

Pattern: – *Mike is a good pianist. – Oh, yes! / Right you are! He can play the piano so well.*

1. Pete is a good swimmer. 2. Jane is a good skater. 3. Walter is a good dancer.

4. Rose's mother is a good cook. 5. Nick is a good chess player. 6. Jack is a good singer.

Task 10. Express disagreement.

Pattern: – *Ivanov can teach so well! – Nonsense! / Not in the least! He can't teach at all.*

1. Bob can sing so well. 2. Mary can play the guitar so well. 3. Your mother can speak Spanish so well. 4. Emily can speak German so well. 5. Helen can speak Italian so well. 6. Mike can drive so well. 7. Your friend can paint so well. 8. Benny can tell stories so well.

Task 11. Give definitions.

Pattern: *A linguist is a person who studies languages and can speak them so well.*

A driver, an actor, a poet, a writer, a painter, a reader, a student, a dancer, a singer.

Task 12. Ask for permission.

To ask a question, to go to the board, to write the date, to clean the board, to wet the duster, to fetch some chalk, to switch on the light, to use my pen, to borrow my textbook, to go home.

Task 13. Learn the proverbs by heart and make up a situation with them.

A cat may look at the king. – За погляд денег не берут.

Can a leopard change his spots? – Горбатого могила исправит.

You may take the horse to the water but you can't make him drink it. – Насильно мил не будешь.

You can't eat your cake and have it. – Что с возу упало, то пропало.

Task 14. Retell the jokes in indirect speech.

1. *Professor:* A fool can ask more questions than a wise man can answer.

Student: No wonder, so many of us fail in our exams.

2. *Teacher:* Which is nearer to us, Germany or the moon?

Tommy: The moon, sir.

Teacher: The moon? Why do you think so?

Tommy: Because you can see the moon and we cannot see Germany.

3. – But darling, we can't live on love. – Sure we can. Your father loves you, doesn't he?

MUST expresses obligation or prohibition.

e.g. *I mustn't get up early today. You must study well.*

– *Must you get up at 6? – Yes, I must. / No, I mustn't / No, I needn't.*

Task 15. Answer the questions.

1. Must a student come in time? do his homework? speak English? learn poems? come here on Sunday? work hard? 2. Must you get up at six? attend all the lectures? prepare for the seminars on History? 3. What must you do every day? / every morning? / every evening?

NEEDN'T – не нужно, не обязательно, не надо, нет необходимости.

e.g. *I needn't do it today.*

SHALL – употребляется с 1-м лицом, имеет значение “должен”, переводится инфинитивом.

e.g. – *Shall I/we begin? (Начинать?) – Do, please / Don't please / No, you needn't / Certainly.*

Task 16. Answer the questions.

1. Shall I read the text? 2. Shall I open the window? 3. Shall I translate this sentence? 4. Shall I do this exercise in writing? 5. Shall I answer your questions? 6. Shall I help you?

WILL – употребляется для передачи вежливой просьбы. Ответ – действие.

e.g. *Will you open the window?*

Will you recite the poem “A good example”?

Will you translate it? / fetch some chalk? / repeat your question? / help me?

Task 17. Paraphrase using a politer form.

1. Open the window. 2. Open the door. 3. Open your books. 4. Clean the board. 5. Fetch some chalk. 6. Go home. 7. Translate the sentence. 8. Spell the word. 9. Answer my question. 10. Read the text. 11. Speak louder. 12. Correct your mistakes. 13. Repeat the last word. 14. Go to your place.

Grammar Drills

Shall I begin? – Do, please.

Shall I fetch some chalk? – Don't, we've got plenty.

Shall I transcribe the word? – No, you needn't.

Shall I clean the board? – Not yet.

Shall I transcribe the passage? – No, you needn't.

Shall I write the date? – Do, please.

Shall I do it now? – Yes, please.

Will you open the window? – Just a moment.

Will you help me? – Of course.

Will you fetch the register? – If you say so.

Will you speak louder? – I'll try.

Will you clean the board? – Oh, yes, of course.

Will you repeat the new word? – All right.

Will you open the window? – I'm afraid not. It's too cold.

May I use your pen? – Here you are.

May I go out? – Yes, you may.

May I switch on the light? – Do, please.

May I smoke here? – I am afraid not.

May I have a talk with you? – You are welcome.

May I have a look at this photo? – You are welcome.

May I invite your friend to the party? – No, you needn't. He is a bore.

Task 18. Make up sentences using the following pattern.

Pattern: – *It's so dark. I can't read the letter. – Shall I switch on the light?*

1. The table is so heavy. I can't carry it. 2. There are so many used cups. I can't wash them soon. 3. My pen won't write. 4. I can't read the letter, the handwriting is so bad. 5. I am so hungry. 6. It's so stuffy here. 7. There's so little chalk at the board. 8. His manners are terrible. And nobody tells him anything about them. 9. My aunt is ill, and I can't visit her.

Task 19. Listen, reproduce and explain the meaning of the modal verbs.

Little Bobby always asks a lot of questions. At last his mother says:

– You *must* keep quiet.

- Mummy, will you explain why I *must* keep quiet.
- Because something *may* happen to you.
- Will it be something wonderful?
- You *must* know that curiosity killed a cat.
- Mummy, *may* I ask you just one more question.
- Yes, but only one.
- What was it that the cat wanted to know?

Task 20. Ask the teacher.

To repeat the sound/word/sentence/phrase, to switch on/off the light, to explain the rule again, to translate the word/sentence/passage/paragraph, to transcribe/spell the new word, to pronounce it again, to answer your question

Task 21. You are the teacher. What will you say if:

1. There is no chalk at the board.
2. The duster is dry.
3. There's no register.
4. You don't know the time-table.
5. Someone is reading quickly.
6. Someone stands in front of the board.
7. You can't hear what he says.

Task 22. Express surprise.

Pattern: – My daughter can play football. – Can she?
 – You mustn't go home today. – Mustn't I?

1. You may go home.
2. You mustn't get up early.
3. You mayn't speak English.
4. You can't talk to children.
5. Angela can speak Spanish.
6. You mustn't write large.
7. You must fetch the register.

Task 23. Speak of what you may/mayn't do: at the library/at the museum/at the meeting.

Task 24. React to the teacher's statements.

1. Will you write larger?
2. Speak up!
3. What can I do for you?
4. Nastya can play the violin.
5. Tomorrow we are to do a dictation on Lesson 8.
6. Could you speak to the Dean about the time-table?
7. Shall I transcribe the word?
8. You mustn't come after the teacher.
9. Need I repeat the sentence?
10. Learn to be here in time.
11. Shall I speak to your parents about it?

Task 25. Translate and transcribe.

1. All the students must do a dictation tomorrow. 2. I can't believe/trust her, she is a liar. 3. You mustn't smoke here, there are children here. 4. He can read any English book. 5. May I come with you? – Certainly, you may/I am afraid not. 6. You may use my library. 7. Must he send a telegram to her today. – Yes, he must/No, he needn't. He can do it tomorrow. 8. Everything is ready and we can go. 9. I can't go without their advice. 10. Students must hand in the written works in time. 11. Shall I call on you later or right now? 12. Monitor, switch on the light in the classroom. 13. Are we to listen to the new text? 14. Pete, wet the duster, please. 15. Shall I spell or transcribe the sentence? 16. We must come in time for our classes. 17. What must she do?

Task 26. Translate the following sentences.

1. Приготовить обед? – Нет, не нужно. 2. Я должна завтра уехать. 3. Ты можешь взять книгу, если захочешь. 4. Посетить вас? – Да. 5. Открыть окно? – Нет, не нужно. 6. Когда мы должны встретить его? 7. Можно мне прочитать письмо? – Нет, нельзя. 8. Можно мне остаться с тобой? – Нет, нельзя. 9. Я не могу перевести статью. У меня нет словаря. 10. Можно здесь перейти дорогу? – Нет, здесь очень опасно. 11. Вы можете помочь мне? – Нет, не могу. 12. Я не умею петь. 13. Моя сестра умеет читать, но она не умеет писать. 14. Включить свет? 15. Ты можешь приготовить суп? 16. Ты должен слушать новый текст. 17. Выключи свет, хорошо? 18. Вам не нужно писать это слово на доске. 19. Задать вопросы к картинке? 20. Ты должен читать отчетливо. 21. Кто может рассказать стихотворение наизусть?

7.2. The Present Indefinite Tense

Affirmative Sentences

I speak English.

He/she speaks English.

We speak English.

You speak English.

They speak English.

Negative Sentences

I do not (don't) speak English.

He/she does not (doesn't) speak English.

We do not (don't) speak English.

You do not (don't) speak English.

They do not (don't) speak English.

Interrogative Sentences

Do I speak English?

Do we speak English?

Does he/she speak English?

Do you speak English?

Do they speak English?

Do I speak English or Russian?

He speaks English, doesn't he? They speak French, don't they? They don't speak English, do they?

What language does he speak? What do they do? Who speaks French? – They do/ He does.

Spelling Rules

1) to see – she sees, to open – she opens, to spend – she spends, to ask – she asks

2) to wash – she washes, to dress – she dresses, to box – he boxes, to teach – he teaches, to pronounce – he pronounces

3) to do – he does, to go – he goes

4) y → i + es: to study – he studies, to marry – he marries, to try – he tries

But: to play – he plays, to employ – he employs

The Present Indefinite Tense coincides in form with the Infinitive without the particle «to» in all persons but the third person Singular, where the ending -s or -es is added.

The interrogative and negative sentences are formed by means of the auxiliary verb do or does in the third person Singular.

Task 1. Write the third person singular of the following words.

To close, to palatalize, to break, to smile, to want, to carry, to veto, to cry, to watch, to organise, to fly, to stay.

Task 2. Answer the questions.

1. Do you like autumn / winter / your department / your future profession / chocolate? 2. Do you know French / German? 3. Do you know any German teachers / the Rector? 4. What do you do in class? 5. What does your teacher do? 6. What does a journalist (poet / salesman / painter / farmer) do for a living?

Task 3. Learn the proverbs by heart and make up a situation with them.

When in Rome, do as the Romans do. – Со своим самоваром в Тулу не ездят.
He laughs best who laughs last. – Хорошо смеется тот, кто смеется последним.

One swallow doesn't make a summer. – Одна ласточка погоду не делает.

Time and tide wait for no man. – Куй железо, пока горячо.

Time works wonders. – Время творит чудеса.

Still waters run deep. – В тихом омуте черти водятся.

Speech is silver but silence is gold. – Слово – серебро, молчание – золото.

The early bird catches the worm. – Кто рано встает, тому бог подает.

Too many cooks spoil the broth. – У семи нянек дитя без глазу.

A stitch in time saves nine. – Минута час бережет / Копейка рубль бережет.

Four eyes see better/more than one. – Ум хорошо, а два лучше.

What the heart thinks, the tongue speaks. – У кого что болит, тот о том и говорит.

When three know it, all know it. – Говоришь по секрету, пойдет по всему свету.

Task 4. Make up questions of all types.

1. Nelly drives the car. 2. Children like ice-cream.

Task 5. Express surprise.

Pattern: I know your mother. – Do you? I don't know German. – Don't you?

1. You do your homework at night. 2. Nick knows Spanish. 3. The sun rises in the west. 4. Winter comes in February. 5. Birds came back in August. 6. Students live an easy life. 7. Puppies say 'mew-mew'. 8. Students never dance. 9. Students never work hard. 10. I don't know your surnames. 11. Puppies are melancholy. 12. Kittens don't like milk.

Task 6. Disagree with the following statements.

Pattern A: We live in the UK. – No, we don't. We live in Russia.

1. We know Spanish. 2. We learn one modern language here. 3. You know Spanish. 4. Your mother gets up at 11 on weekdays. 5. We write letters in class. 6. Your mother goes to bed at 4 a.m.

Pattern B: We never speak English in class. – Yes, we do. We speak English.

1. Our students don't do their homework. 2. You can't help me. 3. You never come in time. 4. The Rector never comes to his office. 5. The monitor never brings the register. 6. Trains never stop at Vladimir.

Task 7. Paraphrase using a politer way.

Pattern: You never come in time. – I don't think you always come in time.

1. You never wash your face. 2. She never consults the time-table. 3. The girl doesn't look pretty. 4. You don't know the rule. 5. His life is hard. 6. The book is bad. 7. The film is dull. 8. The bread is nine days old. 9. The room is too cold. 10. You look ill. 11. You are wrong.

Task 8. Speak more intensely.

Pattern: He knows all about it. – He does know all about it.

1. You know all the truth. 2. She looks unwell. 3. You look fine. 4. I feel tired. 5. We get up early. 6. She gets a lot of letters. 7. Children like chocolate. 8. We have classes on Monday. 9. I know the family well. 10. He travels a lot. 11. Granny needs a rest.

Task 9. Give definitions: chalk, a sponge, a sailor, a pen, a playwright, a dictionary.

Task 10. Say the same using antonyms.

Pattern: This team never wins. – This team never loses.

1. I always remember that day. 2. The teacher never sits in class. 3. He never looks up when you speak to him. 4. I always dislike bad manners. 5. He always prefers to take things. 6. She always likes small babies. 7. The train always starts too late that is why it

7.3. The Use of the Present Indefinite Tense

The Present Indefinite is used to denote:

1) facts and truths:

The sun rises in the east.

Water boils at 100 hundred degrees.

2) habitual or recurrent actions (often with usually, as a rule, often, seldom, sometimes, always, never, every day, every night, every morning, etc.):

Pete usually gets up late.

We do not have classes on Saturday.

3) a succession of actions:

In the morning Bob has breakfast and runs away.

4) Actions or states permanently characterizing a person or an object:

Helen's son is tall and good-looking. She is lazy.

The boy likes traveling.

5) a future action which is certain to take place according to a time-table, a programme, a schedule, a command or an official arrangement:

The train arrives in Moscow in the evening. His ship sails off tomorrow.

Can you tell me what time the game starts?

6) In spoken English «I forget», «I hear», «I am told» are used to refer to the past:

Hello! I hear you are getting married.

I forget what class we have on Saturday.

I am told you are the winner.

7) The Present Indefinite may express modality:

What do we do next? Where do we go now?

Where do I find a doctor here? You stay here and I go to my daughter's.

You buy the ticket and I meet you on the platform.

8) The Present Indefinite is used in stage directions, or by radio, and TV commentators when describing sports events, public function:

They shake hands. As he passes Vivien, he wishes her good-night.

Now I peel the apples, slice them and put them into the dish.

Chi-Chi climbs on the rock. The crowd moves closer to Chi-Chi.

Task 1. Comment on the use of the Present Indefinite.

1. Robert comes up to his uncle, they shake hands. Patrick enters the room.
2. The Browns go to the seaside every summer.
3. She has many accomplishments: she sings and plays the piano beautifully.
4. I come home from work, have a short rest, cook dinner and wash up.
5. The train leaves at ten tomorrow.
6. Light travels more quickly than sound.
7. You translate the text and I go and find the dean.
8. I hear, the film was a hit.
9. Now the forward kicks the ball, the fullback blocks the pass.
10. Do you often go to parties?
11. Like all young men he sleeps like a log.
12. When do they start?
13. Actions speak louder than words.
14. After classes she has a bite, reads a book and starts doing her homework.
15. When does the Prime Minister return from his official visit to India?
16. I am told you made no mistakes in your test.

Task 2. Translate the following sentences.

1. Я слышала, что он учится в колледже. 2. Интересно, кто поступает (to go to) в этот институт. 3. Я спрашиваю, где очки. 4. Он спрашивает, почему ты любишь играть в футбол. 5. Я знаю, что им нравится. 6. Я хочу знать, какие предметы изучают первокурсники. 7. Я не знаю, читает ли он такие книги. 8. Я забыла, где находится его дом. 9. Поезд прибывает на (to arrive at) станцию в 10 часов вечера. 10. К тебе часто приходят друзья на ужин? – Нет, только в воскресенье. 11. Подскажите мне, пожалуйста, как добраться до (to get to) остановки. – Идите вдоль (to go along) этой улицы, а потом перейдите (to cross) дорогу и поверните направо (to turn right). – Спасибо. 12. Не стой (to stand) под дверью, заходи. 13. Мне сказали, что опасно выглядывать в окно (to look out of the window) во время грозы (a thunderstorm). 14. Кто живет в этом доме? – Старый охотник (a hunter). – Когда он ходит на охоту (to go hunting)? – Рано утром. 15. Кого ты просишь помочь тебе? – Свою сестру. – А какая она? – Умная и добрая. 16. Я забыла, что он любит врать (to tell lies). 17. Автобус прибывает поздно вечером, да? – Мне сказали, что рано утром. 18. Я не знаю, где работает мой племянник (nephew) – На ферме. 19. Кто этот мужчина? – Это мой брат. А где ваш? – На работе. Он работает круглые сутки (round the clock). – Он никогда не отдыхает, да? – Конечно же, отдыхает, но редко. 20. Как правило, я не боюсь оставаться одна. 21. Мне сказали, что ему нравятся красивые девушки. – А кому они не нравятся? 22. Кем ты работаешь? – Клерком. – Это интересная работа? – Не очень. 23. Попросите их не разговаривать так громко. Я устала. 24. Я спрашиваю, опасно ли выходить из дома ночью. 25. Чего ты боишься? – Всего. 26. Чья эта машина? – Наша. А где твоя? – Не знаю. Пойди и найди ее. Не возвращайся домой без нее. 27. На полке совсем нет соли. Пойди в магазин и купи немного. 28. Она говорит, что больна. 29. Мне сказали, в парке много народу. 30. Как ты думаешь, она согласна с нами?

7.4. Adverbs

Adverbs modify verbs, adjectives and other verbs.

She is a very good singer. – *She sings very well.*

Formation

Most adverbs of manner are formed from adjectives by adding the suffix ‘-ly’:

quick – quickly

slow – slowly

weak – weakly

The following spelling rules should be observed in the formation of adverbs:

1) The final «l» is doubled: *beautiful – beautifully; oral – orally.*

2) The mute «e» is not dropped before adding the suffix ‘-ly’: *strange – strangely; nice – nicely.*

But: *true – truly; due – duly; whole – wholly;*

simple – simply; noble – nobly; probable – probably.

3) The final «y» is changed into «i» no matter whether it is preceded by a consonant or a vowel: *gay – gaily; happy – happily.*

But: *shy – shyly; coy – coyly; sly – slyly.*

4) Note the formation of the following adverbs: *dogmatic – dogmatically; artistic – artistically.*

5) The words «**friendly, silly, ugly, manly, lovely, lively**» are adjectives. They can’t form adverbs. They may be used only in adverbial phrases («manner», «way»): *in a lovely way/manner; in a silly way/manner; in a lively manner; in a manly way.*

e.g. *She smiles in a lovely way. They talked in a lively manner. You behaved in a manly way, my boy.*

6) Some adverbs have the same form as the corresponding adjectives: **fast, hard, early, late, long, far:**

*How long is it before the bell? I can’t wait **long**.*

*They have to work **hard**. Their life is hard.*

*He comes home **late**. Everyone is asleep at this late hour.*

*You are an early bird. I get up **early**.*

*This is a fast train. Hares can run very **fast**.*

*They didn’t walk very **far**. It is in the Far East.*

7) Some adverbs have two forms that differ in meaning:

hard (тяжело, много) <i>I work hard.</i>	hardly (едва) <i>I hardly know you.</i>
near (близко) <i>He lives quite near.</i>	nearly (почти) <i>You nearly knocked me down.</i>
close (близко) <i>He sat rather close.</i>	closely (внимательно, тесно) <i>The cat watches me closely.</i> <i>They are closely packed in the bus.</i>
late (поздно) <i>He returned home late.</i>	lately (недавно) <i>I've seen so little of you lately.</i>

Task 1. Form adverbs from the following adjectives: lazy, real, fine, dry, merry, useful, specific, easy.

Task 2. Paraphrase.

Pattern: *I don't you. – I hardly know you.*

1. I didn't move. 2. He doesn't speak English. 3. We don't go out. 4. He doesn't sleep. 5. She doesn't work at her English. 6. I don't know anyone here. 7. I can't believe my eyes. 8. I can't believe my ears.

Degrees of Comparison of Adverbs

1. Most adverbs form the degrees of comparison analytically:

usefully – more usefully – most usefully loudly – more loudly – most loudly

2. Monosyllabic adverbs and the adverb «early» form the degrees of comparison synthetically:

hard – harder – hardest

high – higher – highest

early – earlier – earliest

3. Some adverbs form the degrees of comparison in two ways

<i>often</i>	<i>more often – most often</i>
	<i>oftener – oftenest</i>
<i>quickly</i>	<i>more quickly – most quickly</i>
	<i>quicker – quickest</i>
<i>slowly</i>	<i>more slowly – most slowly</i>
	<i>slower – slowest</i>

4. Some adverbs have suppletive forms of comparison:

well – better – best

badly – worse – worst

much – more – most

little – less – least

e.g. *He speaks more fluently than I do. She sings much better than her sister. I know about it less than you, in fact I know least of all, as usual. We understand it more clearly now.*

Task 3. Change the sentences using the comparative degree.

1. Come home early. 2. Hang the picture high. 3. Come here often. 4. Do your homework well. 5. Repeat it calmly. 6. Study the subject seriously. 7. Write your letters carefully. 8. Study much. 9. Say it politely. 10. Show it well.

Task 4. Answer the questions.

1. Who comes here earliest of all? 2. Who knows the University best of all? 3. On which days do you work hardest of all? 4. Who in your family gets up earliest / latest of all?

Task 5. Put down and make up sentences.

As usual, better than usual, oftener than I, most of all, best of all, most seriously of all.

Task 6. What's the English for: Мужественно сражаться, глупо спорить, долго отказываться, быстро вести машину, встать раньше обычного, хорошо выглядеть, чувствовать себя несчастным, больше всех любить осень, больше всех кричать на собрании, прийти домой раньше всех, говорить медленнее всех, учиться серьезнее всех, быть серьезнее всех, говорить по-английски хуже обычного, писать самым аккуратным образом, выглядеть счастливым, сердито посмотреть на кого-то.

7.5. Word-order

1. Adverbial modifiers of indefinite time (never, usually, often, seldom, yet, just, always) are placed before the notional or after the auxiliary or modal verb.

e.g. *She seldom comes to see us. I can never understand you.*

2. In interrogative sentences the same adverbs are placed after the subject of the sentence.

e.g. *Is he often late?*

Have you ever seen him?

3. Adverbs of manner can be placed after the object or before it. It depends on the length of the object.

e.g. *He looked at me suspiciously.* *He looked suspiciously at me.*

He looked suspiciously at the boy who was standing in the corner.

Task. Rewrite the sentences with the adverbs in brackets.

1. I was dreaming when a loud noise woke me up (peacefully, suddenly).
2. My Grandma is 75 and she goes swimming (nearly, still, regularly).
3. I unlocked the door and went into the night (quietly, outside).
4. She whispered in his ear, 'Do you love me?' 'I do,' he replied (softly, really, of course).
5. I was relaxing with a good book when someone knocked on the door (just, really, loudly).
6. Break the eggs into a bowl and mix them with the flour (first, then, together).
7. I got up and crept to the front door (quickly, downstairs).
8. I work and do my homework, but I don't get good marks (hard, carefully, still).

UNIT 8

8.1. The Present Continuous Tense

The Formation

The Present Continuous Tense is formed by means of the auxiliary verb «to be» in the Present Indefinite Tense and the -ing form (Participle I) of the notional verb.

e.g. *I am working.*

In spoken English the contracted forms '*I'm, he's, we're*' are used in affirmative sentences and *isn't* and *aren't* in negative sentences.

Spelling rules:

- 1) to **take** – taking, to **tremble**- trembling.
- 2) to **stop** – **stopping**, to **rob** – **robbing**, to **begin** – **beginning**.
- 3) to **travel** – **travelling**, to **compel** – **compelling**, to **control** – **controlling**.
- 4) to **pre'fer** – pre'**ferring**, to **oc'cur** – oc'**curring**, to **stir** – **stirring**.

But: to 'suffer – 'suffering.

5) to play – playing, to try – trying, to carry – carrying.

6) to lie – lying, to tie – tying, to die – dying.

Task 1. Form Participle I. Mind the spelling rules.

To upset, to behave, to beg, to rely, to model, to utter, to refer, to lie, to expel, to forget, to study, to prepare, to repair, to shake, to dial, to agree, to star, to knit, to offer, to fly, to receive, to change.

Task 2. Make up disjunctive questions.

1. He is not sleeping.
2. Ann is looking for trouble.
3. Peter is driving a lorry.
4. They aren't listening to you.
5. They are waiting for you.

The Use

The Present Continuous Tense is used to denote:

1. An action going on at a moment of speech.

e.g. – *Where is Mother? – She is cooking breakfast in the kitchen.*

Oh, look. The coffee is boiling over. Oh, Mummy, The eggs are burning.

Sometimes such adverbial modifiers as «now» and «at present» are used.

2. An action going on at a present period.

e.g. *His son's life is killing him. John is doing well at school.*

– *What is Smith doing? – He is growing roses in Kent.*

The following adverbial modifiers can be used here: **now, at present, today, this year, this week.**

3. Actions generally characterizing a person. The characteristic is emotional, subjective, exaggerated. The words «**always**», «**constantly**», «**permanently**» are used in this case.

e.g. *Oh, the English! They are always speaking about the weather.*

– *Granny is constantly complaining that she has a lot of work to do.*

– *Yes, she is always grumbling.*

4. Two parallel actions expressed by a complex sentence with the conjunctions «**while**», or «**as**».

e.g. *While I'm making tea, Mother is watching me closely.*

As I am standing here, the procession is going to Town Hall.

But: *While I am doing my homework, I never turn on the radio.*

While she is driving, a policeman suddenly stops her.

5. Actions in the near future that are fixed or settled.

e.g. *Tonight I'm dining out. We are going to the country for the weekend.*

Task 3. Name all the actions going on at the moment of speech.

Task 4. Combine two sentences into one.

1. She is speaking. No one is listening. 2. I'm making coffee. She is telling me about the party. 3. I'm washing up. He is reading a newspaper. 4. The young mother is watching TV. Her child is playing with the dog. 5. The lecturer is speaking. The students are eating. 6. The baby is crying. The father is sleeping.

Task 5. Characterize the person emotionally.

1. They quarrel a lot. 2. She grumbles a good deal. 3. Alex makes a lot of mistakes. 4. The girl leaves her books at home. 5. His son does badly at school. 6. He runs after girls too much. 7. Dick eats in class. 8. Tom plays football in the room. 9. He throws his money about. 10. The girl loses gloves.

Task 6. Translate. Make up similar dialogues.

- I say, what are you doing tonight?

- I'm going to a party.

- And what are you doing tomorrow?

- Oh, let me see, nothing special. And why?

- How about going to the opera-house together?

- I'd love to. What a fine idea!

- So, it's settled.

8.2. Verbs Admitting of No Continuous Form

1. Verbs denoting sense perception. They are **to see, to hear, to notice**.

e.g. *What are you doing? Don't you see I am sweeping the floor?*

2. Verbs denoting wish. They are **to want, to wish, to desire**.

e.g. *I want some ice-cream.*

Are you driving? – I don't want to drive in a risky way.

3. Verbs denoting mental processes. They are **to think, to find, to believe, to suppose, to consider, to expect, to assume, to remember, to understand, to know, to mind, to imagine, to recall, to recollect**.

e.g. *I don't remember it now. Do you imagine me in this role? They think us dull.*

4. Verbs denoting emotions. They are **to like, to dislike, to love, to hate, to respect**.

e.g. *I hate rain.*

5. **to be, to have**

e.g. *I have a large family. She is a student now.*

6. Some other verbs: **to belong, to consist, to contain, to comprise, to depend, to deserve, to agree, to matter, to mean, to prefer, to puzzle, to surprise, to astonish, to refuse**.

e.g. *The British Isles comprise about 5,000 islands, large and small.*

7. **to smell, to taste, to sound, to seem, to feel** – they are link verbs.

Note:

1. The verb '**to think**' in the meaning '**размышлять**' is used in the Present Continuous Tense.

e.g. *I am thinking hard of your advice.*

2. The verb '**to be**' in the meaning '**to behave**' is used in the Present Continuous Tense.

e.g. *You are usually very sensible. But today you are being very selfish.*

3. The verb '**to have**' as a part of a set-expression is used in the Present Continuous Tense.

e.g. *I am having dinner now.*

4. The verb '**to see**' in the meaning '**проводить**', '**встречать**' is used in the Present Continuous Tense.

e.g. **I am seeing you home if you don't mind.**

5. Compare: *I hate this weather* (neutral).

I am hating this weather (colloquial, very emotional).

8.3. The Present Indefinite and the Present Continuous

1. The Present Indefinite Tense is used with verbs admitting of no continuous form.

e.g. *I quite understand what you mean.*

However, if the verbs are used in other meanings they may be used in the Continuous Tenses.

e.g. *Betty is being eccentric today.*

2. The Present Indefinite Tense is used in the author's remarks in works of drama.

e.g. *Evening. The Browns have tea.*

3. The Present Indefinite Tense is used when the action (not its progress) is important for the speaker. This use is often found in exclamatory, negative and interrogative sentences.

e.g. *You talk such nonsense! What clever advice you give! Why don't you write?*

4. Sometimes the Present Indefinite Tense expresses modality.

e.g. *Where do I sign? What do you do next? I protest. I apologise.*

Note: The use of the Present Indefinite Tense in the following sentences.

e.g. *You go home and I stay here. You do the Task and I go home. You lay the table and I make tea for us.*

Here modality comes close to imperativeness.

5. The verbs 'to look, to feel, to wear, to hope, to shine' may be used either in the Present Indefinite tense or in the Present Continuous tense (if there are no time limitations).

e.g. *You are looking well today. You look well today.*

6. The Present Continuous is used to denote a temporary state, the Present Indefinite – a permanent state.

e.g. *He lives in a village. He is living in a village.*

Task. Translate the following sentences. 1. Не кричи, ребенок спит. – Я не кричу. 2. На кого ты смотришь? – На того высокого молодого человека. Его лицо кажется мне знакомым. 3. Что ты делаешь? – Готовлю ужин. Я всегда готовлю его для всей семьи. 4. Мне не нравится этот магазин. Вечно здесь торгуют морожеными овощами. 5. Как учится ваш сын? – Сейчас он хорошо учится. 6. Боюсь, ты опять грубишь своей сестре. 7. Посмотри на Джона. Он все еще кого-то ждет. 8. Что он ест? Рыбу? Я тоже хочу рыбу. 9. Ты опять говоришь резко. – Боюсь, что мы оба себя глупо ведем. 10. Мистер Браун у себя? – Нет, он в Ливерпуле. Его корабль отплывает

завтра. 11. Ты, маленький попрошайка, вечно ты что-нибудь клянчишь. 12. Сегодня вечером я буду работать. А что ты собираешься делать? – Я уезжаю домой. 13. Почему ты сердишься на него? – Вечно он лжет. 14. О чем ты думаешь? – О его советах. 15. Посмотри на облако. Сейчас пойдет дождь. 16. Я собираюсь рано лечь спать. 17. Давай пойдем в театр в субботу. – Не могу, я делаю доклад по литературе в понедельник. 18. Сходи в библиотеку и возьми эту книгу, только я не помню ее названия. 19. Где вы учитесь? – В университете. 20. Как ты можешь читать эти ужасные любовные романы? 21. После обеда я делаю домашнюю работу, потом ужинаю, мою посуду и иду в колледж. 22. Сколько времени до звонка? – Пять минут. – У нас еще есть время, чтобы проверить домашнее упражнение. 23. Как быстро ты меняешь свои мнения! 24. Как быстро летит время! 25. В Англии ловля рыбы кончается в октябре. 26. Что ты делаешь? – Пишу письмо своей американской подруге. 27. Почему ты не надеваешь перчатки? Ведь холодно. 28. Почему вы сейчас не путешествуете? – Старею, деточка. 29. Почему вы не включаете свет? Ведь уже темнеет. 30. Я не слышу, что вы говорите. 31. Подождите меня. Я закрываю окна. 32. Вечно ребенок приходит домой поздно. 33. Почему вы не присоединяетесь к нам? – Завтра я уезжаю в Брайтон. 34. Ты что, не видишь? Кот опять что-то ест. – Ну и пусть ест, если ему хочется. 35. Все, что я знаю о ней – она дает уроки музыки. 36. Он всегда приходит на работу ровно в восемь. 37. Ты опять пишешь очень небрежно. Посмотри, это упражнение невозможно понять. 38. Опять ты озорничаешь. 39. Ты ведешь себя очень глупо. 40. Куда ты бежишь? – А ты не видишь, что там пожар? – А что горит? – А я знаю? 41. Я все время думаю о твоём будущем. 42. Вечно она огрызается (to answer back). 43. Где Ник? – Рыбачит. – Почему он не берет тебя с собой? – Я поздно встаю. 44. Смотри, Том дрессирует собаку. Он всегда ее дрессирует на улице. 45. Поторопись, поезд уходит через 3 минуты. 46. Дядя приезжает к нам на праздники. 47. Когда мама готовит, она иногда просит меня помочь. 48. Пока вы тут разговариваете, я могу выкурить сигарету. 49. Смотри, она переходит улицу и бежит к нам. 50. Где мне найти главного дирижера? – В его офисе, внизу. 51. Летом мы обедаем в саду. 52. Когда он пишет стихи, он всегда переписывает их несколько раз. 53. Когда мистер Браун улыбается, вы чувствуете себя счастливыми. Это случается так

редко. 54. Он сказал, что его зовут Браун. 55. Он сказал, что вода кипит при 100 градусах. 56. Я забыл, где находится университет. 57. Том, перестань смеяться. – А я не смеюсь. 58. Мне сказали, Аня болеет. 59. Почему ты хмуришься (frown), бабушка? – Я не хмурюсь, я теперь всегда такой. Я старею, внучек. 60. Где мы выходим? – Мы выходим через 10 минут у театра. 61. Почему ты не носишь свое новое платье? – Оно мне не нравится. 62. Как быстро меняется твое настроение! Почему ты улыбаешься? 63. Где Петя? – Вон там, лежит в огороде. Он всегда загорает в это время. 64. Ты знаешь, что бабушка приезжает в субботу? – Ну все, конец моей нормальной жизни. Бабушка собирается учить меня хорошим манерам. – Ты преувеличиваешь. – Конечно, я шучу. 65. Что ты собираешься делать? – Давай договоримся: я убираю со стола, а ты стираешь пыль в гостиной. – Идет. 66. Пожалуйста, не шумите, я занимаюсь. 67. Что ты знаешь о Джоне? – Я знаю, что он строит собственный дом. 68. Население Британии растет очень медленно. 69. Смотри, идет снег. Я не хочу выходить в такую погоду. – Боюсь, ты ведешь себя, как ребенок. 70. Слушай! Ты слышишь соседей? Они опять кричат друг на друга. 71. Вы сегодня хорошо играете на рояле. – Спасибо, вы очень любезны. 72. Простите, я ищу телефон-автомат. Здесь есть поблизости (near here)? 73. Послушай этих людей. На каком языке они говорят? 74. Я не работаю на этой неделе. У меня отпуск. 75. За больными ухаживают санитары (hospital attendants). 76. Откуда он родом? – Из Японии. 77. Я устал. – Почему бы тебе не лечь спать пораньше? 78. О чем ты думаешь? – О завтрашней поездке. Я даже не знаю, когда отправляется поезд. 79. Смотри, кто-то перелезает через наш забор. 80. Чем вы занимаетесь? – Я хирург, но сейчас я без работы. 81. Ты можешь мне помочь в понедельник? – В понедельник утром я иду к зубному врачу. – А в пятницу? – В пятницу вечером приезжает тетя Эмили. – Во сколько? – В 10 вечера. – А что ты делаешь утром? – Бегаю по магазинам и готовлю еду. 82. Не забудь, концерт начинается в 7.30. 83. Анна, мы едем в город. – Поедешь с нами? 84. Пока мы спорим, ребенок ест мою губную помаду. 85. Посмотри на этого болвана. Он не видит, куда идет. Сейчас он упадет. 86. Что ты делаешь? – Кладу сахар в компот. – Это не сахар. Это соль. 87. Почему ты такой раздраженный? – Я не раздраженный. – Тогда не кричи. – Я не кричу. 88. Вы хотите сказать, что я лгу? – Вы преувеличи-

ваете. 89. У меня болит правая рука. Она всегда болит перед дождем. 90. Кто сказал, что я люблю мороженое? 91. Кто сказал, что солнце садится на западе? 92. Почему ты приносишь домой эти ужасные фрукты? Посмотри, они совсем незрелые. – Ничего, они созреют через пару дней. 93. Что будем делать дальше? – Ты пылесосишь ковер, а я иду в магазин. 94. У меня болит ухо. – Почему ты не идешь к врачу? 95. Что вы делаете в среду? – Я уезжаю в Москву. – А когда вы вернетесь? – В пятницу вечером. 96. Послушай, этот человек что-то кричит по-английски. 97. Ты слышишь? – Звук пропал. – Сиди спокойно. Звук сейчас появится. – Но они говорят что-то интересное. 98. Слушай, они смеются. Я тоже хочу посмеяться. 99. Ты всегда со мной говоришь как с ребенком. 100. Этот народ говорит на языке, который никто не понимает. 101. Дети всегда задают родителям много вопросов. 102. Почему ты так разговариваешь с дедушкой? – Потому что он половину не слышит. 103. Когда я иду домой, на улицах еще много людей. 104. Когда папа читает за завтраком газету, мама всегда сердится. 105. Почему ты здесь стоишь? Кого ты ждешь? Скажи, что ты замышляешь? 106. Где Вилли? Он знает, что мы уходим? 107. Когда я возвращаюсь домой, моя собака обычно ждет меня. 108. Ты думаешь, здесь может быть ошибка? – Почему ты спрашиваешь меня? 109. Вы знаете, когда поезд прибывает в Петербург? 110. Посмотри, мама, она опять что-то ищет у меня на столе. – Почему ты не оставишь брата в покое, Белла? 111. Какой большой дом! А это что, кабинет? – Да, но папа в нем не только работает, но и спит. 112. Посмотри на Бена, он сегодня плывет лучше всех. 113. Пожалуйста, подпишите этот документ. – Где подписать? – Здесь, внизу. 114. Я плохо запоминаю фамилии. Значит ли это, что я старею? 115. Помнишь Джеймса? Он теперь работает здесь, и дела у него идут неплохо. 116. Я очень занят новой школой, которую мы строим. – Как странно ты об этом говоришь. 117. Дедушка чувствует себя плохо в дождливые дни. 118. Мне легче всего работается по утрам. 119. Он серьезнее всех в нашей группе. 120. Он серьезнее всех отвечает на письма. 121. Он приходит сюда раньше меня. 122. Грудные дети спят с утра до вечера. 123. Вы говорите слишком быстро. 124. Чем он зарабатывает себе на жизнь? – Сейчас он пишет роман. 125. Собака прыгает в воздухе и ловит кусок сахара. Пока дети смеются, собака жадно его ест.

8.4. The Use of Articles with Geographic Names

1. **Names of countries, provinces and towns are used without any article:** *France, Italy, Greece, Wales, California, Rome, Oslo, Northern Ireland.*

Note: some names are used with the definite article: *the USA, the Hague, the Riviera, the Netherlands, the Caucasus, the Crimea, the Congo, the Argentine.*

2. **Names of continents are used without any article:** *Africa, Australia, Eurasia, North America, South Africa, Eastern Europe, Central Asia, Antarctica.*

3. **Names of oceans, seas, rivers, lakes usually take the definite article:** *the Pacific, the Indian, the Arctic, the Atlantic, the Antarctic, the Thames, the Nile, the Amazon, the Mississippi, the Mediterranean Sea, The Black Sea, the Ontario, the Baikal.*

But: *Lake Ontario, Lake Baikal, Loch Ness, Loch Lomond.*

4. **Names of mountain chains are used with the definite article:** *the Alps, the Himalayas, the Urals.*

But: **names of separate peaks are used without any article:** *Everest, Elbrus, Ben Nevis, Snowdon.*

5. **Names of cardinal points are used with the definite article:** *the East, the West, the South, the North*

But: *East or West, home is best. From North to South*

If we mean direction – no article is used: e.g. *The train ran north.*

6. **Names of islands are used without any article:** *Ireland, Greenland, Madagascar.*

But: **groups of islands normally take the definite article:** *the British Isles, the Kuril Islands*

7. **Names of deserts are used with the definite article:** *The Sahara, the Karakum, the Gobi.*

Task. Use the definite article where necessary.

1. They lived in a village in ... Andes. 2. They went to ... Philippines on their honeymoon. 3. ... Republic of Korea is near ... Japan and ... China. 4. Have you ever seen ... Mount Everest? 5. Have you ever seen ... Caucasus? 6. ... Azores are a group of islands in ... Atlantic. 7. She went to ... UNITED KING-

dom to see Edinburgh. 8. What countries share a border with ... Norway?
9. Is ... Australia an island or a continent? 10. ... Nile is the longest river in ...
Africa. 11. She comes from Netherlands. She was born in ... Hague. 12. He
used to go to ... Lake Baikal every summer. 13. Where is ... Karakum located?

UNIT 9

9.1. The Past Indefinite Tense

Formation

The Past Indefinite Tense in affirmative sentences is formed by adding the suffix -ed to the Infinitive of regular verbs. The suffix -ed can be pronounced as [t] after voiceless consonants; as [d] after voiced consonants and vowels; as [ɪd] after the consonants «t» and «d».

e.g. worked; opened finished; answered; lasted; intended

Interrogative and negative sentences are formed by means of the auxiliary verb «did» and the infinitive of the notional verb without the particle «to».

Task 1. Write the Past Indefinite form of the following verbs: to pre'pare, to oc'cur, to snivel (сопеть), to study, to knit, to re'pair, to 'offer, to quarrel (ссориться), to com'mit (совершать), to stir (шевелиться, мешать ложкой), to en'snare (поймать в ловушку), to im'pel (побуждать), to e'nable (давать возможность), to die, to try, to con'trol, to brawl (шуметь, журчать), to de'ter, to enter, to en'rol (вносить в список, регистрировать), to rob, to star, to marry, to stay, to re'fer (ссылаться), to 'model, to slice (резать ломтиками), to pray (молиться), to answer, to drop (ронять), to ful'fil (выполнять), to change, to blackmail (шантажировать), to carry, to face, to plan, to snarl (скалить зубы), to divide, to wait, to grip (хватать), to dial, to en'grail (делать засечку, зазубривать), to cry, to plug (закупоривать), to pronounce, to spy (шпионить).

Task 2. Make up questions of all types.

1. She entered the university in 2014. 2. It was still warm yesterday. Shakespeare was the greatest playwright and poet. 3. There was a lawn in front of the house. 4. Mr. Jones had a red car. 5. Dinner was ready when they came home. 6. They didn't have to cook soup.

Task 3. Turn into disjunctive questions.

1. Bernard Shaw was a playwright. 2. V. Chkalov wasn't a doctor. 3. Chekov was a writer. 4. Ilf and Petrov were writers, too. 5. Repin was a painter. 6. Shalyapin wasn't a chemist. 7. Glinka and Tchaikovsky were composers.

Task 4. Answer my questions.

1. What was Lemeshev? Robert Burns? Osipenko? Vladislav Listyev? Musorgsky? 2. Who was a farmer (teacher/doctor/actor/engineer/pilot) in your family? 3. Were there doctors (poets/composers/pianists) in your family? 4. Did anything unusual happen yesterday? 5. When did you go to bed yesterday? 6. What subjects did you like at school? 7. What marks did you get in English? in Math? 8. What did we do in class yesterday? 9. What subjects did you dislike at school? 10. Who was your favourite teacher? 11. Did you have many friends? 12. Did you have much spare time when you studied at school? 13. Did you do sports at school? 14. What could you do at the age of five? 15. Might you wear what you liked at school? 16. Did you have to wear a uniform? 17. Did you have to do a lot of homework in the tenth grade? 18. Might you come home late/

Task 5. Make up questions (disjunctive and special).

1. Yesterday I met my old friend. 2. Mary comes home very late. 3. Jackie Rose is my sister. 4. Jocelyn is very interested in farming and she wants to study agriculture at the University next year. 5. I helped you next week. 6. You are a University student. 7. She is forty-eight and her husband is fifty-one. 8. She knows German, French, Italian and English. 9. You knew my sister. 10. He's got a new hat.

9.2. Irregular Verbs

<p style="text-align: center;">Portion 1</p> <p>to be – was, were – been</p> <p>to have – had – had</p> <p>to begin – began – begun</p> <p>to go – went – gone</p> <p>to become – became – become</p> <p>to run – ran – run</p> <p>to send – sent – sent</p> <p>to do – did – done</p> <p>to get – got – got</p> <p>to teach – taught – taught</p> <p>to speak – spoke – spoken</p> <p>to think – thought – thought</p> <p>to find – found – found</p> <p>to leave – left – left</p>	<p style="text-align: center;">Portion 2</p> <p>to lead – led – led</p> <p>to tell – told – told</p> <p>to put – put – put</p> <p>to see – saw – seen</p> <p>to bring – brought – brought</p> <p>to hear – heard – heard</p> <p>to say – said [sed] – said [sed]</p> <p>to take – took – taken</p> <p>to show – showed – shown</p> <p>to keep – kept – kept</p> <p>to give – gave – given</p> <p>to feel – felt – felt</p> <p>to fly – flew – flown</p> <p>to burst – burst – burst</p> <p>to sit – sat – sat</p> <p>to lose – lost – lost</p> <p>to fall – fell – fallen</p> <p>to know – knew – known</p>
<p style="text-align: center;">Portion 3</p> <p>to buy – bought – bought</p> <p>to sell – sold – sold</p> <p>to hold – held – held</p> <p>to wake – woke – woken</p> <p>to wear – wore – worn</p> <p>to drink – drank – drunk</p> <p>to write – wrote – written</p> <p>to read [ri:d] – read [red] – read [red]</p> <p>to make – made – made</p> <p>to pay – paid – paid</p> <p>to eat – ate [et/ert] – eaten</p> <p>may – might</p> <p>can – could</p>	<p style="text-align: center;">Portion 4</p> <p>to set – set – set</p> <p>to upset – upset – upset</p> <p>to lay – laid – laid</p> <p>to dream – dreamt [dremt], dreamed – dreamt [dremt], dreamed</p> <p>to break – broke – broken</p> <p>to shine – shone [ʃʊn] – shone [ʃʊn]</p> <p>to feed – fed – fed</p> <p>to steal – stole – stolen</p> <p>to mean – meant [ment] – meant [ment]</p> <p>to sing – sang – sung</p> <p>to bend – bent – bent</p> <p>to build – built – built</p>

<p style="text-align: center;">Portion 5</p> <p>to lie (лежать) – lay – lain to lie (лгать, обманывать)– lied – lied to spread – spread – spread to stand – stood – stood to understand – understood – understood to spend – spent – spent to sleep – slept – slept to throw – threw – thrown to shake – shook – shaken to meet – met – met to shut – shut – shut to cut – cut – cut to seek – sought – sought to slide – slid – slid</p>	<p style="text-align: center;">Portion 6</p> <p>to blow – blew – blown to catch – caught – caught to draw – drew – drawn to fight – fought – fought to grow – grew – grown to freeze – froze – frozen to choose – chose – chosen to dig – dug – dug to drive – drove – driven to forget – forgot – forgotten to sweep – swept – swept to swear – swore – sworn</p>
<p style="text-align: center;">Portion 7</p> <p>to burn – burnt – burnt to hang (вешать, висеть) – hung – hung to hang (казнить через повешение) – hanged – hanged to ride – rode – ridden to rise – rose – risen ['rɪzn] to ring – rang – rung to swim – swam – swum to tear – tore – torn to win – won [wʌn] – won [wʌn] to wind [waɪnd] – wound – wound to hide – hid – hidden to hurt – hurt – hurt to shoot – shot – shot to beat – beat – beaten</p>	<p style="text-align: center;">Portion 8</p> <p>to bear – bore – borne to bite – bit – bitten to breed – bred – bred to deal – dealt [delt] – dealt [delt] to lend – lent – lent to light – lit, lighted – lit, lighted to sink – sank – sunk to spill – spilt, spilled – spilt, spilled to strike – struck – struck to stick – stuck – stuck to weep – wept – wept to bind – bound – bound to creep – crept – crept to cost – cost – cost</p>

9.3. The Use of the Past Indefinite Tense

The Past Indefinite Tense is used in a past-time context to denote:

- 1) facts and truths : *I was born in....Columbus discovered America in 1492.*
- 2) habitual or recurrent actions: *Every day he came home late.*

Note: the construction ‘*used to*’ is also used to denote a repeated action in the past: *He used to get up at 6 (not any more). He used to be a general. He didn’t use to get up at 6. Did he use to get up at 6?*

- 3) a succession of actions: *On Monday I met Sally. We chatted for an Hour and then went to see Liz.*

- 4) actions or states permanently characterizing a person or an object: *When the war over he was 25 but he looked 40.*

- 5) a single action completed in the past: *I saw him last month.*

Note: The Past Indefinite Tense is associated with such adverbs of time as **yesterday, the day before yesterday, a week ago, last month, then, last time, the other day, when** (в вопросах) and sometimes **an adverbial clause of time** or a **date** is used.

Pushkin was born in 1719. When the classes were over we had a meeting. Was the weather good when you were on holiday? Did you go out last night? We saw Rose in town a few days ago.

Task 1. Comment on the use of the tenses.

1. I had a letter from Mary yesterday.
2. I went upstairs, changed my clothes and returned to the drawing-room.
3. A young man comes into the shop. The manager asks, “Can I help you?”
4. They loved each other but always quarrelled.
5. People learn English more quickly than Russian.
6. Every evening she cooked dinner for her family.
7. The delegation arrives tomorrow morning.
8. Shakespeare wrote “Hamlet”.
9. This shop sells textbooks.
10. Vladimir was founded in 990.
11. I slept very badly that night.
12. Where do we go now?
13. I entered the room, switched on the light and sat down on a chair.
14. Now I break the eggs, whip them and pour them over the meat.
15. Sometimes he went to a café after work.
16. It was a small settlement then.

Task 2. Translate the following sentences.

1. С кем ты ездила на юг?
2. Кто приходил к вам на прошлой неделе?
3. Книга на столе. Я ее положила туда вчера.
4. Они жили в маленькой деревушке, а сейчас живут в столице.
5. Это здание – мебельный магазин, а раньше здесь был кинотеатр.
6. На вершине этого холма когда-то был замок.
7. У Мэри были когда-то длинные волосы, но она их отрезала год назад.
8. Вы много ели конфет, когда были ребенком?
9. Джек не очень часто выходил из дому, пока не встретил Джейн.
10. Я помню его. Он когда-то писал стихи.
11. Бабушка много танцевала в молодости.
12. Разве вы ссорились раньше?
13. Посмотри на эту парочку. Они когда-то катались вместе на коньках, а теперь это невозможно себе представить.
14. Тетя Эмили когда-то была красавицей, не так ли?
15. Вы меня когда-то понимали.
16. Разве вы с Томом не друзья? – Были когда-то.
17. Этот угрюмый кот был когда-то веселым озорным котенком.
18. Здесь раньше было три магазина, а теперь один.
19. Твой брат был очень озорным мальчишкой, хотя в это трудно сейчас поверить.
20. Здесь когда-то продавали книги, а теперь здесь кафе.
21. Народу было много, и нам пришлось долго ждать.
22. Вам разрешали дома поздно ложиться спать?
23. Разрешите мне представить мою секретаршу. – Вы представили ее мне вчера. – Я забыл, простите.
24. Вы не умели слушать других, когда были ребенком. – Я и сейчас не умею.
25. Когда ему было 14, он совсем не умел разговаривать со взрослыми.
26. Детям разрешали купаться в этой реке в прошлом году?
27. Мне пришлось пить какой-то странный чай в этом кафе.
28. Не сердись на нее, бедняжке пришлось идти пешком. У нее ушло 1,5 часа, чтобы добраться до университета.
29. К счастью, нам не пришлось долго ждать ответа.
30. Как жаль, нам не пришлось говорить по-испански.
31. Вам пришлось долго искать свою группу? Не ищите их, присоединяйтесь к нашей.
32. Как жаль, что вам пришлось потратить столько времени.
33. Он никогда раньше не курил, не правда ли?

9.4. Reported Speech in a Past-time Context

The girl said, “It **is** warm **here**”. – The girl said (that) it **was** warm **there**.

The boy said, “**Can** I help you **now**, Mum? – The boy asked his mother if/whether he **could** help her **then**.

The teacher said, “Where **is** the duster?” – The teacher asked/wondered/wanted to know where the duster **was**.

He said, “Bring **this** paper **tonight**” – He asked/told me to bring **that** newspaper **that** night.

Note:

Direct speech	Reported speech
this	that
these	those
here	there
now	then
today	that day
tonight	that night
tomorrow	the next day / the following day
yesterday	the day before
last	the previous
ago	before

The girl said, “I **must** get up early **tomorrow**. (необходимость) – The girl said she **had to** get up early **the next day**.

He said, “You **must** learn it by heart”. (приказ, совет) – He told us we **must** learn it by heart.

But: The teacher said, “London **is** the capital of Great Britain”. – The teacher said that London **is** the capital of Great Britain.

Task 1. Turn into indirect speech.

1. Mary said, “What do you mean, Tom?” 2. He said, “Don’t close the windows here”. 3. Mr. White said, “Do you receive the Times?” 4. Dr. Sandford said, “All the members of my family read it”. 5. The old woman said, “Go away, boy. I don’t want any children here”.

Task 2. Translate the following sentences.

1. Он сказал, что эти советы очень полезные. 2. Ты не знал, сколько человек учится здесь? 3. Она попросила его не приходить завтра. 4. Я не знал, почему он хочет поговорить со мной. 5. Он спросил, какая сегодня погода. 6. Он сказал, чтобы мы здесь не шумели. 7. Я знал, что он очень умный человек. 8. Я попросила его подарить мне эту книгу. 9. Он сказал, что теперь может говорить по-испански. 10. Мать велела сыну вымыть руки. 11. Она поинтересовалась, много ли он зарабатывает. 12. Она не думала, что на улице так темно. 13. Он спросил, где лежат ключи. 14. Кто тебе сказал, что я люблю мороженое? 15. Я не знала, кто живет на этой улице. 16. Он спросил, кем работает ее муж. 17. Он хотел знать, куда они поедут на следующей неделе.

UNIT 10

10.1. The Future Indefinite Tense

Formation

The Future Indefinite Tense is formed by means of the auxiliary verb «shall» for the first person singular or plural; or «will» for all the other persons and the infinitive of the notional verb without the particle «to». You may use «will» for most the persons.

In spoken English the contracted forms I'll (= I will), we'll (= we shall) are used in affirmative sentences and shan't (=shall not), won't (=will not) in negative sentences.

The Use of the Future Indefinite Tense

1. The Future Indefinite Tense is used in a present-time context to denote an action that will take place in the future near or remote. It may be found with the following adverbs of time: **soon, tomorrow, one of these days, next week / month / year / Sunday, in future, in the near future, in 2123, in five days, in two months, in ten seconds, in three minutes, in six weeks, in a couple of days, in a fortnight.**

2. We use the Future Indefinite Tense when **we decide to do something at the moment of speaking.**

e.g. – *It's raining. – I'll take my umbrella.*

– *I am so thirsty. – I'll get you some juice.*

– *Did you buy the book? – Oh, no. I forgot. I'll buy it now.*

3. We often use «**I think I'll...**», «**I don't think I'll...**» when we decide to do smth.

e.g. *Do you think it'll rain today?*

We think we will go to Tom's party, but we haven't really decided yet.

Have you decided what to make for dinner? – I think I'll make chicken.

4. We often find the Future Indefinite Tense in the following situations:

a) offering to do smth.

e.g. *I can't do my homework. – I'll help you with it.*

– *I need the book. – I'll bring it to you.*

b) agreeing or refusing to do smth.

– *Can you come tomorrow? – No, I won't come.*

– *Can you do it for me? – Yes, of course. I'll get it.*

c) promising to do smth.

e.g. *I will not have dinner without you! I promise.*

I promise I'll ring you up.

d) predicting the future (often with *probably, (I'm) sure, I expect*).

e.g. *I'll probably go to Australia next year.*

I'm sure you'll like my sister.

I expect she'll phone this evening.

Task 1. Complete the sentences with I'll + a suitable verb.

Pattern: *I am too tired to walk (to have a short rest) – I'm too tired to walk, I'll have a short rest.*

1. I am too tired to walk home (to get a taxi). 2. I feel a bit hungry (to get something to eat). 3. It's too late to phone Tom now (in the morning). 4. We haven't bought any sugar. – Haven't we? (to buy some). 5. Would you like coffee or tea? – ... coffee, please. 6. It's too cold outside (to put on my fur-coat). 7. The cat doesn't like the soup (some fish).

Task 2. Now you'll have to use "I think I'll" or "I don't think I'll".

Pattern: *It's raining. You decide to shut the window. – I think I'll shut the window.*

1. It's raining. You decide not to go out. 2. You feel tired. You decide to go to bed. 3. You arranged to play tennis. Now you decide not to. 4. You were going to buy a new sofa. Now you decide not to. 5. You were going to visit your aunt next week. Now you decide not to. 6. You decide to consult the time-table. 7. You decide to consult the dentist. 8. You arranged to go skiing. Now you decide not to.

Task 3. Tom has a lot of things to do and in each case you offer to do them for him.

Pattern: *Oh, I must do the washing up. – All right, I'll do the washing up for you.*

1. Oh, I must get the dinner ready. 2. Oh, I must do the shopping. 3. Oh, I must water the flowers. 4. Oh, I must iron my shirts. 5. Oh, I must clean the pantry. 6. Oh, I must dust the living-room. 7. Oh, I must lay the table. 8. Oh, I must walk the dog. 9. Oh, I must clean the kitchen. 10. Oh, I must vacuum-clean the carpet.

Task 4. Promise to do things.

Pattern: – *Can you clean the windows? (sure, this afternoon).*

– *Sure, I'll clean them this afternoon.*

– *Do you promise?*

– *Yes, I promise, I'll clean them this afternoon.*

1. Can you phone me later? – Sure ... tonight. 2. Can you repair the clock? – Sure ... tomorrow. 3. Please, don't tell anyone. – All right 4. Please, don't hurt me. – Don't worry 5. Please, don't make so much noise. – All right 6. Please, buy some chocolate for Nick. – OK ... tomorrow. 7. Please, clean the fridge. – OK ... tomorrow.

Task 5. Answer the questions using the suggested words.

Pattern: *When do you think he'll arrive? (expect / tonight) – I expect he'll arrive tonight.*

1. What do you think Ella will say? (probably / nothing). 2. Where do you think she will go? (expect / London). 3. When do you think she'll leave? (think / tomorrow). 4. How do you think she'll get there? (think / by train). 5. When do you think she'll be back? (think / quite soon). 6. Do you think you'll miss her? (I'm sure / very much). 7. Do you think she'll enjoy her trip? (probably / very much)

Task 6. Translate the following sentences.

1. Студенты завтра будут работать в лаборатории. 2. Завтра подморозит? 3. Им понравится концерт? 4. Мы не станем обсуждать это здесь, не правда ли? 5. Они никогда друг с другом не согласятся, не так ли? 6. Через час будет буря, не правда ли? 7. Я не удивлюсь их приезду. – Я тоже. 8. Они устанут после урока. – Я тоже. 9. Тебе придется просмотреть газету. 10. Она сможет достать эти книги в библиотеке. 11. Ирина хорошо печатает, не так ли? – Да, не беспокойтесь, она напечатает вам весь текст без ошибок. 12. Ольга, ты обещала найти номер телефона нашего друга, который живет в Москве. – Прости, я была очень занята. Обещаю тебе, что сделаю это завтра. 13. Я думаю, погода будет чудесной. 14. Ты обещал не пропускать занятия, не так ли? – Да, но поверь, я больше никогда не пропущу ни одного занятия. С завтрашнего дня я начну новую жизнь. 15. Ваши друзья поедут за город автобусом или на поезде? – Я точно не знаю, вероятно, автобусом. 16. Пожалуйста, скажи Кате, что мы навестим ее в 8 вечера. – Я, конечно, сделаю это, если увижу ее. 17. Не забудь прочитать эту статью. Она тебе понравится. – Хорошо, я прочитаю ее сегодня же вечером. 18. Почему ты не танцуешь? – Я присоединюсь к вам через несколько минут. 19. Мать спрашивает сына: «Представь: ты встречаешь маленькую грязную девочку на улице. Она предлагает тебе кусок хлеба. Ты возьмешь?» – «Нет». – «Почему?» – «Потому что на нем не будет масла». 20. Какой ты нарядный, Джек! Ты собираешься куда-нибудь (*to go out*)? – Да, у меня встреча (*appointment*) с профессором. – Какая жалость! Джейн приезжает 10-часовым поездом. – Действительно? Тогда я пойду и встречу ее на станции. – А как же профессор? – О, я ему позвоню. Я скажу, что не здоров. – А он тебе поверит? – Конечно, поверит. Я постараюсь говорить несчастным голосом (*to sound miserable*). 21. Художник разговари-

вает со своей квартирной хозяйкой: – У меня сейчас нет денег. Но представьте, через несколько лет люди посмотрят на этот дом и скажут: «Джонз, художник, когда-то жил здесь». – Вы бы лучше заплатили ренту, а то они скажут это завтра. 22. Пора вставать. – Хорошо, я встану через минуту. В 8.45 я буду готов, и мы начнем завтракать. – У нас мало времени. Катя придет в 9.00. – О, я уверен, она опоздает, по крайней мере, на час (*to be at least an hour late*). – Она и на минуту не опоздает. Она никогда не опаздывает. – Опоздает, опоздает. Увидишь, что опоздает. – Привет! Извините, что я немного рановато. Я подожду в саду.

10.2. Modal Verbs in the Future Indefinite

	Past	Present	Future
can	could / was able to <i>He could translate texts</i>	can <i>He can translate texts</i>	will be able to <i>He will be able to translate texts</i>
must	had to <i>I had to do it yesterday</i>	must <i>I must do it now</i>	will have to <i>I will have to do it tomorrow</i>

Task 1. Refer the sentences to the past and to the future.

1. I can do this exercise now. 2. He can help you. 3. She can show you the museum. 4. We can read the book. 5. You can clean the windows. 6. Can you join us? 7. I can't do it now. 8. They can't wait long. 9. I must do my homework. 10. You must clean the room. 11. He must do his bed. 12. You must not copy the text. 13. Must week work in the library? 14. You must look after the child. You mustn't come here every day, must you?

Task 2. Answer the questions.

Pattern A: *Can you speak English fluently? – No, I can't but I'll be able to in future.*

1. Can you do dictations without mistakes? 2. Can you avoid grammar mistakes? 3. Can you teach English now? 4. Can you read English books without a dictionary? 5. Can you go to Britain now? 6. Can you recite English sonnets now?

Pattern B: *Can you stay after classes? – I'm afraid, I won't be able to. I'll have to go home now.*

1. Can you do your homework tonight?
2. Are you going to the theatre tonight?
3. Are you going to work at your pronunciation tonight?
4. Can you go boating on Sunday?
5. Are you going to clean the room tonight?

Task 3. Translate the sentences.

1. Вы сможете помочь мне завтра, не так ли?
2. Тебе придется вымыть посуду.
3. Вам придется сдавать больше пяти экзаменов летом.
4. Бабушка уехала. – Ура! Нам не нужно будет чистить зубы три раза в день и мыть шею каждое утро.
5. Вы не сможете отодвинуть шкаф без моей помощи.
6. Вам не придется долго ждать меня, не беспокойтесь.
7. Ему придется обойтись без няни.
8. Едва ли ей придется работать в ночную смену.
9. Ему вряд ли придется поехать за границу.

10.3. «Will» and «to be going to»

1. We use the Future Indefinite Tense when **we decide to do smth. at the moment of speaking.**

We use «to be going to» when **we have already decided to do smth. before.**

e.g. Helen: *Something has gone wrong with my bicycle, dad. Can you put it right?*

Helen's Dad: *OK, but I can't do it now, I'll do it tomorrow, Helen.*

(After a while)

Helen's Mom: *Can you put right Helen's bicycle?*

Helen's Dad: *Yes, I know. Helen told me. I am going to do it tomorrow.*

– *Let's have a party. – That's a great idea. We'll invite lots of people.*

Sue and I have decided to have a party. We're going to invite a lot of people.

2. Both the Future Indefinite Tense and «to be going to» are used to predict future happenings. **We use «to be going to» not the Future Indefinite when there is something in the present situation that shows what will happen in the future and the speaker is sure what will happen.**

e.g. *It's four o'clock. We are going to be late. I feel terrible; I am going to be sick. Look at those black clouds. It's going to rain.*

Otherwise, it is safer to use the Future Indefinite Tense.

e.g. *Tom will probably arrive at about 8 o'clock. I think Ann will like the present we bought for her. Oh, but I am sure he'll win the scholarship.*

Task 1. Use the Future Indefinite or “to be going to”.

1. I've got a terrible headache. – Have you? Wait there and (to get you a tablet).
2. Why are filling the bucket with water? – I (to wash my car).
3. I've decided to repaint my room. – Have you? What colour (you to paint it).
4. Where are you going? Are you going shopping? – Yes, I (to buy something for dinner).
5. The ceiling in this room doesn't look safe, does it? – No, it looks as if it (to fall down).
6. I can't work it out how to use the camera. – It is quite easy. I (to show you).
7. Did you post the letter or me? – Oh, I am sorry, I completely forgot. I (to do it now).

Task 2. Translate the sentences.

1. Почему ты надеваешь пальто? – Я навещу Джона. Я не видел его две недели.
2. Мой отец и слушать не захочет о том, чтобы забросить охоту.
3. Я не знаю, что мне делать. Вероятно, я никогда не найду другую работу.
4. У него хорошие способности. Он далеко пойдет (*to go far*), вот увидите.
5. Не беспокойтесь, миссис Грин. Газеты будут приходить вовремя.
6. Вероятно, декан будет говорить об этом на собрании завтра.
7. Мама, что ты делаешь? – Я буду печь пирог и ищу соль.
8. Ты знаешь, Маша придет. У нас будет хороший семейный вечер.
9. Рано или поздно ты переживешь (*to get over smth.*) это, мальчик.
10. У меня такое чувство, что должно случиться что-то страшное. – Ты думаешь, будет война?

10.4. Adverbial Clauses of Time

Study the following examples.

You will miss your home **when** (*когда*) you leave it.

As soon as (*как только*) you finish doing the exercise, you will have a break.

I'll be free **after** (*после того как*) I put the baby to bed.

Mother will stay at home **till** (*пока, до тех пор пока, до тех пор пока не*) we return.

Your mother won't like me. – You can't possibly say that **until** (*пока, до тех пор пока, до тех пор пока не*) you meet her.

We won't go anywhere **before** (*до тех пор пока не*) you come back.

Your daughter will marry that foreigner **before** (*прежде чем*) you come to your senses (*опомниться*).

The Present Indefinite is used in adverbial clauses of time introduced by the conjunctions “when”, “as soon as”, “till”, “until”, “after”, “before” to express a future action.

Task 1. Complete the sentences.

1. It will not amuse you when ... 2. The child won't obey till ... 3. You won't do real work until ... 4. Everyone will fall asleep before ... 5. I'll make you a present of it as soon as ... 6. You are sure to be short of time after ... 7. I'll give you a cup of tea before ... 8. You can answer my letter ... 9. I won't speak to you ... 10. The students will write a test after ... 11. You will watch TV when ...

Task 2. Answer the questions.

1. When will you be able to teach English? 2. When will you go to the country? 3. When will you take your exams? 4. When shall we write the grammar test on lesson 11? 5. When shall we have a concert?

Task 3. Make one sentence from two.

1. You will be in London again. You must come and see us. 2. I'll find somewhere to live. Then I'll give you my address. 3. I'll go shopping. Then I'll come straight back home. 4. It's going to start raining. Let's go home before that. 5. She must apologise to me first. I won't speak to her until then.

Task 4. Listen to the situations and ask questions.

1. A friend of yours is going to visit London. You want to know where she is going to stay. 2. A friend of yours is visiting you. She has to go soon but maybe there's time for a cup of tea. 3. Your friend is reading the newspaper. You'd like to read it after her. 4. You want to sell your car. Jim is interested in buying it but he hasn't decided yet. (*Can you let me know as soon as...?*) 5. There are serious traffic problems in your town but they are building a new road. (*Do you think it will be better when ...?*).

Task 5. Translate the following sentences.

1. Как только вы переведете текст, мы прослушаем его. 2. Как только придет зима, мы уедем отсюда. 3. После того как вы немного поработаете, вы немного отдохнете. 4. После того как мы закончим читать книгу, мы ее обсудим. 5. Когда мы встанем рано утром, мы первым делом побежим к реке. 6. Вы будете чувствовать себя лучше после того, как поедите немного. 7. Не говори ничего, пока он здесь. Подожди, пока он уйдет. 8. Кем ты хочешь быть, когда вырастешь? 9. Когда я позвоню Кате, я приглашу ее на вечеринку.

10.5. Adverbial Clauses of Real Condition Referring to the Future

Study the following examples.

We shall go to the country if it doesn't rain.

If he doesn't win a scholarship, he may go to a Technical college.

It is sure to rain if you leave your umbrella at home.

Don't be angry with me if I am late.

Take your umbrella in case (на случай, если) it rains.

Suppose / Supposing (предположим) you fall asleep, what shall I do?

Travelling in a car is convenient provided / providing (при условии) you have somewhere to park.

Joe can't hear unless (если не) you shout. = Joe can't hear if you do not shout.

I'll come unless I change my mind.

In adverbial clauses of real condition referring to the future, the Present Indefinite is used.

Compare: *If you have done this exercise, have a go to the next one.*

Task 1. Answer the questions.

1. What will you do if you catch a cold? 2. What will you do if you fail in English? 3. What will you do if you see a crowd in the street? 4. What will you do if a teacher enters your room at break? 5. What will you do if you enter the room and all men stand up to greet you? 6. What will you do if your teacher has no

chair? 7. What will you do if your teacher cleans the board after a class? 8. What will you do if your teacher drops something? 9. What will you do if you lose a book from the library? 10. What will you do if you don't like a dish? 11. What will you do if you are late for the lecture? 12. What will you do if a dog attacks you in the street?

Task 2. Complete the sentences. Add a sentence or two.

1. If I see a kitten in the street ... 2. If I have spare time tonight ... 3. We'll be late unless ... 4. I like hot weather unless ... 5. I like hot weather provided ... 6. Kate reads a newspaper every day as long as ... 7. I don't mind walking home as long as ... 8. I like to walk to work in the morning unless ... 9. We can meet tomorrow unless ... 10. You can borrow the money providing ... 11. You won't achieve anything unless...

Task 3. Translate into English.

1. Если тебе не понравится мой совет, ты можешь его не принимать. 2. Ей придется исколесить (*to travel all over*) всю страну, если она выйдет замуж за офицера. 3. Буду удивлен, если этот фильм будет иметь успех. 4. Если мы опоздаем к обеду, мама рассердится. 5. Если студенты хорошо сдадут экзамен, мы будем только радоваться.

Task 4. Write the sentences above in indirect speech.

Task 5. Make up a new sentence with the same meaning. Use "unless".

1. You must work much harder or you won't pass the exam. 2. Listen carefully or you won't know what to do. 3. She must apologize to me or I'll never speak to her again. 4. You have to speak very slowly or he won't be able to understand you. 5. The company must offer me more money or I am going to look for another job. 6. You are allowed into the club only if you are a member. 7. I am going to the party only if you go too. 8. The dog will attack you only if you move suddenly. 9. He'll speak to you only if you ask him a question. 10. The doctor will see you today only if it's an emergency.

Task 6. Barbara is going for a long walk in the country. Make up sentences with “in case” saying why Barbara has decided to take these things with her.

She is going to take these things with her:	She has decided to take these things because
some chocolate	perhaps she'll want to have a swim
a map	she might want to take some pictures
an umbrella	it's possible she'll get lost
her camera	perhaps she'll get thirsty
some water	she might get hungry
a towel	perhaps it will rain

10.6. Object Clauses Referring to the Future

Study the following examples.

She says, “Will you join the choir?” – *She asks if I shall join the choir.*

Mother says, “When will you keep your promise?” – *Mother asks when I shall keep my promise.*

Ask him when you meet him if he will join our club.

In object clauses referring to the future the Future Indefinite is used. But in object clauses after “to see” (= “to attend to”), “to take care”, and “to make sure” the Present Indefinite is used to express future actions.

e.g. I'll see that the lady is properly looked after.

Her husband will look after her and make sure no harm comes to her.

He will take care that no one interferes with them.

Task 1. Answer the questions.

Pattern: *Will you go to London? – I don't know if I'll go to London but if I go I'll be very happy about it. (I'll let you know about it).*

1. Will you join our expedition?
2. Will you make a good teacher?
3. Will you speak English without mistakes?
4. Will you travel much?
5. Will you join our club?
6. Will you go to the seaside in summer?
7. When will you get a letter from your friend?
8. When will you take your last exam?
9. When will you go on a picnic?
10. When will you go boating?
11. When will you go swimming?
12. When will you visit your granny?

Task 2. Translate the following sentences.

1. Я не знаю, пойду ли я в театр, но если пойду, то не один. 2. Он не знает, когда он найдет другую работу, но если он ее найдет, его жена будет только рада. 3. Мы не знаем, пошлем ли мы письмо или нет, но если пошлем, мы не сможем долго ждать ответа. 4. Я не знаю, понравится ли маме это платье, но если оно ей не понравится, она будет меня ругать. 5. Я не знаю, будем ли мы сдавать этот экзамен, но если будем, я, конечно, его провалю. 6. Я не знаю, приду ли я на конференцию завтра, но староста обязательно проследит, чтобы все пришли. 7. Мы не знаем, женится ли Джон на Элле или нет, но если женится, его родители сойдут с ума. 8. Я не знаю, когда наступят теплые дни, но когда они наступят, все, конечно, ринутся за город. 9. Я не знаю, образумится ли твой брат или нет, но если он образумится, он не поедет в Африку на десять лет. 10. Я не знаю, поймешь ли ты меня правильно или нет, но если поймешь, нам будет легко говорить на эту тему. 11. Я не знаю, понравится ли вам это блюдо или нет, но если оно понравится, я буду очень рада. 12. Я не знаю, успеем ли мы на последний поезд или нет, но если мы не успеем, мы промокнем до нитки. 13. Я не знаю, когда он позаботится о том, чтобы вам дали нужные книги.

10.7. The Future Indefinite in Indirect Speech

He said, "I am sure she will come in time". – He was sure she **would come** in time.

Task 1. Write the sentences in direct speech.

1. My aunt said, "I shan't be thirsty if I have some grapes". 2. My friend told me, "You'll have to work tomorrow". 3. He said, "You'll pay when you have got money from home." 4. He said, "I'll come as soon as I have written this letter". 5. He said, "I shan't speak to you until you have taken back your words". 6. He said, "I shan't let you go till you have promised to come again". 7. He said he would not speak to my sister till she apologized. 8. She said she would not discuss the letter till she had read it to the end. 9. The teacher said we should not take part in the conference till we had discussed its programme. 10. Mother said she would go shopping after I had left for school.

Task 2. Translate the following sentences.

1. Она спросила меня, буду ли я сдавать экзамен по английскому языку в конце года. 2. Я спросил, устроит (suit) ли их эта цена. 3. Он сказал, что не собирается никому звонить. 4. Преподаватель сказал мне, что я должна уделять больше внимания моему произношению. 5. Она сказала, что нам придется идти пешком, потому что мы не сможем сесть на автобус. 6. Она сказала, что если у нее будет время, она приготовит ужин. 7. Он был уверен, что они обязательно подождут его. 8. Они спросили, что он обычно делает после работы. 9. Интересно, почему она не пришла в школу вчера.

UNIT 11

11.1. The Past Continuous Tense

Formation

to speak:

	<i>Singular</i>	<i>Plural</i>
<i>1st p.</i>	I <u>was speaking</u> .	We <u>were speaking</u> .
<i>2nd p.</i>	–	You <u>were speaking</u> .
<i>3^d p.</i>	He / She <u>was speaking</u> .	They <u>were speaking</u> .

– *Were you speaking when she entered the room?*

– *No, I was not speaking; I was listening to the teacher's explanation.*

to be + Participle I

The Past Continuous tense is formed by means of the auxiliary verb “to be” (in the Past Indefinite tense) and Participle I of the notional verb.

11.2. The Use of the Past Continuous Tense

1. The Past Continuous tense is used to denote a past action going on at a definite past moment.

e.g. *At midnight Jim was still working.*

His family were having dinner when the bell went.

That moment may be indicated:

a) by an adverbial phrase (*at that moment, at noon, at midnight, at 3 o'clock, at 12 last Sunday*, etc.)

e.g. *What were you doing at 6 yesterday?*

b) by another past action

e.g. *What were you discussing when I met you in the street?*

When the bell went, the students were still waiting in the corridor.

c) That moment may not be indicated at all but understood from the context.

e.g. *At last he found her. She was lying on the beach.*

2. The Past Continuous tense may be used to denote a past action going on at a definite past period of time. That period may be indicated by adverbial phrases (*all day long, all through the night*, etc.).

e.g. *They were waiting for the doctor all day long.*

It was snowing the whole morning yesterday.

3. The Past Continuous tense is used to denote past actions generally characterizing a person. The characteristic is emotional, subjective, exaggerated.

e.g. *You remember he was always writing silly poems.*

She said her husband was always throwing his money about.

4. There is a sentence pattern which is a complex sentence with an adverbial clause of time introduced by “*while*” or “*as*”. We may find two different time relations between the actions of the two clauses.

a) The actions may be fully simultaneous. In this case either the Past Indefinite is used in both clauses or the Past Continuous is used in both clauses.

e.g. *Martha looked from face to face while they discussed their plans.*

Ron talked little as they drove home.

While she was talking, he was thinking of their future.

Sometimes the Past Continuous may be found in the subordinate clause (after “*while*”) and the Past Indefinite in the principal clause.

e.g. *Bella sat still as he was playing the guitar.*

b) The actions may be partially simultaneous. In this case the action in the subordinate clause serves as a background for the action in the principal clause which is a shorter, accomplished action. The Past Indefinite is used in the principal clause and the Past Continuous in the subordinate clause.

e.g. *While I was reading, I heard a splash in the bath.*
As I was going to St. Ives, I met a man with seven wives.

Task 1. Note the sentence patterns.

Tom burnt his hand when he was cooking dinner.

I saw Jim in the park. He was sitting on the grass.

It was raining when I got up.

While Granny was working in the garden, she hurt her back.

Task 2. A group of British tourists were staying in a hotel. One evening the fire alarm rang. Use the suggested words to say what each person was doing at that time.

Ann / to write a letter

George / to get ready to go out

Carol and Denis / to have dinner

Don / to have a bath

Jack and Jill / to pack their things

Tom / to make a telephone call

Task 3. Here is a list of things that Mary did yesterday.

08.45 – 09.15 – had breakfast

09.15 – 10.00 – read a newspaper

10.00 – 12.00 – cleaned the flat

12.45 – 01.30 – had lunch

02.30 – 03.30 – washed some clothes

04.00 – 06.00 – watched TV

Write sentences saying what she was doing at 9, 9.30, 11, 1, 3, 5.

What were you doing at these times yesterday / last Sunday?

Task 4. Comment on the use of the Past Continuous.

1. I saw Irene yesterday at the Stores; she and Mr. Bosinney were having a nice little chat at the Groceries. 2. They moved across the room, which was starting to fill up, to a vacant corner. 3. He drank some of the wine and ate several chunks of bread while he was waiting for his dinner to come. 4. Now I'll be able to take revenge on you, you were always sneering at me at school. 5. At five the house was humming with activity; the family was preparing for a party.

6. “Size”, said Mrs. Stubbs. “Give me size”. That’s what my poor dear husband was always saying. He couldn’t stand anything small. 7. A few minutes later Dixon was hurrying through the streets to his bus stop.

Task 5. Translate the sentences into English.

1. В 9 часов я ремонтировал утюг. 2. Когда я вошла в комнату, моя дочь плакала над (*over*) своей домашней работой. 3. Он потерял свою тетрадь, когда рассматривал станцию метро. 4. Извините, в какое время студенты танцевали под эту ужасную музыку? 5. Шторм действительно приближался (*to approach*)? 6. Я купил книгу, когда гулял по городу. 7. Почему они не остановились поговорить с тобой? – Они торопились на лекцию (*to hurry to the lecture*). 8. Вы собирались пойти туда? 9. Почему вы выключили радио? – Я работал над произношением. 10. Вы собирались встретить его? 11. Я заснул, пока смотрел телевизор. 12. Дождь начался, когда я шел домой. 13. Мы видели несчастный случай, когда ждали автобуса. 14. Джордж упал с лестницы (*ladder*), когда красил потолок. 15. Я не очень быстро вел машину, когда все случилось. 16. Том сфотографировал меня, пока я с ней разговаривал. 17. Я видел Кэрол на вечере. Она кокетничала с высоким парнем. 18. Когда мы пили кофе, Тед сказал: «Ну, расскажи мне о себе». Он внимательно слушал, когда я жаловался на свой бизнес. Он ни слова не произнес, пока я говорил. 19. И тут он увидел Джека. Джек стоял спиной к нему и говорил с итальянцем в черных очках. 20. Мне вдруг стало ясно, что он играет какую-то роль и развлекается этим. 21. Полиция поймала преступника, когда он садился в поезд. 22. Когда полицейские вели его к машине, собралась большая толпа. 23. Пока я накрывала на стол, Вилли жарил рыбу. 24. Когда он шел по платформе, он не смотрел на людей. 25. Первого сентября 1939 года я обедал с отцом. Я пытался объяснить ему, чем мы занимаемся на работе. Вдруг зазвонил телефон. Отец подошел к нему. Через минуту он, бледный, стоял передо мной: «Филипп, началась (*to break out*) война». 26. Почему ты не позвонил мне вчера? – Потому что я работал в саду целый день. 27. Я едва мог поверить своим глазам: кошка спала в собачьей будке (*kennels*), а собака сидела рядом, дружелюбно охраняя ее. 28. Пока мы ожидали Хадсона, мы рассматривали его коллекцию марок. 29. Когда она переодевалась, она порвала платье. 30. Он был

один из тех людей, кто вечно смотрит на часы. 31. Вдруг он обнаружил, что говорит очень громким голосом, и замолчал. 32. Когда мальчик уснул, он все еще держал в руках игрушку.

11.3. The Past Continuous in Reported Speech

He said, “What **were you doing** at six yesterday?” – He asked what **I was doing** at six the day before.

He said, “It **was raining** when I **went** out”. – He said (that) **it was raining** when he **went** out.

Task 1. Write the sentences in direct speech.

1. He said, “Were you still writing the test when the bell went?” 2. He said, “They were quarrelling when I came”. 3. He said, “While we were discussing our plan, somebody knocked at the door”.

Task 2. Translate the sentences into English.

1. Я спросил его, что он делает в лаборатории так поздно. Он ответил, что делает срочную (*urgent*) работу и пояснил, что он всегда работает по вечерам, когда никого вокруг нет. 2. Я еще спал, когда зазвенел телефон. Это был мой сосед. Он спросил, не сплю ли я. Я ответил, что как раз собираюсь вставать, но вообще сплю допоздна (*until late*). 3. Пока мать готовила ужин, я сделал все домашнее задание (я делал домашнее задание / я всегда делал домашнее задание). 4. Я ждал его звонка, но телефон не звонил. Я ждал долго, а потом позвонил ему сам и спросил, почему он мне не звонит. К моему удивлению, он сказал, что сидит и ждет моего звонка. 5. Мне показалось, что кто-то стучит в дверь, и я спросил брата, слышит ли он какой-нибудь стук. Он послушал и ответил, что слушает очень внимательно, но ничего не слышит. Действительно, никто больше не стучал. 6. Я звонил тебе вчера, но целый час никто не снимал трубку. Что ты делал в это время? 7. Он сказал, что в прошлую субботу он целый день готовился к семинару. 8. Она спросила, куда мы шли, когда нас встретила ее мама. 9. Джейн сказала, что уезжает из Нью-Йорка навсегда.

11.4. The Past Continuous and the Past Indefinite

Task 1. Use the Past Continuous or the Past Indefinite:

1. When I (to come) to his studio, he (to paint) the portrait of his wife. – “You (to like) it? – He only just (to start) when I (to see) it, so I couldn’t judge.
2. When I (to hear) his knock, I (to go) to the door and (to open) it but I (not to recognize) him at first, because I (not to wear) my glasses.
3. Suddenly he (to realize) that he (to travel) in the wrong direction.
4. As we (to walk) along the road, we (to hear) a car coming from behind. Tom (to turn) round and (to hold up) his hand. The car (to stop).
5. When I (to enter) the hall, the audience (to clap).
6. When at last I (to reach) her house, Ann just (to leave) and therefore we only (to have) time for a few words.
7. When I (to reach) her home, Ann (to go away) at once, that is why I (to have) no time to speak to her.
8. As he (to get) into the tram, it (to start) suddenly and he (to fall) backwards on the pavement.
9. As soon as he (to get) into the bus, the bus (to start).
10. Why you (to interrupt) me? I (to have) an amusing conversation with Nick.
11. She (to be) very extravagant. She always (to buy) new clothes.
12. It (to rain) hard, and she (to run) for a taxi.
13. Near her a small boy (to play) silently.
14. She (to look up) to see if we (to listen).
15. Next day, when the car (to come), we (to vanish) into the bush.
16. And all the time she (to think) how to get the money from Christie.
17. For the first time he (to notice) that Hilda (to wear) a new dress.
18. Lizzi (to eat) busily and (not to raise) her head.
19. It so (to happen) that she (to dine) that evening at Timothy’s.
20. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly.
21. While the eggs (to boil), I (to go out) into the hall and (to phone) Jo.
22. He (to begin) to walk fast down the hedge; he couldn’t see where he (to go).
23. She (to invite) him to the party she (to give) on Saturday.
24. He (to pause). They all (to look) at him now, interested.
25. She (to have) the satisfaction of seeing that Betty (to get) more and more at ease.
26. I (to have) a wash, (to brush) my hair and we (to start).
27. Mrs. Pompley (to come) into the drawing-room where we all (to sit) reading the papers after breakfast.
28. At the time of our arrival the city (to go) through a period of rapid expansion.
29. He always (to make) us listen to his stupid ideas.
30. I (to open) the window. The cars (to pass) my house and a man

(to stand) at the traffic lights. 31. The salesman (to help) the customer when the thief (to come) into the store. 32. He (to come) to the office at eight, (to type) some in important letters, then (to ask) the secretary to bring the managers' reports and (to analyse) them the whole day. 33. As I (to explain) the reason for doing this, he (to interrupt) me very rudely. 34. The boy constantly (to play) tricks on his poor mother. 35. He (to enter) the door. The candles (to burn) in the corners and the smell of cigarettes (to fill) the room. 36. I (to walk) along the street when suddenly I (to hear) a woman's cry. 37. I (to cook) the whole evening yesterday. 38. What you (to do) when the earthquake (to start)? 39. When I (to walk) into the office, several people busily (to type), some (to talk) on the phones. 40. I (not to like) them because they always (to complain). 41. We (to try) to open the door while the firemen (to fit) the ladder to get into the flat through the window. 42. He constantly (to talk). He (to annoy) everyone. 43. This morning (to be) really beautiful. The sun (to shine), the birds (to sing), and everyone in the street (to smile) and (to say) hello to each other.

Task 2. Translate the sentences using the Past Continuous or the Past Indefinite.

1. Над этой картиной Репин работал много лет. 2. Всю ночь вчера шел дождь. 3. Пока Джон рассматривал афишу (*poster*), кто-то положил ему руку на плечо. Он обернулся и увидел незнакомца. Тот улыбался. 4. Пока мы разводили костер, девочки чистили картошку. 5. Пылесос сломался, когда чистили ковер. 6. Я подходил к вокзалу, когда все это случилось. – Простите, в какое время Вы подходили к вокзалу? 7. Когда Джордж жил в отеле в Лондоне, он часто ходил в театр. 8. Когда лектор читал лекции по античной литературе, на нее приходили все, кто не был занят, включая лаборантов и людей с улицы. 9. Когда декан составлял мое расписание, он забыл о моей просьбе. 10. Пока мы спорили в гостиной, собака ела колбасу в кухне прямо со стола. 11. Концерт начался неудачно. Когда главный актер произносил свои слова, с его головы упал парик (*wig*). Зал откровенно потешался. Когда один из певцов пел, он забыл свои слова. Он стоял на сцене и то открывал, то закрывал рот, отчего приобрел сходство с рыбой, вынутой из воды. Кто-то в зале рыдал (*to sob*) от восторга (*in delight*). 12. Джон

был одним из тех людей, кто вечно опаздывает на работу, и его директор подарил ему будильник. Через два дня Джон пришел на работу за полчаса до начала. Когда его босс вошел в контору, Джон шел ему навстречу, гордо улыбаясь. Он еще раз поблагодарил босса за подарок. «Это ладно, но где Вы были вчера?», – загремел босс. 13. Как обычно, Брауны были дома в тот вечер. Мистер Браун лежал на диване и читал газету. Миссис Браун что-то делала на кухне. Дети играли в детской. 14. Я любил разговаривать со своей бабушкой; она всегда слушала меня внимательно и никогда не жаловалась, что плохо себя чувствует, хотя действительно чувствовала себя неважно (*unwell*). 15. Ты не можешь припомнить, что ты делал в это время? 16. Я сняла пальто и пошла на кухню, где она жарила рыбу. 17. Я раньше принимала эти таблетки. 18. Боб всегда делал много ошибок в письменных работах. 19. Я встретил Энн и Тома в аэропорту несколько недель назад. Они улетали в Берлин, а я в Мадрид. Мы поболтали, пока ждали своих рейсов (*flight*). 20. Я прожил в Палермо всего четыре месяца, а потом переехал сюда. 21. Она что-то писала и даже не подняла (*to raise*) головы, когда я вошел. 22. Старушка постоянно говорила о своих болезнях. 23. Все время, пока Джон рассказывал свою историю, она пристально смотрела на него. Она пыталась понять, что он за человек. 24. Пока мы смотрели фильм, члены английского клуба обсуждали новый роман. 25. Когда мы вышли из кино, все еще шел сильный снег. 26. Уже смеркалось. Мы решили вернуться домой. 27. Мы слышали их голоса, но не могли разобрать (*to make out*), о чем они говорят. 28. Я знаю точно, что в 8 часов он работал не в лаборатории, а в читальном зале. 29. Он сказал, что когда прозвенел звонок, он все еще переводил текст. 30. Джейн всегда внимательно слушала и вела конспекты (*to make notes*). 31. Я давно не видела Алана, когда я видела его в последний раз, он пытался найти работу. 32. Мэри заснула, пока смотрела телевизор. 33. Я шел по улице, как вдруг я услышал шаги (*footsteps*). Кто-то шел за мной (*to follow*). Я испугался и побежал. 34. Он сказал, что вчера в пять часов вечера он работал здесь, в этой лаборатории. 35. Телевизор был включен, но его никто не смотрел. 36. Он сказал что-то, потом замолчал, затем снова заговорил. 37. Она сказала, что вчера весь день болтала по телефону. 38. Том вечно забывал про-

стейшие вещи на экзаменах. 39. Когда мама пришла, мы пообедали. / Когда мама пришла, мы обедали. 40. В полдень шел дождь. 41. Он сказал, что делал домашнее задание, когда отец вошел в комнату. 42. Он писал письма своей матери каждую неделю. 43. Вошла маленькая Мэри. Она ела мороженое. 44. Я пришел домой рано, отдыхал с пяти до шести, а затем работал весь вечер.

11.5. The Use of Articles with Names of Meals

1. Generally, **no article is used with names of meals**. In this case neither the function of the noun nor its being part of a set-phrase is of any importance.

e.g. *Lunch is ready, and we can go in. They met for tea.*

2. The **definite article** is seldom found with names of meals. It is used in a clear case of back reference or if there is a limiting attribute.

e.g. *The dinner was excellent but John ate very little. He was eating the lunch his mother had given him.*

3. The **indefinite article** is used when names of meals are modified by descriptive attributes.

e.g. *You can get a good supper here. We sat down to a light breakfast.*

4. Sometimes owing to a change of meaning, names of meals become countable nouns. This occurs in the following cases:

(a) when they denote ‘dinner party’, ‘tea party’. Both the articles may be found depending on the situation.

e.g. *Fleur said, “We had a dinner last night”. I don’t want to go to the luncheon they invited me to.*

(b) when they denote a portion. In this case the noun is used with the indefinite article denoting ‘one’.

e.g. *He didn’t have enough money to buy a dinner. They will give you a supper and a bed in this hotel.*

Task. Insert the proper article where necessary.

1. All we had was ... quiet, simple dinner. 2. When ... supper was over they went back into the bedroom. 3. At ... last dinner, three years ago, a fox was brought in a cage. 4. Then she thanked him for ... breakfast. 5. Wash your

hands, everyone. ... dinner is ready. 6. I'll give you ... native dinner. 7. Will you stay for ... dinner? 8. I'll have a meeting before ... lunch. 9. He ordered ... rich, expensive lunch. 10. ... dinner you cooked was marvelous. 11. We have ... breakfast at eight. 12. I was invited to ... dinner given to welcome the new ambassador.

ЗАКЛЮЧЕНИЕ

В основу всей системы упражнений данного учебного пособия были положены следующие методические принципы:

1) упражнения даны в порядке нарастания языковых трудностей и постепенного перехода от упражнений репродуктивного типа к упражнениям продуктивного типа;

2) устные упражнения чередуются с письменными.

Задания рассчитаны как на самостоятельную работу студентов, так и на выполнение в аудитории под руководством преподавателя.

Упражнения, выполняемые студентами самостоятельно, проверяют в аудитории либо с преподавателем, либо с помощью «ключей» с последующим обсуждением неясных для студентов случаев.

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