

Contents

1	Nouns, articles, adjectives and adverbs.....	8
1.1	Countable and uncountable nouns	8
1.1.1	Countable and uncountable nouns compared	8
1.1.2	Nouns which can be either countable or uncountable: 'an egg/egg'	8
1.1.3	Normally uncountable nouns used as countables (1): 'a coffee/(some) coffee'	9
1.1.4	Normally uncountable nouns used as countables (2): 'oil/a light oil'	10
1.1.5	Singular equivalents of uncountable nouns: 'bread/a loaf'.....	11
1.1.6	Nouns not normally countable in English: 'information'	11
1.1.7	Partitives: 'a piece of, etc.....	12
1.2	Number (singular and plural)	13
1.2.1	Nouns with plurals ending in -s or -es: 'friends', 'matches'	13
1.2.2	Nouns with plurals ending in -s or -es: 'countries', 'knives'	13
1.2.3	Nouns ending in -o and some irregular plural forms	14
1.2.4	Collective nouns followed by singular or plural verbs: 'government'	14
1.2.5	Nouns with a plural form + singular or plural verbs: 'acoustics'	15
1.2.6	Nouns with a plural form + plural verbs: 'trousers'	16
1.3	Gender	16
1.3.1	Male and female word forms: 'waiter/waitress'	16
1.3.2	Identifying masculine and feminine through pronouns: 'He/She is a student'	17
1.4	The genitive	18
1.4.1	How to show possession with s, s' and the apostrophe (') on its own.....	18
1.4.2	Apostrophe s ('s/s'), compound noun, or 'of?	18
1.4.3	The use of s and s' with non-living things: 'an hour's journey'	19
1.4.4	Omission of the noun after's	19
1.1 – 1.4	Revision	20
1.5	The indefinite article: 'a/an'.....	23
1.5.1	General statements with 'a/an' and zero (0).....	23
1.5.2	The 'plural form' of 'a/an'.....	24
1.5.3	Describing people and things with 'a/an' + noun: 'He's a doctor'	25
1.5.4	The use of 'a/an' when something is mentioned for the first time	25
1.5.5	The difference between 'a/an' and 'one'.....	26
1.5.6	'A/an' for price, distance and frequency: '80p a kilo'	26
1.5.7	'A/an' or zero with reference to illnesses: 'a cold'	27
1.6	The definite article: 'the'	27
1.6.1	Form and basic uses of 'the'.....	27
1.6.2	'A/an', 'the' and zero in front of abbreviations: 'the BBC'	28
1.6.3	'The' + nationality noun: 'the Chinese'	28
1.6.4	'The' for specifying	29
1.6.5	'The' to refer to things that are unique (not place names)	30
1.7	The zero article.....	31
1.7.1	Basic uses of the zero article (0): 'Life is short'	31
1.7.2	The zero article with names and titles: 'Mr Pym'	32
1.7.3	Zero article for parts of the day ('at dawn') and for meals ('for lunch')	32
1.7.4	Zero article for e.g. 'She's at school' and 'He's in hospital'	33
1.7.5	Zero article or 'the' with place names.....	34
1.5 – 1.7	Revision	34

1.8	Adjectives	65
1.8.1	Attributive and predicative adjectives	65
1.8.2	Order of adjectives.....	66
1.8.3	Construction of adjectives.....	67
1.8.4	Suffixes and prefixes.....	68
1.8.5	Negative prefixes	68
1.8.6	Non-gradable adjectives.....	69
1.8.7	Comparison of adjectives	70
1.8	Revision.....	72
1.9	Comparison of adverbs.....	77
2	Quantity.....	79
2.1	Quantifiers + countable and uncountable nouns.....	79
2.1.1	Quantifiers + countable and uncountable nouns	79
2.1.2	Quantifiers that tell us roughly how much and how many	80
2.2	General and specific references to quantity.....	80
2.2.1	'Of after quantifiers ('a lot of, 'some of, etc.).....	80
2.2.2	When to use quantifiers without 'of: 'I've got a lot'	81
2.2.3	'More' and 'less' after quantifiers: 'some more', 'a little less'	81
2.3	Uses of 'some', 'any', 'no' and 'none'	82
2.3.1	'Some/any' or zero in relation to quantity.....	82
2.3.2	Four basic uses of 'some' and 'any'	83
2.3.3	'Not ...any', 'no' and 'none'	83
2.3.4	Other uses of 'some' and 'any'.....	83
2.4	'Much', 'many', 'a lot of', '(a) few', '(a) little', 'fewer', 'less'	84
2.4.1	Basic uses of 'much', 'many' and 'a lot of'.....	84
2.4.2	Other common uses of 'much', 'many' and 'a lot of'.....	84
2.4.3	'Few', 'a few', 'little', 'a little'	85
2.4.4	'Fewer' and 'less'.....	85
2.3 – 2.4	Revision	86
2.5	'Both' and 'all'	97
2.5.1	'Both/both the' and 'all/all the' with nouns.....	97
2.5.2	'Both' and 'all': word order with verbs.....	98
2.5.3	'Both' and 'all': word order with pronouns.....	98
2.5.4	'None of and 'neither of'.....	99
2.6	'All (the)', '(a/the) whole', 'each' and 'every'.....	99
2.6.1	'All (the)' compared with '(a/the) whole'	99
2.6.2	'All' compared with 'everyone/everybody' and 'everything'	100
2.6.3	'Each' and 'every'.....	100
2.7	'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'.....	101
2.7.1	'Another', 'other', 'others', 'the other', 'the others'	101
2.7.2	'Either' and 'neither' + singular nouns	102
2.7.3	'Each of, etc.	102
2.7.4	'One of'	102
3	Verbs	103
3.1	Aspects.....	103
3.1.1	Simple and continuous aspects.....	103
3.1.2	The simple aspect	103
3.1.3	The continuous (or progressive) aspect	103
3.1.4	Verbs not normally used in the continuous tenses.....	104
3.1.5	Stative and dynamic verbs.....	105

3.1.6	The perfect aspect	106
3.2	The present tense	107
3.2.1	Present Simple and Present Continuous Present simple	107
3.2.2	Present continuous	108
3.2.1 – 3.2.2	Revision	110
3.3	The past tense	119
3.3.1	Past Simple and Past Continuous	119
3.3.2	Irregular verbs	120
3.3.3	Past continuous	125
3.3.4	Contrast: Past continuous versus past simple	125
3.4	The imperative	127
3.4.1	Some uses of the imperative to express different functions	127
3.4.2	The imperative to address particular people	127
3.4.3	The imperative with question tags	128
3.4.4	Double imperatives joined by 'and'	129
3.3.1 – 3.3.4	Revision	129
3.5	Tenses with the perfect aspect	131
3.5.1	Present perfect simple	131
3.5.2	Present perfect continuous	132
3.5.3	Contrast: present perfect simple versus present perfect continuous	133
3.5.4	Contrast: Present Perfect Simple versus Past Simple	135
3.5.1 – 3.5.4	Revision	136
3.5.5	Past Perfect Simple	142
3.5.6	Past Perfect Continuous	145
3.5.5 – 3.5.6	Revision	145
3.6	The future tense	150
3.6.1	The be going to future	150
3.6.2	Present Continuous as future	150
3.6.3	Contrast: be going to future versus <i>present continuous</i> as future	150
3.6.4	Future with will	151
3.6.4	Revision	153
3.6.5	Contrast: be going to versus will	163
3.6.6	Present Simple as future	165
3.6.7	Future Continuous	165
3.6.8	Contrast: Future Continuous versus Present Continuous as future	167
3.6.9	Future Perfect Simple and Continuous	168
3.6.10	Other ways of referring to the future	169
3.2 – 3.5	Revision	170
3.6.11	The future-in-the-past	176
3.1 – 3.6	Revision	180
3.7	The Passive	185
3.7.1	Forms and uses of the passive	185
3.8	The causative	189
3.8.1	Contrast: have and get	189
3.8.2	The causative compared with the active and passive	190
3.7 – 3.8	Revision	191
3.9	Constructions after wish	205
3.10	Phrasal verbs	208
4	Conditionals	210
4.1	First, second and third conditional	210

4.2	Conditional sentences: variations in tenses	212
4.2.1	First conditional.....	212
4.2.2	Second conditional.....	212
4.2.3	Third conditional	213
4.2.4	The zero conditional	213
4.3	Mixed conditionals	214
4.4	Conditionals: check	215
4.5	Words other than if.....	216
4.6	Implied conditionals	217
4.1 – 4.6	Revision	217
5	Modals.....	225
5.1	Modal auxiliaries: introduction.....	225
5.2	Ability: can, could, be able	227
5.3	Certainty, possibility, deduction: can, could, may, might, must, will, should, ought to.....	228
5.4	Advice, obligation, necessity: should, ought to, must, have to, have got to, need	230
5.5	Offers, requests, permission, suggestions: can, could, may, might, would, must, shall, would you mind	233
5.6	Habit	234
5.1 – 5.6	Revision	235
6	Verbals	267
6.1	The infinitive.....	267
6.1.1	Functions of the infinitive	267
6.1.2	Infinitive without the particle 'to'.....	269
6.1.3	The objective infinitive construction	270
6.1.4	The subjective infinitive construction.....	272
6.1.5	For - to - infinitive construction	273
6.2	The participle	280
6.2.1	Functions of participle	280
6.2.2	Conjunctions before infinitive and participle	282
6.2.3	The objective participial construction.....	283
6.2.4	The subjective participial construction	284
6.2.5	The nominative absolute participial construction.....	286
6.2.6	The Prepositional Absolute Participial Construction.....	286
6.3	Gerund	294
6.3.1	Functions of Gerund	294
6.3.2	Gerundial and Half-Gerundial Constructions.....	299
6.1	Revision.....	308
6.2	Revision.....	314
6.3	Revision.....	323
6.1 – 6.3	Revision	335
6.1.3 , 6.1.5 , 6.2.3	Revision.....	344
6, 6.2.4	Revision	357
7	Reported speech.....	360
7.1	Reported statements	360
7.1.1	When the tense doesn't change	361
7.1.2	Time and place changes	362
7.2	Reported questions	363
7.2.1	to-infinitive in reported speech.....	363

7.3	Verbs used in reporting	364
7.4	Summarizing when reporting.....	365
7.1 – 7.4	Revision	366
8	Sentence structure	383
8.1	Introduction.....	383
8.2	Conjunctions	385
8.3	Noun clauses	385
8.4	Participial constructions: present participial phrases	387
8.5	Participial constructions: past participial phrases	389
8.6	Participial phrases: check	390
8.7	Adverbial clauses of time, place, manner and reason	390
8.8	Defining relative clauses	392
8.9	Non-defining relative clauses	394
8.10	Defining and non-defining relative clauses: check	396
8.11	Relative clauses of time, place and reason	397
8.12	Relative clauses after all, etc.....	398
8.13	Co-ordinating relative clauses.....	399
8.14	Tag questions	399
8.14.1	Types of tag questions.....	400
8.14.2	Tag questions with a rising intonation:	400
8.14.3	Tag questions with a rising intonation: positive statements - positive tag.....	401
8.14.4	Echo tags	401
9	Prepositions	404
9.1	Prepositions, adverb particles and conjunctions	404
9.1.1	Words we can use either as prepositions or as adverbs	404
9.1.2	Words we can use only as prepositions or only as adverbs	404
9.1.3	Words we can use either as prepositions or conjunctions.....	405
9.1.4	Object pronouns after prepositions: 'between you and me'.....	405
9.2	Prepositions of movement and position Prepositions of time.....	406
9.2.1	'At a point', 'in an area' and 'on a surface'.....	406
9.2.2	Prepositions of time: 'at', 'on' and 'in'	407
9.3	Particular prepositions, particles: contrasts	408
9.3.1	Prepositions, particles, etc. often confused and misused	408
9.4	Particular prepositions, particles: contrasts	410
9.4.1	Prepositions, particles, etc. often confused and misused	410
9.5	Particular prepositions, particles: contrasts	412
9.5.1	Prepositions, particles, etc. often confused and misused	412
9.1 – 9.5	Revision	414

Nouns, articles, adjectives and adverbs

1.1 Countable and uncountable nouns

1.1.1 Countable and uncountable nouns compared

1 If a noun is **countable**:

a we can use *a/an* in front of it: / bought **a book**. (Not */ *bought book*. *)

b it has a plural and can be used in questions with *How many?*: *How many **books** ... ?*

c we can use a number in front of it: *one book, two books*.

2 If a noun is **uncountable**:

a we do not normally use *a/an* in front of it: / bought **some bread**. (Not **a bread*')

b it does not normally have a plural and can be used in questions with *How much?*:
*How much **bread**... ?* (Not **How many breads?**)

c we cannot normally use a number in front of it.

3 We need to know whether nouns are countable or uncountable in English to be able to use *a/an, some, any, much, many, a few, a little*, etc. correctly.

Compare: *It was **a marvellous experience***. (countable = something that happened)

*We need someone with **experience***. (uncountable = skill and knowledge)

Exercise 1. Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is countable or uncountable.

- | | |
|--|---------------------------------|
| 1 This is an excellent <u>painting</u> . C | 6 Hope keeps me going._ |
| 2 I don't like milk._ | 7 He hasn't a hope._ |
| 3 How many photos did he take?_ | 8 How much flour did you buy?_ |
| 4 Add a little more oil._ | 9 Where are my two new shirts?_ |
| 5 His drawings really interest me._ | 10 We've got plenty of coal._ |

1.1.2 Nouns which can be either countable or uncountable: 'an egg/egg'

1 Some nouns are countable when they refer to single items, but they are uncountable when they refer to substances:

countable (a single item)

*He ate **a whole chicken**!*

*I had **a boiled egg** for breakfast.*

uncountable (substance/material)

*Would you like **some chicken**?*

*There's **egg** on your tie.*

2 Some nouns are uncountable when they refer to a material, but they are countable when they refer to an object made from that material:

countable ('thing')

*/ broke **a glass** this morning.*

uncountable (material)

Glass is made from sand and lime.

*I picked up **a stone**.*

*We used **stone** to build our walls.*

Exercise 2. Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is being used as a countable or as an uncountable.

- | | |
|--------------------------------------|-------------------------------------|
| 1 Add more <u>onion</u> . U | 6 Would you like an ice?_ |
| 2 Would you like some fish?_ | 7 I need two clean glasses._ |
| 3 I eat two eggs every day._ | 8 Don't throw stones._ |
| 4 Too much cake isn't good for you._ | 9 A lot of paper is wasted._ |
| 5 They've built a new motorway._ | 10 We bought a new iron yesterday._ |

1.1.3 Normally uncountable nouns used as countables (1): 'a coffee/(some) coffee'

- Words for drinks like *coffee* are normally uncountable. This means:
 - we use no article: *Coffee is important to the economy of Brazil.*
 - or we use *some/any*: *Is there **any coffee**? I'd like **some coffee**, please.*
- However, when we are ordering *coffee*, etc., we normally treat it as countable:
*I'd like **a coffee**, please. **Two coffees**, please. **One coffee** and a glass of milk, please.*

Exercise 3. Use *I'd like..., please* to ask for drinks in each situation.

- You have come down to breakfast. There is a choice between tea and coffee.
I'd like (some) tea, please. I'd like some coffee, please.
- You are ordering drinks. You want coffee for yourself. Your two friends want tea.
- You are ordering drinks for three people: beer, lemonade, tomato juice.
- You are ordering drinks. Two want coffee. Three want tea. One wants milk.

Exercise 4. Identify all the uncountable nouns in the following text:

We welcome you as a guest at the Sherwood Holiday Village and hope that you enjoy your holiday with us.

The sports complex is open from 7 a.m. and facilities are available for tennis, squash, bowling, table tennis and snooker.

You can hire equipment at the complex for a nominal fee. If you require tuition, there is coaching available but you must book in advance. For those of you who enjoy competition, there will be tournaments taking place throughout the week. Please sign your name up on the noticeboard if you are interested. And if you need something to quench your thirst after an energetic game, you can purchase fruit juice, mineral water and herbal drinks as well as a variety of healthy snacks from the health-food bar. May we take this opportunity to inform you that appropriate footwear must be worn for all activities and heavy shoes are not allowed in the sports complex.

Next to the sports complex, you will find our brand-new swimming pool, complete with water slides and a wave machine. The lighting in the pool area gives the effect of sunlight even on the duller days. And if you want to look your best in the pool, our sports shop stocks a wide range of designer swimwear.

After lots of exercise, you'll probably be ready for a good meal. Why not go to the Sherwood Restaurant? If you'd like to try the buffet, you can eat as much food as you like for just £8. If you prefer to eat in, you can purchase your food from the minimarket. Fresh fruit and vegetables are delivered to the minimarket daily and the bread is freshly baked by our own bakers.

If you require any advice or information, please come to the Reception Desk and we will be glad to assist.

Janice Hughes, Manager

Exercise 5. Write a before the nouns which are being used as *countable* nouns.

- 1a) -. Beauty is subjective.
- b) She's a real beauty.
- 2a) I am fortunate to have had very good education.
- b) Education does not just take place at school.
- 3a) My eyes are very sensitive to light.
- b) Is there light in here?
- 4a) You've been great help to me.
- b) I'm sorry to ask you but I desperately need help.
- 5a) I don't usually drink coffee.
- b) I'll have two teas and coffee, please.
- 6a) He has great love of music.
- b) Sometimes love can be very painful.
- 7a) You'll get better at the job as you gain experience.
- b) I'm so glad I did it: it was wonderful experience.
- 8a) The house is built of.... stone.
- b) This is beautiful stone.
- 9a) Death comes to us all one day.
- b) There's been death in the family.
- 10a) Fear is a perfectly natural human feeling.
- b) He has terrible fear of heights.
- 11a) He was so hungry that he ate whole chicken.
- b) I don't like red meat but I do eat.... chicken.
- 12a) I think that's really ugly painting.
- b) Painting can be a very relaxing activity.
- 13a) I usually eat.... fruit for breakfast.
- b) That's very unusual fruit. What is it?
- 14a) Has this soup got.... potato in it?
- b) Would you like baked potato?
- 15a) You shouldn't drink wine on an empty stomach.
- b) This is very nice wine.

1.1.4 Normally uncountable nouns used as countables (2): 'oil/a light oil'

Words like *oil* and *plastic* for substances and materials are normally uncountable:
Oil is produced in the North Sea.

We often use *a/an* with nouns like this when we are describing them with an adjective:
*The North Sea produces **a light oil** which is highly prized in the oil industry.*

Exercise 6. Rewrite these sentences using the nouns as countables.

- 1 The North Sea produces oil. (light) *The North Sea produces a light oil.*
- 2 This region produces wine. (excellent).....
- 3 This factory produces cloth. (traditional).....
- 4 This box is made of wood. (rare).....

1.1.5 Singular equivalents of uncountable nouns: 'bread/a loaf'

- 1 A word like *bread* is uncountable. If we want 'one item', we use a different word:
*I'd like **some bread**, please. → I'd like **a loaf** (of bread), please.*
- 2 Sometimes we have to say exactly what we want.
 We cannot say **a clothing**, so we ask
 for a *coat*, a *shirt*, etc. In the same way, we cannot say **a luggage**, **an accommodation**.
 We have to say what we want: e.g. a *suitcase*, a *room*.

Exercise 7. Put in any suitable word which means 'one item'.

- 1 Are you giving away all this clothing/all these clothes? - No, I'm giving away a...*coat*.
- 2 There's a lot of laughter from next door. I just heard a very loud.....
- 3 My luggage is getting old and worn. I really need a new.....
- 4 There are a lot of people looking for work. I need a..... myself.
- 5 I'm looking for accommodation. I'd like a.....for the night.

1.1.6 Nouns not normally countable in English: 'information'

- 1 A number of nouns, like *information*, are countable in many languages, but they are uncountable in English. This means we cannot:
 - use *a/an* in front of them: *I'd like **some information**, please.* (Not **an information**)
 - give them a plural: *I'd like **some information**, please.* (Not **(some) informations**)
 Other examples:
advice, clothing, flu, furniture, hair, homework, housework, jewellery, lightning, luggage, meat, money, news, permission, progress, rubbish, scenery, shopping, soap, spaghetti, thunder, toast, traffic, weather.
- 2 *News* is plural in form, but takes a singular verb: ***The news** is bad.* (Not **the news are**)
Hair (that grows on the head) is singular: ***My hair** is long.* (Not **my hairs are**)
 We use *hairs* only for individual strands of *hair*. ***There are three hairs** on my nose.*

Exercise 8. Tick the words which normally have plurals in English.

- | | | | |
|--------------------|----------------------|--------------------|-------------------|
| 1 <i>advice</i> _ | 4 <i>answer</i> _ | 7 <i>penny</i> _ | 10 <i>money</i> _ |
| 2 <i>diamond</i> ✓ | 5 <i>jewellery</i> _ | 8 <i>story</i> _ | 11 <i>news</i> _ |
| 3 <i>meat</i> _ | 6 <i>carrot</i> _ | 9 <i>scenery</i> _ | 12 <i>shirt</i> _ |

Exercise 9. Put in some, any, a, the, a lot of or '- '.

- | | | | |
|----|---|----|--|
| 1 | I'd like <i>some</i> information, please. | 11 | Can you give me.....description of it? |
| 2 | The tree was struck by.....lightning. | 12 | I'd like.....tomatoes, please. |
| 3 | Is there.....toast, please? | 13 | Would you like.....spaghetti? |
| 4 | There's.....slice of toast left. | 14 | There was.....traffic this morning. |
| 5 | What's.....weather like today? | 15 | John's gone to bed with.....flu. |
| 6 | Can I have.....potatoes, please? | 16 | Have you made.....progress with Chinese? |
| 7 | I need.....new clothing. | 17 | I've got.....permission to park here. |
| 8 | I'm tired. I've just done.....shopping. | 18 | Our teacher has given us.....homework. |
| 9 | I've done.....housework. | 19 | There's.....rubbish in our garden. |
| 10 | I've just received.....letter from John. | 20 | I'm going to plant.....tree in the garden. |

1.1.7 Partitives: 'a piece of, etc.

- 1 We use **partitives** to refer to:
 - one item: **a loaf of bread**
 - a part of a whole: **a slice of bread**
 - a collection of items: **a packet of biscuits**
- 2 The most common partitives are *a piece of* and (in everyday speech) *a bit of*:
*Can I have **a piece of bread/a bit of bread/two pieces of bread**, please ?*
- 3 There are partitives which go with some words but not with others. So we can say *a slice of bread, a slice of cake, a slice of meat* (but not **a slice of soap*).
Partitives can be 'containers' (*a tin of soup*) or can refer to small amounts (*a drop of rain*).

Exercise 10. Match A and B.

A	B
1 I'd like <i>some</i> ice <i>a cube of ise.</i>	a wisp of
2 Have you got <i>any</i> chocolate?	a cube of
3 Can I have <i>some</i> bread, please?	a splash of
4 We need <i>some</i> paper	a box of
5 Buy me <i>some</i> soap please	a sip of
6 Buy me <i>some</i> milk please	a tube of
7 We need <i>some</i> jam	a drop of
8 Have you got <i>any</i> matches?	a bar of
9 I've made <i>some</i> tea	a slice of .
10 Buy <i>some</i> toothpaste	a pinch of
11 Add <i>a little</i> water	a sheet of
12 Add <i>a little</i> salt	a jar of
13 I've drunk <i>a little</i> tea	a bar of .
14 Add <i>a little</i> soda	a bottle of
15 I can see <i>a little</i> smoke.....	a pot of.....

1.2 Number (singular and plural)

1.2.1 Nouns with plurals ending in -s or -es: 'friends', 'matches'

1 We add -s to form the plural of most nouns.

We pronounce -s as /s/ after these sounds: /f/ *chiefs*; /k/ *cakes*; /p/ *taps*; /t/ *pets*; /θ/ *months*.

We pronounce -s as /z/ after these sounds: /b/ *verbs*; /d/ *friends*; /g/ *bags*; /l/ *bells*; /m/ *names*; /n/ *lessons*; /ŋ/ *songs*; vowel (**a, e, i, o, u**) + s: *eyes*, or vowel sound + r: *chairs*.

2 We add -es after nouns ending in -o: *potato - potatoes*; -s: *class - classes*; -x: *box - boxes*; -ch: *match - matches*; -sh: *dish - dishes*.

We do not pronounce e in plurals like: *cakes, clothes, tables, names, eyes*.

We pronounce the plural as /iz/ after these sounds:

/z/: *noises*; /dʒ/: *oranges*; /s/: *buses*; /ʃ/: *dishes*; /tʃ/: *matches*; /ks/: *boxes*.

Exercise 11. Write the plurals of these nouns in the columns below to show their pronunciation.

address, beach, bottle, cinema, clock, guitar, hotel, island, lake, light, month, office, park, piece, smile, space, tape, village.

/s/	/z/	/ɪz/
1 <i>CLOCKS</i>	7 <i>bottles</i>	13 <i>addresses</i>
2	8	14
3	9	15
4	10	16
5	11	17
6	12	18

1.2.2 Nouns with plurals ending in -s or -es: 'countries', 'knives'

1 Consonant (b, c, d, etc.) + -/becomes -ies: *country/countries, strawberry/strawberries*.

2 Vowel (a, e, o and u) + -y adds an -s: *days, keys, boys, guys*.

Proper nouns (names spelt with a capital letter) ending in -y just add an -s:

*Have you met the **Kennedys**? The last four **Januarys** have been very cold.*

3 We change the ending -f or -fe into -ves in the plural with the following nouns: *calf/calves, half/halves, knife/knives, leaf/leaves, life/lives, loaf/loaves, self/selves, sheaf/sheaves, shelf/shelves, thief/thieves, wife/wives and wolf/wolves*.

4 We add -s or -ves to: *hoof - hoofs/hooves, scarf - scarfs/scarves*.

5 We just add -s to: *handkerchief/handkerchiefs, roof/roofs*.

Exercise 12. Rewrite these sentences in the plural making necessary changes.

- | | |
|---|--|
| 1 This cherry is very sweet.
<i>These cherries are very sweet.</i> | 4 The leaf is turning yellow. |
| 2 I've lost my key. | 5 The roof has been damaged. |
| 3 This knife is blunt. | 6 We have a Henry in our family. We have three |

1.2.3 Nouns ending in -o and some irregular plural forms

1 To nouns ending in -o, we add -es: *hero - heroes, potato - potatoes, tomato - tomatoes*. Or we add -es or -s: *cargo - cargoes or cargos, volcano - volcanoes or volcanos*. Or we add only -s: *bamboos, photos, pianos, radios, solos, videos, zoos*.

2 We change the vowels of some nouns to form the plural: *foot/feet, goose/geese, man/men, mouse/mice, tooth/teeth, woman/women*. And note: *child/children, ox/oxen*.

3 Some nouns have the same singular and plural forms: *aircraft, deer, salmon, trout, sheep*.

4 Nationality nouns ending in -ese and -ss have the same singular and plural forms: *a Chinese - the Chinese; a Swiss - the Swiss*.

Exercise 13. Rewrite these sentences in the plural making necessary changes.

- | | |
|--|------------------------------------|
| 1 Which video do you like best?
<i>Which videos do you like best?</i> | 6 A postman is busy all the time. |
| 2 Which volcano is erupting? | 7 We're going to sell that sheep. |
| 3 This is John's pet mouse. | 8 I can see a salmon in the water. |
| 4 This tooth is giving me trouble. | 9 Which aircraft has just landed? |
| 5 Can you see that goose? | 10 A Swiss is used to mountains. |

1.2.4 Collective nouns followed by singular or plural verbs: 'government'

1 Words like *government* and *family* are collective nouns because they refer to groups.

2 We can use singular or plural verbs with nouns like *committee, company, family, government* and *jury*. *What will you be doing while **the family is** (or **are**) on holiday?* These words also have regular plurals: *Many families are in need of help*.

3 We can use singular or plural verbs with nouns like *the majority, the public* and *the youth of today*: ***The public want** (or **wants**) to know how **they are** (or **it is**) governed*.

These words do not have regular plural forms: (Not **the publics **)

4 We use only plural verbs with nouns like *cattle, the military, people, the police* and *vermin*:

There are too many ***people*** in the world.

(Not **There is too many people** **There are too many peoples **)

These words do not have normal plural forms, but note that *peoples* means 'national populations': *The **peoples** of the Arab World have a common language.*

Exercise 14. Supply is, are, has or have. Give two forms where possible.

1 The government <i>is/are</i> bringing in a new bill.	7 The military....occupied the house.
2 The company.....going to employ six staff.	8 The police...interested in this case.
3 All governments.....trying to control crime.	9 The public.....concerned about it.
4 The jury.....trying to decide now.	10 How many people.....coming tonight?
5 The youth of today.....many advantages.	11 The committee.....meeting now.
6 There.....vermin in this restaurant.	12 A lot of people.....signed the petition.

**1.2.5 Nouns with a plural form + singular or plural verbs:
'acoustics'**

1 Nouns ending in *-ics*:

- *athletics, gymnastics, linguistics, mathematics (maths)* and *physics* take a singular verb: ***Mathematics is*** not the most popular school subject. (Not **Mathematics are **)

- *acoustics, economics, phonetics* and *statistics* take a singular verb only when they refer to the academic subject: ***Statistics is*** a branch of economics. (Not **statistics are **)

They take a plural verb when the reference is specific: ***Your statistics are*** unreliable.

2 Nouns like *crossroads, headquarters, kennels, series, species* and *works* (= factory) are singular when they refer to one: ***This species of moth is*** rare.

They are plural when they refer to more than one: ***There are*** thousands of *species*.

Exercise 15. Supply is, are, has or have.

1 The acoustics in this room <i>are</i> very good.	8 The statistics in this report.....inaccurate.
2 This crossroads.....dangerous.	9there any statistics for road accidents?
3 There.....four crossroads in our village.	11 Many species of moth.....disappeared.
4 Acoustics.....a subject I know little about.	11 This species.....green and white spots.
5 Our company headquarters.....in London	12 Our works.....a good canteen.
6 There.....many series of books on birds.	13 My maths.....got worse and worse!
7there any kennels in this area?	14 There.....crossroads every mile.

1.2.6 Nouns with a plural form + plural verbs: 'trousers'

1 These nouns have a plural form only and are followed by a plural verb:

glasses (= spectacles), *jeans*, *pants*, *pliers*, *pyjamas*, *scissors*, *shorts*, *tights*, *trousers*:

My trousers are torn.

All these nouns can combine with *a pair of*, *(two) pairs of*.

I bought a pair of shorts yesterday and two pairs of trousers.

2 These nouns are plural in form and are followed by a plural verb:

belongings, *brains* (= intellect), *clothes*, *congratulations*, *earnings*, *goods*, *manners*, *stairs*:

Were those clothes expensive?

Exercise 16. Supply the missing words.

- 1 The goods you ordered.....*have*.....arrived.
- 2 Where.....the scissors? -.....are in the first drawer on the left.
- 3 How much.....a good pair of trousers cost these days?
- 4 How much did you pay for.....trousers? -.....were very expensive!
- 5 I know he's clever, but.....aren't the only thing in life.
- 6 I'm so pleased you got into university!.....on your success!
- 7 If your clothes.....dirty, please put them in the laundry basket.
- 8 My jeans (not).....faded much even though I keep washing.....
- 9 I'm looking for the pliers. - You'll find.....on that shelf.
- 10 All their belongings.....been destroyed in a fire.
- 11 My earnings (not).....high, but at least they.....regular.
- 12 These shorts.....fit me at all!

1.3 Gender

1.3.1 Male and female word forms: 'waiter/waitress'

1 In many languages, the names of things such as *book*, *chair*, *radio*, *table* may be grammatically masculine, feminine or neuter. Often gender doesn't relate to sex, so that the word for 'girl' might be neuter and the word for 'chair' might be feminine.

2 There is no grammatical gender for nouns in English. Though there can be exceptions, we use only *he* and *she* to refer to people and *it* to refer to everything else. It is the pronouns, not the nouns, that tell us whether the reference is to male or female:

He is the **person** you spoke to. **She** is the **person** you spoke to.

3 We still have a few male and female word forms (*man/woman*) and a few *-ess* endings that refer to females: *waiter/waitress*, *lion/lioness*. In the case of people, this *-ess* ending is becoming rare. In the interests of sexual equality, words like *author* and *manager* refer to both sexes, rather than using **authoress** or *manageress* for a woman.

Exercise 17. Supply the missing words. Refer to this list as little as possible.

actress, aunt, bachelor, bridegroom, cows, daughter, female, goddess, hens, heroine, heiress, lionesses, mares, nephew, nieces, nuns, prince, queens, ram, saleswoman, sister, sow, spinster, uncle, waitress, widower.

- 1 John's *brother* is a bank clerk and his ... *sister* is a nurse.
- 2 My *aunt* is very nice and my.....has a wonderful sense of humour.
- 3 My.....is a little boy of four; my *niece* is a little girl of two.
- 4 My father's *brother* and *sister* have never married. He's still a.....and she's a
- 5 These days, few men become *monks* and few women become.....
- 6 There is only one *bull* in the field, but there are dozens of.....
- 7 The *cock* crows at dawn and wakes up all the.....
- 8 The *stallion* is in a separate stable from the.....
- 9 We call the *boar* Henry and we call the.....Jemima.
- 10 The *ewes* look quiet enough, but I don't like the look of that.....
- 11 Tony is an *actor* and his wife is an.....
- 12 John and Jane work in a restaurant; he is a *waiter* and she is a.....
- 13 In fairy tales the handsome.....usually marries the beautiful *princess*.
- 14 We went to a wildlife park and saw a lot of *lions* and.....
- 15 In mythology, Mars is the *god* of war; Diana is the.....of hunting.
- 16 Katerina is the.....to her father's fortune.
- 17 Why does everyone expect the *hero* of the story to marry the.....?
- 18 A *widow* can often manage much better on her own than a.....
- 19 A.....won the award for most sales this month; a *salesman* came second.
- 20 When you look at fish, it's often difficult to distinguish between *male* and.....
- 21 Very few people know the names of the *kings* and.....of England.
- 22 I took a photo of the *bride* and.....at the wedding.
- 23 The Smiths have a *son* called Robert and a.....called Jill.
- 24 My *uncle* and.....are over here from Canada.
- 25 I enjoy being an uncle. I have two.....and three *nephews*.

**1.3.2 Identifying masculine and feminine through pronouns:
'He/She is a student'**

1 The word forms *man* and *woman* tell us that the reference is to male and female, but with most nouns that refer to people, we don't know whether the reference is to male or female until we hear the pronoun:

My *neighbour* has just bought a new shed for *his* garden.

My *neighbour* is always telling us about *her* famous son.

2 Other typical nouns like this are:

adult, artist, child, cook, cousin, darling, dear, doctor, foreigner, friend, guest, journalist, lawyer, musician, orphan, owner, parent, passenger, person, pupil, relation, relative, scientist, singer, speaker, spouse, stranger, student, teacher, tourist, visitor, writer.

Exercise 18. Supply the correct pronouns in these sentences.

- 1 When I saw the doctor.....*she*.....told me to go back and see her again next week.
- 2 Jennifer is a fine musician.....plays in the Philharmonic.

- 3 My lawyer told me.....would ring me when he had the information I wanted.
- 4 Your visitor left.....glasses behind when he came here yesterday.
- 5 Professor Myers is a brilliant scientist.....should be given the Nobel Prize for her work.
- 6 Mrs Carter, our English teacher, really knows.....grammar!
- 7 The artist, Rembrandt, painted several pictures of.....wife.
- 8 Anton Schmidt works as a cook at a large hotel.....is famous for his cooking.
- 9 How would you describe her?-Well.....is a student of about 18.
- 10 How do you know this passport belongs to a woman?-The owner has.....photo in it.
- 11 My daughter works as a journalist and.....has been very successful.
- 12 You don't know.....so you should begin your letter 'Dear Madam'.

1.4 The genitive

1.4.1 How to show possession with s, s' and the apostrophe (') on its own

1 We show possession in English with the genitive form of a noun. This means we normally use 's and s' for people and some living creatures. We put the possessive before the noun it refers to: *Frank's car*. (Not **the car of Frank/the car of Frank's**)

2 The simplest rule to remember is: Add 's to any personal noun unless it is in the form of a plural ending in -s, - in which case, just add an apostrophe ('). This means:

- add 's to singular nouns and names not ending in -s: *a boy's tie, Tom's hat*.
- add 's to singular nouns ending in -s: *an actress's career, a waitress's job*.
- add 's to irregular plural nouns: *children's games, the men's club, sheep's wool*.
- add an apostrophe (') after the -s of regular plurals: *the girls' uniforms*.
- add 's to names ending in -s: *Charles's address, Doris's party, St James's Park*.

Famous names ending in s just add ('): *Yeats' poetry*. This is pronounced /s/ or /iz/.

Exercise 19. Rewrite these sentences using 's, s', or just an apostrophe (').

- 1 This bicycle is for a child.....*This is a child's bicycle*
- 2 This pen belongs to the teacher.....
- 3 He described the career of the actress.....
- 4 That's a job for a stewardess.....
- 5 These toys belong to the children.....
- 6 This is a club for women.....
- 7 It's a school for girls.....
- 8 This is the lounge for residents.....
- 9 This umbrella belongs to James.....
- 10 That hat belongs to Doris.....

1.4.2 Apostrophe s ('s/s'), compound noun, or 'of'?

1 When we want to show possession with things, we can use *of*. *the leg of the table*. However, we often prefer to use a compound noun instead of *of*. *the table-leg*.

2 We must use *of* when we can't form a compound noun:
the book of the film (Not **the film's book**); *the top of the box* (Not **the box's top**)
 You can only learn these from experience. If you are in doubt, use *of*.

Exercise 20. *Only where possible, use an apostrophe to show possession in these sentences.*

- 1 That's *the voice of a man*.....*That's a man's voice*.....
- 2 I can't see *the bottom of the box*.....
- 3 That's *the decision of the committee*.....
- 4 It's *the fault of no one*.....
- 5 This is a copy of *the poetry of Keats*.....
- 6 That's *the leg of the table*.....
- 7 Where's *the key of the car*.....
- 8 That's *the bell of the village church* that you can hear.....
- 9 These are *the stables of the horses*.....

1.4.3 The use of *s* and *s'* with non-living things: 'an hour's journey'

We use *'s* and *s'* with some non-living things:

- fixed phrases: *the earth's surface, journey's end, the ship's company*
- time phrases (singular): *an hour's journey, a day's work, a month's salary*
- time phrases (plural): *two hours' journey, two days' work, two months' salary*

Exercise 21. *Use 's or s' only where possible with these.*

- | | |
|--|-----------------------------|
| 1 a delay of an hour..... <i>an hour's delay</i> | 6 the price of success..... |
| 2 a journey of two days..... | 7 work of seven years..... |
| 3 the shade of the tree..... | 8 the surface of the earth |
| 4 the book of the film..... | 9 at the door of death..... |
| 5 the inside of the box..... | 10 an absence of a year.... |

1.4.4 Omission of the noun after *'s*

We generally omit the noun after *'s* when referring to work-places, shops, and houses: *the doctor's*, rather than *the doctor's surgery*, *my mother's* rather than *my mother's house*.

Exercise 22. *What could we use in place of the words in brackets?*

- 1 Your mother has gone to (the shop owned by the hairdresser)... *the hairdresser's*..
- 2 I'll meet you at (the shop owned by the chemist).....
- 3 I'm going to spend the night at (the house owned by my aunt).....
- 4 We were married in (the church dedicated to St Andrew).....
- 5 I bought this at (the department store owned by Marks and Spencer).....

1.1 – 1.4 Revision

Exercise 23. Supply corresponding nouns in the Feminine.

A lion, a tiger, an actor, a poet, a man, an uncle, a husband, a brother, a grandfather, a son, a master, a baron, a count, a shepherd, a host.

Exercise 24. Supply corresponding nouns in the Masculine.

A lady, a girl, a niece, Mrs. Smith, a widow, a stewardess, a French woman, a cow, a queen, a princess, a duchess, a hen, a mother.

Утворення множини іменників

a cat — cats	a dress — dresses
a dog — dogs	a dish — dishes
a car — cars	a box — boxes
a watch — watches	
	a potato — potatoes
a boy — boys	
a city — cities	a leaf — leaves

Exercise 25. Make the following nouns Plural. Remember that the indefinite Article is left out before the Plural Nouns.

A pen, a class, a story, a road, a day, a cat, Д bush, a desk, a table, a plate, a fox, a room, a lady, я knife, a chair, a bus, a Negro, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

Запам'ятайте форму множини наступних іменників:

a man — men	a goose — geese
a woman — women	a tooth — teeth
a child — children	a foot — feet
a mouse — mice	an ox — oxen

Запам'ятайте також:

an Englishman — Englishmen
a Frenchman — Frenchmen

Але: a German — Germans

Запам'ятайте три іменники, що мають в множині ту ж форму.

що і в однині:

a sheep — sheep
a deer — deer
a swine — swine

Exercise 26. Make the following nouns Plural

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

Exercise 27. Make the following word combinations Plural

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

Запам'ятайте:
this is — these are
that is — those are
there is — there are
it is — they are

Exercise 28. Make the following sentences plural

1. This is a spider. 2. That is a snail. 3. This is a space film. 4. That is a cartoon.
5. This is a star. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower.
10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man?
14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open?
18. Is the door closed? 19. Is the boy near the window? 20. That is not a king.
21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose.
25. This isn't a mouse. 26. It is a sheep. 27. It is a cigarette. 28. It is a cat. 29. It is not a girl.
30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg.
34. Is that a flower?

Exercise 29. Make the following sentences plural

1. This cup is dirty. 2. That biscuit was tasty. 3. This hotel is very expensive but it's very nice.
4. There is a children's playground in the park. 5. That is a new supermarket in our town.
6. It's a delicious lemon pie for dessert. 7. It's a nice cotton dress for my niece.
8. This man is an engineer. 9. That woman is my sister. 10. This child is my son.
11. That goose is big. 12. This mouse is white. 13. This man is a doctor.
14. That woman is my cousin. She is a teacher. 15. That girl is my niece. She is a pupil.
16. This girl has a blue sweater. 17. This boy has a good coat. 18. My uncle has a large flat.
19. There is a table in the room. 20. I have a good pen. My pen is in my pocket.
21. There is a flower in the vase. 22. This child's foot is sore.

Exercise 30. Make the following sentences plural

1. This phone in the office is out of order.
2. That blouse is made of silk.
3. This is an excellent painting.
4. His book is very popular and it really interests me.
5. It's a difficult word to write.
6. My son is a journalist and he has been very successful.
7. This purse isn't made of leather.
8. That is my neighbour's car.
9. Has he got a camera?
10. It's a new cassette recorder.
11. This room is very large.
12. There is a match in the box.

13. Has this lady a knife?
14. There is a man and a woman in the street.
15. This lady is that gentleman's wife.
16. This shoe is too large for my foot.
17. The child is sitting on a bench.
18. My tooth is white.
19. This key is made of steel.
20. A potato is a vegetable and a cherry is a fruit.
21. This is my friend's study.

Exercise 31. Make the following sentences plural

1. This is my stocking. 2. He has a new suit. 3. This metal is very hard.
4. That ship is a Russian one. 5. I heard her voice. 6. His dog does not like bread.
7. The plate was on the table. 8. This town is very large.
9. I was talking to her at the tram stop yesterday. 10. Is that girl your sister?
11. I shall give you my book. 12. This story will be a good one. 13. Is this a good match?
14. The boy put his book on the desk. 15. She took off her hat. 16. That house is new.
17. The young man put his hand in his pocket. 18. Is this student coming with us, too?
19. The woman didn't say anything. 20. Does she speak English?

Exercise 32. Make the following sentences plural

1. It's a very difficult question to answer. 2. I think I'll have that cake on the right.
3. Look at that pumpkin! It's the biggest one I've seen this year. 4. Is this your scarf?
5. That was a cookie jar. 6. What is that child's name? 7. The cat has caught a mouse.
8. There was a lady, a gentleman, a boy and a girl in the room.
9. In the farmyard we could see an ox, a sheep, a cow and a goose.
10. Is this worker an Englishman or a German? — He is a Frenchman.
11. Why don't you eat this potato? 12. This strawberry is still green.
13. The withered leaf has fallen to the ground. 14. Can you see a bird in that tree?
15. Does your tooth still ache? 16. I held up my foot to the fire to warm it.
17. His child studies very well. 18. This man works at our office.
19. There is a new house in our street. 20. This story is very interesting.
21. I have hurt my foot. 22. The wolf has been shot. 23. He keeps his toy in a box.
24. Put this knife on that table.

Exercise 33. Make the following sentences plural

1. This is a bird. 2. Is that also a bird? — No, it isn't. That is a cat.
3. Is that a good horse? — Yes, it is. 4. Is that cow big or small? — It is big.
5. This is an apple and that is a flower. 6. Where is the coin? — It is in the box.
7. What colour is the box? — It is green. 8. What is it made of? — It is made of wood.
9. What is that man? — He is a clerk. 10. Is he in the office? — Yes, he is.
11. Is that woman a typist? — No, she isn't. — What is she? — She is a doctor.
12. Is his brother at home? — Yes, he is. 13. This house has a balcony looking out on the street.
14. The architecture of this building is quite modern. 15. This is a new district of St. Petersburg.
16. There is a shop, a cinema and a theatre in the new district. 17. He is a retired worker.
18. I am a doctor. 19. We hear the sounds of a child's voice. 20. She is a nice girl.

Присвійний відмінок іменників:
The child's toys — The children's toys
The boy's books — The boys' books

Exercise 34. Paraphrase the following sentences so as to use the Possessive Case.

1. The ball of the dog.
2. The skateboard of that man.
3. The songs of the children.
4. The umbrella of my grandmother.
5. The room of my friend.
6. The questions of my son.
7. The wife of my brother.
8. The table of our teacher.
9. The poems of Pushkin.
10. The voice of this girl.
11. The new club of the workers.
12. The letter of Pete.
13. The car of my parents.
14. The life of this woman.
15. The handbags of these women.
16. The flat of my sister is large.
17. The children of my brother are at home.
18. The room of the boys is large.
19. The name of this girl is Jane.
20. The work of these students is interesting.
21. The computer of my son is modern.
22. He was a friend of my cousins.

Exercise 35. Translate the following sentences into English so as to use the Possessive Case.

1. Очі у кішки зелені.
2. Іграшки дітей у великому ящику.
3. День народження мого батька в травні.
4. І що за збіг! Це улюблений торт і моєї мами.
5. Я люблю книги мого чоловіка.
6. Як звуть того молодого чоловіка?
7. Він показав мені лист своєї сестри.
8. Вона узяла ковзани свого брата.
9. Дайте мені зошити ваших учнів.
10. Принесіть речі дітей.
11. Вчора діти знайшли пташине гніздо.
12. Це сім'я мого друга. Батько мого друга — інженер. Мати мого друга — викладач.
13. Чия це сумка? — Це сумка Тома.
14. Чий це словник? — Це словник студентів.
15. Ви бачили книгу нашого вчителя?
16. Мені подобається почерк цього хлопчика.
17. Я чую голос моєї сестри.
18. Вона відкрила вікно і почула сміх і крики дітей.
19. Вона поставила мокрі чоботи хлопчиків до печі.
20. Це крісло бабусі.

1.5 The indefinite article: 'a/an'

1.5.1 General statements with 'a/an' and zero (0)

1 *A* and *an* have exactly the same meaning. We use *a* in front of consonant sounds (*a man*, *a year*) and *an* in front of vowel sounds (*an umbrella*, *an eye*, *an hour*).

2 We can talk about people or things 'in general' with *a/an* or with the plural.

Instead of: *Cats are domestic animals.* (= 'cats in general')
 We can say: *A cat is a domestic animal.* (= 'cats in general')

Exercise 36. Make the singular sentences plural and the plural sentences singular.

- 1 A small computer isn't expensive..... *Small computers aren't expensive.*
- 2 A quartz watch doesn't last for ever.....
- 3 I like plays with messages.....
- 4 I admire politicians who are sincere.....
- 5 A big city is always fascinating.....
- 6 Even an efficient system can break down.....
- 7 A road map is always out of date.....
- 8 A rule is meant to be broken.....
- 9 Restaurants shouldn't charge too much.....
- 10 How much do car radios cost?.....
- 11 A bus leaves here every hour.....
- 12 How long does a letter take to get here?.....

1.5.2 The 'plural form' of 'a/an'

1 The plural of *a/an* is *zero (Ø)* when we refer to 'things in general':
A cat is a domestic animal. → (Ø) *Cats are (Ø) domestic animals.*

2 The plural of *a/an* is *some* or *any* when we refer to 'quantity':
There's a sandwich on the plate. → *There are some sandwiches on the plate.*
 We use numbers in place of *a/an* and *some/any* only when we are counting:
There's only one sandwich left. → *There are only four sandwiches left.*

Exercise 37. Turn these sentences into the plural, making all necessary changes.

- 1 She's an architect.....*They're architects.*.....
- 2 Do you want a potato?.....
- 3 A doctor needs years of training.....
- 4 How well can a cat see in the dark?.....
- 5 Have you got a cat at home?.....
- 6 Why should a compact disc be so dear?.....
- 7 I borrowed a compact disc.....
- 8 Can you lend me a compact disc?.....
- 9 Why is a car so expensive?.....
- 10 There isn't a car in the street.....

1.5.3 Describing people and things with 'a/an' + noun: 'He's a doctor'

1 We use some words as adjectives or nouns when we want to describe people.

When we use them as countable nouns, we always put *a/an* in front of them, e.g.

- nationality: *She's American.* (adjective) or: *She's an American.* (noun)
- religion: *She's Anglican.* (adjective) or: *She's an Anglican/* (noun)
- politics: *He's Conservative.* (adjective) or: *He's a Conservative.* (noun)

2 We use some words only as countable nouns (people and things) and we always put *a/an* in front of them: *He's a doctor.* (Not **He's doctor.* *) *It's a tree.* (Not **It's tree.* *)

We can also use adjective + noun: *She's a good girl.* (Not **She's good girl.* *)

3 We can use *a/an* in front of proper nouns (names spelt with a capital letter) for:

-members of a family: *He's a Forsyte.* (= a member of the Forsyte family)

-literature and art: *It's a Dickens novel. It's a Brecht play.* Sometimes we can use the name on its own. We can say *It's a Rembrandt painting* or *It's a Rembrandt.*

Exercise 38. Write sentences using *He's...., She's..., It's...* + noun for each of the following.

- 1 What does he do? He *drives a taxi*.....*He's a taxi-driver*.....
- 2 What's her religion? She's *Catholic*.....
- 3 Where does he come from? He comes from *England*.....
- 4 What's that? (*ant*)
- 5 What's that? (*kind of insect*).....
- 6 What political party does she belong to? She's *socialist*.....
- 7 What does she do? She *teaches* children.....
- 8 What does she do? (*architect*).....
- 9 What is it? (*sonnet by Shakespeare*).....
- 10 What is it? (*painting by Picasso*).....

1.5.4 The use of 'a/an' when something is mentioned for the first time

We use *a/an* to introduce a person or thing for the first time. This shows that the listener or reader doesn't know what we are referring to. After this first reference, we use *the*.

I watched \a car\ as it came up our road. I \The car\ stopped outside our house and a man\ got out. I \The man\ was carrying \a case\ in his hand. With \the case\ in his hand, \the man\ looked like \a salesman

Exercise 39. Supply *a/an* or *the* in the following text.

During our journey we came to ¹.....*a*.....bridge. As we were crossing ².....bridge, we met ³.....old man and spoke to him. ⁴.....man refused to answer us at first. He could tell at a glance that we had escaped from ⁵.....prisoner-of-war camp and he was afraid of getting into trouble. We weren't ⁶.....first prisoners of war to have escaped from ⁷.....camp. As soon as Jim produced ⁸.....revolver, ⁹.....man proved

very willing to answer our questions. He told us exactly where we were and directed us to
10farm where we might find food.

1.5.5 The difference between 'a/an' and 'one'

1 We do not use *a/an* + noun and *one* + noun in the same way. We use *a/an* to mean 'any one': *I'd like **a** coffee, please.*

We use *one* when we are counting: *It was **one** coffee I ordered and **not** two.*

2 We use *one* with *day, morning, evening* when we are telling a story:

***One day**, when I was working as a salesman, I received a strange telephone call.*

Compare: *I had to stay in bed for **a day**.* (= any day, it doesn't matter which)

*I had to stay in bed for **one day**.* (= one day and not two or more)

3 We use *a/an* or *one* with:

a Whole numbers: *a/one hundred, thousand.*

c Money: *a/one pound, dollar.*

b Fractions: *a/one quarter, half.*

d Weights, measures: *a/one kilo, foot.*

Exercise 40. Supply *a/an* or *one* in these sentences. Note where you can use either *a/an* or *one*.

- 1 I need.....**a**.....picture-hook to hang this picture.
- 2 Did you say you wanted.....picture-hook or two?
- 3nail won't be enough for this job. I need several.
- 4 You should use.....hammer to drive in those nails.
- 5 How many orange juices did you say? - Just.....orange juice, please.
- 6 You should get out into the fresh air on.....day like this!
- 7day, many years later, I learnt the truth.
- 8 I was out walking late.....evening when I saw.....strange object in the sky.
- 9 He says he's going to be.....millionaire.....day.
- 10 There were over.....hundred people at the party.
- 11 Have you ever seen.....silent movie?
- 12 I've only ever seen.....silent movie.

1.5.6 'A/an' for price, distance and frequency: '80p a kilo'

price/weight: *80p a kilo*

distance/speed: *40 km an hour*

distance/fuel: *30 miles a (or to the) gallon*

frequency/time: *twice a day*

Exercise 41. Write complete answers to these questions.

- 1 How much are these apples? 90p/kilo.....***They're 90p a kilo***
- 2 How often do you take these pills? once/day.....
- 3 What speed are we doing? 100 km/hour.....
- 4 How many miles a gallon do you do? 45 miles/gallon .
- 5 How often is the rubbish collected? twice/week.....
- 6 What does olive oil cost? £3/litre.....

1.5.7 'A/an' or zero with reference to illnesses: 'a cold'

1 We always use *a/an* with these illnesses: *a cold, a headache, a sore throat*.

2 We can use or omit *a/an* with these:

catch (a) cold, have (a/an) backache/earache/stomach-ache/toothache.

3 We use no article at all with these plurals: *measles, mumps, shingles*.

4 We use no article with these: *(high) blood pressure, flu, gout, hepatitis*.

Exercise 42. Supply *a/an* where necessary. Note where you can use *a/an* or zero (-).

- | | |
|---|---|
| 1 I'm going to bed. I've got... <i>a</i> headache. | 6measles can be very unpleasant. |
| 2 I was awake all night with.....toothache. | 7 Don't come near me. I've got.....sore throat. |
| 3 I think Gillian's got.....flu. | 8 I think I've got.....cold! |
| 4 The children are in bed with.....mumps. | 9 I've had.....terrible backache. |
| 5 Mind you don't catch.....cold. | 10 I often suffer from.....backache. |

1.6 The definite article: 'the'

1.6.1 Form and basic uses of 'the'

1 *The* never varies in form whether it refers to people or things, singular or plural:

a That's *the man* we met last night. **d** They're *the men* we met last night.

b That's *the woman* we met last night, **e** They're *the women* we met last night.

c That's *the shirt* I bought yesterday, **f** They're *the shirts* I bought yesterday.

2 We use *the* to refer to something that is known.

3 *The* can combine with singular countable nouns (*the book*), plural countable nouns (*the books*), and uncountable nouns, which are always singular (*the furniture*).

Exercise 43. Supply *a* or *the* in the following text.

We wanted to reach '.....*a*.....small village and knew we must be near. Then we saw².....woman just ahead and some children playing. When we stopped to ask the way,³woman said she was⁴.....stranger herself. We called out to⁵.....children, but they ignored us. Just then two men came along and we asked them the way.⁶men didn't know, but at least they were helpful. 'There's⁷signpost a mile along this road,' one of them said. We drove to⁸signpost eagerly. This is what it said: NORTH POLE 6,000 MILES.

1.6.2 'A/an', 'the' and zero in front of abbreviations: 'the BBC'

1 We make abbreviations with the first letters of the most important words. We then treat these abbreviations like ordinary nouns and use them with *a/an*, *the* or zero:

*I've just bought **an** LP.* (= a Long Playing record).

We use *an* + vowel sound (*an LF*) and *a* + consonant sound (*a VW* = a Volkswagen).

2 We use *a/an* and full stops with titles: *She's **an** M.A.* (= Master of Arts)

3 We use *the* in front of institutions when we can't say them as single words. We don't use full stops: */ listen to the news on **the** BBC.* (= the British Broadcasting Corporation)

*We are members of **UNESCO**,* /ju:'neskəʊ/

(= the United Nations Educational, Scientific and Cultural Organization)

4 We use no article (zero) with chemical symbols: ***CO₂** stands for Carbon Dioxide.*

5 The first letters of some words are often used as normal words: e.g. *Planes use **radar**.*
(= RAdio Detection And Ranging)

Exercise 44. Supply *a/an*, *the* or '- '.

1 Jim got.....*a*.....B.Sc. (= Bachelor of Science) from Durham University in 1988.

2 Celia is sure she's seen.....UFO (= Unidentified Flying Object).

3EC (= European Community) does a lot of trade with the rest of the world.

4 I don't know how much.....MP (= Member of Parliament) earns.

5 Which countries belong to.....NATO/neɪtəʊ/? (= North Atlantic Treaty Organization)

6H₂O is the chemical formula for water.

7 I've used my computer to learn.....BASIC (= Beginners' All-purpose Instruction Code).

8NASA (= National Aeronautics and Space Administration) had a setback in 1986.

1.6.3 'The' + nationality noun: 'the Chinese'

We use *the* in front of nationality nouns to refer to 'all the people in general'. We can divide nationality nouns into four groups:

1 *the* + *-ese* or *-ss*: *the Chinese, the Japanese, the Portuguese, the Sudanese, the Swiss.*

2 *the* + plural ending in *-s*:

-ian: *the Austrians, the Belgians, the Brazilians, the Egyptians, the Russians.*

-an: *the Americans, the Koreans, the Mexicans, the Venezuelans, the Zimbabweans.*

other *-s* endings: *the Arabs, the Germans, the Greeks, the Poles, the Scots, the Turks.*

3 Two forms: *the Danes/the Danish, the Spaniards/the Spanish, the Swedes/the Swedish.*

4 *the* + *-ch* or *-sh*: *the British, the Dutch, the English, the French, the Irish, the Welsh.*

Exercise 45. Rewrite these sentences using nationality nouns to refer to 'the people in general'.

- 1 *The people from Portugal* are very different from *the people from Spain*.
..... ***The Portuguese*** are very different from ***the Spaniards***
- 2 *The people from America* and *the people from Russia* understand each other better.
- 3 *The people from Brazil* speak Portuguese, but *the people from Mexico* speak Spanish.
- 4 *The people from Germany* and *the people from Japan* work very hard.
- 5 *The people from Greece* buy ships from *the people from Korea*.
- 6 *The people from Britain* and *the people from Holland* do a lot of foreign trade.

1.6.4 'The' for specifying

1 When we use *the*, the listener or reader knows or can understand what we are referring to. We can make a reference 'specific' or 'definite' by means of:

- **back reference:** *We stopped at a small village. **The village** was very pretty.*
- **the + noun + of:** ***The life of Napoleon** was very stormy.*
- **a clause** (= part of a sentence): ***The Jones I'm referring to** is a colleague of mine.*
- **context:** The listener knows exactly what we are referring to from the context. That's why we say: *It's **the postman**.* (Not **a postman**)
*She's gone to **the butcher's**.* (Not **a butcher's**) *Running is good for **the heart**.* (Not **a heart**)

2 We often say *the cinema*, *the theatre*, *the supermarket*, *the bank*, etc. even if we don't know exactly which: *He's gone to **the cinema/the theatre/the supermarket/the bank**.*

3 We refer to *the country*, *the mountains*, *the seaside* even if we don't know exactly where: *We're spending the weekend in **the country/in the mountains/at the seaside**.*

4 We use *the* to refer to 'one of a kind': *the earth*, *the sea*, *the sky*, *the sun*, *the moon*, *the solar system*, *the planets*, *the galaxy*, *the universe*: ***The earth** doesn't belong to us.*

Exercise 46. Supply a/an, the or '-'.

- 1 We were looking for.....**a**.....place to spend.....**the**..... night.....place we found turned out to be in.....charming village.....village was called.....Lodsworth.
- 2individual has every right to expect personal freedom.....freedom ofindividual is something worth fighting for.
- 3 Yes, my name is.....Simpson, but I'm not.....Simpson you're looking for.
- 4 Who's at.....door? - It's.....postman.
- 5 When you go out, would you please go to.....supermarket and get some butter.
- 6 I've got.....appointment this afternoon. I've got to go to.....doctor's.
- 7 We went to.....theatre last night and saw *Flames*. It's.....wonderful play.
- 8 We prefer to spend our holidays in.....country.....mountains or by.....sea.
- 9 We have seen what.....earth looks like from.....moon.
- 10 This is the front room.....ceiling and.....walls need decorating, but.....floor is in good order. We'll probably cover it with.....carpet.
- 11 You're imagining.....things. All your fears are in.....mind.
- 12 Look at this wonderful small computer.....top lifts up to form.....screen;front lifts off to form.....keyboard and.....whole thing only weighs 5 kilos
- 13history of.....world is.....history of.....war.

- 14 Is there.....moon round.....planet Venus?
- 15 What's.....John doing these days? - He's working as.....postman.
- 16exercise is good for.....body.
- 17 Could you pass me.....salt, please?
- 18 They're building.....new supermarket in.....centre of our town.
- 19 Where's your mother at.....moment? - I think she's in.....kitchen.
- 20 If you were a cook, you'd have to work in.....kitchen all day long.

1.6.5 'The' to refer to things that are unique (not place names)

1 We often use *the* to refer to 'things that are unique'

- | | |
|--|---|
| a organizations: <i>the United Nations</i> | g historical events: <i>the French Revolution</i> |
| b ships: <i>the Titanic</i> | h official titles: <i>the President</i> |
| c documents: <i>the Constitution</i> | i political parties: <i>the Labour Party</i> |
| d public bodies: <i>the police, the Government</i> | j the press: <i>The Economist, The Times</i> |
| e titles of books and films: <i>The Odyssey</i> | k Beliefs: <i>the gods</i> |
| f climate: <i>the weather</i> | I the whole species: <i>the dinosaurs</i> |

2 We treat other, similar, words as proper nouns and use no article (zero), e g

- | | |
|--|---|
| a organizations: <i>Congress, Parliament</i> | d official titles: <i>Queen Elizabeth</i> |
| b titles of books and films: <i>Jaws</i> | e the press: <i>Punch, Time magazine</i> |
| c beliefs: <i>God, Buddha</i> | f the whole species: <i>Man</i> |

Exercise 47. Supply *the* or '-'

- 1 I like to read newspapers like *The Times* and *The Washington Post*
- 2 I read *Economist* every week and *Time* magazine
- 3 Do you think *New Yorker* and *Punch* have much in common?
- 4 We can't be sure about the history of human race, but man developed earlier than we think, though we certainly weren't around at the time of dinosaurs
- 5 I like watching old films I recently watched *Graduate* and *Jaws* on video
- 6 The Ancient Greeks believed in gods The idea of God was not known to them
- 7 I've read Homer's *Odyssey*, but I haven't read Joyce's *Ulysses*
- 8 United Nations may be a talking shop, but so is Congress
- 9 A lot of people object to attempts to bring up *Titanic*
- 10 My oldest son joined Navy and now my youngest wants to join Army
- 11 France celebrated the 200th anniversary of French Revolution in 1989
- 12 In many countries, the head of state is called President
- 13 Do you know who killed President Lincoln?
- 14 Because of the greenhouse effect' climate of the world is changing

1.7 The zero article

1.7.1 Basic uses of the zero article (0): 'Life is short'

We often use no article at all (zero) in English where some other languages use *the*:

1 In front of **plural countable nouns** used in general statements, e.g. for:

- people: **Ø Women** need better pay.
 - places: **Ø Museums** are closed on Mondays.
 - animals: **Ø Cats** don't like cold weather.
 - plants: **Ø Trees** don't grow in the Antarctic.
 - food: **Ø Beans** are good for you.
 - products: **Ø Watches** aren't expensive.
- (Not * The beans are good for you. * etc.)

2 In front of **uncountable nouns** (always singular) used in general statements, e.g. for:

- food: / like **Ø butter**.
 - substances: **Ø Oil** is produced in Alaska.
 - colours: **Ø Red** is my favourite colour
 - activities: **Ø Swimming** is good for you.
 - abstract: **Ø Life** is short.
 - languages: **Ø English** is a world language.
- (Not * The life is short. * etc.)

3 In front of most **proper nouns** (names spelt with a capital letter):

***Fritz Weber** lives in **Berlin**. This was made by **Jackson and Son**.*

By comparison, we use *the* when the reference is specific, not in general statements:

- 1** In front of plural countable nouns: ***The beans** I like best are kidney beans.*
- 2** In front of uncountable nouns: / *used all **the butter** that was in the butter dish.*
- 3** In front of proper nouns: ***The Fritz Weber** I know lives in Vienna.*

Exercise 48. Supply *the* or '-'.

- 1 A lot of people are giving up.....~.....meat.
- 2meat we had for lunch last Sunday was very tough.
- 3 As someone said,.....life is just one damned thing after another.
- 4 I don't know much about.....life of.....Napoleon.
- 5running is supposed to be good for you.
- 6 I ought to be fit with all.....running I do, but I don't feel fit.
- 7 Which is your favourite colour? -.....Red.
- 8 I think.....red one will suit you best.....Red is more your colour.
- 9 We learnt.....English at school, but.....English we learnt was useless.
- 10London is a safe city today, but.....London of the 18th century was pretty rough.
- 11watches have become very cheap and very attractive.
- 12 Most of.....watches you see today work on.....quartz.
- 13indoor plants require a lot of effort and attention.
- 14Bach gives me a great deal of pleasure.
- 15Bach recording you bought for my birthday is first class.
- 16 What has been the longest period of.....peace in.....history?
- 17 If you study.....History, you've got to read a lot.
- 18fasting during.....Ramadan is more difficult in the summer months.
- 19journeys to unknown places require a lot of preparation.
- 20lives of.....poets and.....musicians have often been unbearably difficult.
- 21 I'm not interested in the price of.....silver or the price of.....gold.
- 22time is.....money.

- 23 I can never regret.....time I've spent enjoying myself.
 24 I often listen to.....music and I like.....jazz best.

1.7.2 The zero article with names and titles: 'Mr Pym'

- 1 We do not normally use articles in front of proper nouns (like *John*, *London*, etc.).
- 2 We use a surname or first name + surname after *Mr*, *Mrs*, *Miss* and *Ms* /maz/: *Mr Pym*, *Mr John Pym*. We often write, but rarely say *Ms*, as in *Ms Joan Cartwright*.
- 3 We abbreviate *Doctor* to *Dr* in writing and use a surname after it: *I'm Dr Brown*, but we can use *Doctor* on its own as a form of address (written in full): *It's my liver, Doctor*.
- 4 In British English *Madam* and *Sir* can be used as forms of address, e.g. by shop assistants: *Yes, madam?* *Sir* is also a title in front of first name (+ surname): *Sir John (Falstaff)*, (Not * *Sir Falstaff* *). Americans use *Sir* on its own to speak to strangers.
- 5 We can say *Uncle* and *Auntie* (but not * *Cousin* * or * *Sister* *) to address our relations.
- 6 *Major* and *Professor* can be used with names or on their own.
- 7 *Nurse* and sometimes *Sister* can be used as forms of address for nurses.

Exercise 49. Mark with an X those sentences that are wrong or unacceptable and briefly say why.

- 1 Excuse me, Mr - can you tell me the way to the station, please? _X_
- 2 Good morning, Doctor._
- 3 Don't ask me. Ask Mrs Elizabeth._
- 4 Can I introduce you to Mrs Elizabeth Jackson?_
- 5 I have an appointment with Dr White._
- 6 I've just received a letter from cousin Frank._
- 7 Can I help you, Mrs?_
- 8 Can I help you, Madam?_
- 9 Sir Falstaff is a famous Shakespeare character._
- 10 May I have a word with you please, Professor?_
- 11 I've addressed the letter to Professor John Williams. Is that right?_
- 12 Nurse, could I speak to you for a moment, please?__

1.7.3 Zero article for parts of the day ('at dawn') and for meals ('for lunch')

1 Parts of the day and night: We use no article when we refer to parts of the day and night: *at dawn/daybreak*, *at sunrise/sunset/noon/night*, *by day/night*, *at/by/before/after/till 4 o'clock*: *We left at dawn*.

But compare: *I've never seen a dawn like it! I got up early to admire the dawn*.

2 Meals: We use no article with words like: *breakfast*, *lunch*, *tea*, *dinner*, *supper*. *Dinner is served. He's at lunch. Let's have breakfast*.

But compare: ***The breakfast I ordered still hasn't arrived***, (a specific reference)
That was a very nice dinner. (simple description)

Exercise 50. Supply a/an, the or '-'.

- | | |
|--|---|
| 1 We're setting off at.....—.....sunrise. | 6 We're invited to the Smiths
for.....lunch. |
| 2 We must be home before.....midnight. | 7 Let's have.....breakfast on the
terrace. |
| 3 I'm often wide awake at.....night. | 8 Do you always have.....tea at four? |
| 4 We reached the village
before.....sunset. | 9 We've come here to see.....sunset. |
| 5lunch I ordered was burnt. | 10 I had.....nice lunch at the Ritz. |

1.7.4 Zero article for e.g. 'She's at school' and 'He's in hospital'

1 We use no article in front of nouns like *school* and *hospital* in phrases like *to school*, *at school*, *in hospital* when we are referring to their normal purpose:
Jane's gone to school. Jane's at school, (to learn); *John's in hospital*, (he's ill) (Not **Jane's gone to the school*. **Jane's at the school*. **John's in the hospital*. *)
 Other nouns like this are: *bed, church, class, college, prison, sea, town, university, work*.
 For the use of *to*, *at* and *in* with these nouns. For *home*.

2 We use *the* or *a/an* with these nouns when we are not referring to their 'purpose': *Jane's gone to the school for a meeting. There's a meeting at the school.*
Norton High is a very good school. I'm going to make the bed.

3 Nouns which are not part of this special group behave in the usual way:
My wife's at the office. (perhaps to work); *They are at the mosque.* (perhaps to pray)
John's in the kitchen. (perhaps to prepare a meal) *My wife's firm has an office in Edinburgh.* (Not **My wife's firm has office**)

Exercise 51. Supply a/an, the or '-'.

- | | |
|--|---|
| 1 I'm really tired and I'm going to—
.....bed. | 9 My father went to.....sea when he
was 14. |
| 2 Your shoes are under.....bed. | 10 When do you hope to go
to.....university? |
| 3 Tim's been in.....bed for hours. | 11 Martha's been taken to.....hospital. |
| 4 We've bought.....lovely new bed. | 12 How long will she be in.....hospital? |
| 5 We took some photos
outside.....church. | 13 There's a strike at.....hospital. |
| 6 We always go to.....church on Sunday. | 14 We've got.....fine new hospital. |
| 7 Have you ever worked in.....factory? | 15 When do you get home
from.....office? |
| 8 Susan's in.....class at the moment. | 16 John's at.....work at the moment. |

1.7.5 Zero article or 'the' with place names

1 General rule: We use no article with proper nouns, so this includes place names, but there is some variation. We use *the* with the words *bay, canal, channel, gulf, kingdom, ocean, republic, river, sea, strait(s), union, united: the United States of America*.

2 Zero for: countries (*Turkey*), states (*Ohio*), cities (*Paris*), streets (*Oxford Street*), parks (*Hyde Park*), addresses (*24 North Street*), buildings (*Westminster Abbey*), geographical areas (*Africa*), historical references (*Ancient Rome*), mountains (*Everest*), islands (*Malta*).

3 The for: some countries (*the USA, the USSR*), some geographical areas (*the Arctic, the Balkans*), some historical references (*the Dark Ages*), oceans and rivers (*the Pacific, the (River) Nile*), mountain ranges (*the Alps, the Himalayas*), deserts (*the Sahara, the Gobi*).

4 Zero or the: theatres (*Her Majesty's/The Globe*), hotels (*Brown's/the Hilton*), restaurants (*Leoni's/the Cafe Royal*), hospitals (*Guy's/the London Hospital*).

Exercise 52. Supply *the* or '- '.

- 1 I've always understood ..*the*.. Dark Ages to refer specifically to ..—... Medieval Europe.
- 2 Ferguson has travelled everywhere from.....Central Asia to.....Arctic.
- 3 I've been to.....Brazil and.....Argentina, but I've never been to.....USA.
- 4 I'd love to do a tour of European capitals and visit.....London.....Paris, and.....Vienna.
- 5 What's your address? - I live in.....Montague Road, number 27.
- 6 I could never afford to stay at hotels like.....Brown's or.....Hilton.
- 7 Karl was born in.....Bavaria, but he now lives in.....Ohio.
- 8 You can't visit.....London without seeing.....Buckingham Palace.
- 9 I've been climbing in.....Alps, but I've never managed to get up.....Mont Blanc.
- 10 A lot of people have tried to cross.....Sahara without being properly prepared.
- 11 I'd love to travel down.....Nile as far as.....Luxor.
- 12 There's a splendid view of.....Lake Geneva from this hotel.
- 13 We had an early dinner at.....Leoni's and then went to a play at.....Globe Theatre.
- 14 Go down.....Oxford Street till you come to.....Oxford Circus, then turn right.
- 15 Do you know the song about.....London Bridge?

1.5 – 1.7 Revision

Exercise 53. Supply the required articles for nouns in the following sentences

1. This is ... book. It is my ... book.
2. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil.
3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor.
4. I have no ... handbag.
5. She has got ... headache.
6. Have they got... car? — Yes, they have. Their ... car is very expensive but reliable.
7. Have you got ... calculator? — No, I haven't.
8. Is this ... watch? — No, it isn't ... watch, it's ... pen.
9. This ... pen is good, and that... pen is bad.

10. I can see ... pencil on your ... table, but I can see no ... paper.
11. Give me ... chair, please.
12. They have ... dog and two ...cats.
13. I have ... spoon in my ... plate, but I have no ... soup in it.
14. My ... friend says he is going to be ... millionaire one ... day.
15. Would you like ... orange?
16. Mr. Smith is ... artist, Mrs. Smith is... poetess.

Згадуючи предмет вперше, ми вживаємо перед ним неозначений артикль **a (an)**.
 Згадуючи цей же предмет повторно, ми ставимо перед ним означений артикль
 • **E.g.** This is **a** book. **The** book is interesting.

Exercise 54. Supply the required articles for nouns in the following sentences

1. He hasn't got... car. But he's got ... computer. ... computer is new.
2. My ... friends have got ... cat and ... dog. ... dog never bites ... cat.
3. This is... tree.... tree is green.
4. I can see three ... boys. ... boys are playing.
5. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle.
6. Our ... room is large.
7. We wrote ... dictation yesterday. ... dictation was long.
8. She has two ... daughters and one ... son. Her... son is ... pupil.
9. Last year I gave my ... mother ... bracelet for her ... birthday. She liked ... bracelet.
10. My ... brother's friend has no ... dog.
11. This ... pencil is broken. Give me that... pencil, please.
12. She has ... ball. ... ball is ... big.
13. I got... letter from my ... friend yesterday. ... letter was interesting.
14. When they were in Geneva, they stayed at ... hotel. Sometimes they had dinner at... hotel and sometimes in ... restaurant.

Неозначений артикль **a (an)** може вживатися тільки з обчислюваними іменниками, що стоять в однині. Перед необчислюваними іменниками або іменниками в множині неозначений артикль опускається. Означений артикль вживається як з обчислюваними, так і з необчислюваними іменниками, як з однією, так і з множиною.

• **E.g.** This is **a** book. **The** book is interesting.

обчислюваний в однині

This is ✓ **meat.** **The** meat is fresh.

необчислюваний

These are ✓ **books.** **The** books are good.

множина

Exercise 55. Supply the required articles for nouns in the following sentences.

1. This is ... pen. ... pen is red.
2. These are pencils. ... pencils are black.
3. This is ... soup. ... soup is tasty.
4. In the morning I eat ... sandwich and drink ... tea.
5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty.
6. Do you like ... ice cream?
7. I see ... book in your ... hand. Is ... book interesting?

8. Do you need ... camera?
9. He never eats ... meat, he always eats ... vegetables, ... cereals, ... seeds, ... fruit, and ... nuts. He is ... vegetarian.
10. This is ... pineapple. ... pineapple is delicious.
11. Elaine, ... apples are good for you!
12. My ... cousin is upset. He's got ... sore throat.
13. This is ... cottage cheese. ... cottage cheese is fresh.
14. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea.
16. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 16. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Запам'ятайте наступні словосполучення, в яких артикль не вживається:

at $\sqrt{\quad}$ school
 at $\sqrt{\quad}$ home
 at $\sqrt{\quad}$ work

Exercise 56. Supply the required articles for nouns in the following sentences

1. I have two sisters. My ... sisters are ... students.
2. We are at... home.
3. My ... brother is not at... home, he is at ... school.
4. My ... mother is at ... work. She is ... doctor.
5. I am not... doctor.
6. I have no ... sister.
7. He is not ... pilot.
8. I have thirty-two ... teeth.
9. He has ... child.
10. She has two ... children. Her children are at ... school.
11. Is your father at ... home? — No, he is at ... work.
12. Where is your ... brother? — He is at ... home.

Якщо перед іменником вживається прикметник,
 він стоїть між артиклем і іменником.

• **E.g. This is a book. This is a good book.**

Exercise 57. Supply the required articles for nouns in the following sentences

1. We have ... large ... family.
2. My granny often tells us ... long ... interesting .. stories.
3. My ... father is ... engineer. He works at ... factory. ... factory is large.
4. My ... mother is ... doctor. She works at... large ... hospital. She is at... work now.
5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at... school now. She is at... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty.
6. My sister is at... school. She is ... pupil.
7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens. ... cat likes ... milk. ... kittens like ... milk, too.
8. I am ... engineer.
9. My ... son is ... pupil.

10. He is ... good ... pupil.
11. This is ... house.
12. This is my ... pencil.
13. You have some ... pencils, but I have no ... pencil. Give me ... pencil, please.

Часто, навіть згадуючи предмет вперше, ми вживаємо перед ним означений артикль:

а) якщо згадуваний предмет є єдиним в світі;

• **E.g. The sun is shining brightly.**

б) якщо цей предмет є означеним по ситуації:

• **E.g. Put book on table.**

Exercise 58. Supply the required articles for nouns in the following sentences

1. What's ... weather like today? — ... weather is fine.
2. ... sun is yellow.
3. ... sky is grey today.
4. ... Earth is ... planet.
5. We had ... English lesson yesterday. ... teacher asked me many ... questions. ... questions were difficult.
6. Where is your... brother? — He is at... home. He is in his ... room He is sitting at ... table. He is doing his ... home work. ... homework is difficult.
7. Our ... cat is sitting on ... sofa.
8. It is very dark in ... room. Turn on ... light, please.
9. Nick went into ... bathroom turned on ... water and washed his ... hands.

Exercise 59. Supply the required articles for nouns in the following sentences

1. This is ... good ... book. Take ... book from ... table. Put this ... book into ... bookcase.
2. ... weather is fine today. ... sky is blue. ... sun is shining brightly in ... blue ... sky.
3. This is ... boy. ... boy is at... school. He is ... pupil. This ... boy is my ... brother's ... friend. He has ... cat, but he has no ... dog. He likes his ... cat. He gives ... cat ... milk every day.
4. Yesterday I received ... letter from my ... friend. ... letter was interesting.
5. We live in... big house. I like ... house very much.
6. Are you ... worker? — No, I am ... student.
7. I like your... beautiful... flower. Give me ... flower, please.
8. My ... mother is at ... home. She is reading ... interesting ... book.
9. My ... father is not at... home. He is at... work. He is ... doctor. He is ... good ... doctor. He works at... hospital. ... hospital is large.

Крім того, існує величезна кількість так званих "сталих словосполучень", в яких артикль вживається або відсутній традиційно.

Ці словосполучення доводиться заучувати напам'ять.

Запам'ятайте наступні конструкції:

There is a ...

Where is ... ?

Запам'ятайте також наступні речення:

Is on (table).

• Але: **Is on a little (table)¹.**

¹ Іменник, що стоїть в дужках, може бути будь-яким. Прикметник також може бути будь-

яким. Замість прийменника "on" може бути будь-який інший прийменник або замінююче його словосполучення, напр. "in front".

Exercise 60. Supply the required articles for nouns in the following sentences

1. There is ... big tree in ... garden.
2. There is ... bank near here. — Where is ... bank?
3. There is ... new supermarket in ... center of our ... town.
4. There is ... hotel over there. ... hotel isn't cheap.
5. Where is ... cat? — ... cat is on ... sofa.
6. Where is ... book? — ... book is on ... shelf.
7. Where are ... flowers? — ... flowers are in ... beautiful vase.
8. Where is ... vase? — ... vase is on ... little table near ... window.
9. Open ... window, please. ... weather is fine today. I can see ... sun in ... sky. I can see ... nice little bird. ... bird is sitting in ... big tree. ... tree is green.
10. There is ... little white cloud in ... sky.
11. We have ... large room. There is ... big sofa in ... room and ... little lamp on ... wall over ... sofa. I like to sit on ... sofa and read ... good book.

Запам'ятайте наступне сталє словосполучення:

in ∕ front

Exercise 61. Supply the required articles for nouns in the following sentences

1. There is ... wonderful small computer in ... front of ... books there.
2. Where is ... soup? — ... soup is in ... big saucepan on ... gas cooker.
3. Where are ... cutlets? — ... cutlets are in ... refrigerator on ... little plate.
4. There is no ... bread on ... table. Where is ... bread?
5. There is ... little brown coffee table in our ... room in ... front of ... sofa.
6. Where is ... table in your ... room?
7. There is ... thick carpet on ... floor in my mother's ... room.
8. Is your brother at ... home? — No, he is at ... work. He works at... big factory. He is ... engineer.
9. My sister has many ... books. ... books are in ... big bookcase.
10. ... weather is fine today. Let's go and play in ... yard. There are many ... children in ... yard. They are playing with ... ball.

Запам'ятайте наступні конструкції, що вимагають неозначеного артикля:

I have a ...	This is a ...	I am a ...
He has a ...	That is a ...	He is a ...
I see a ...	It is a ...	She is a ...
	There is a ...	

Exercise 62. Supply the required articles for nouns in the following sentences

1. I see... bottle of ... pineapple ... juice on ... kitchen table.
2. Her ... son has ... great... sense of ... humor.
3. There was ... discotheque at... club last Saturday but he didn't go.
4. Is there ... bus stop near ... building?
5. We have ... big dog. ... dog is very clever.
6. My friend has ... very good computer.

7. This ... boy is big. He is ... student.
8. There is ... very big piano in ... hall.
9. This is ... tree and that is not ... tree. It's ... bush.
10. I am ... boy. I am ... pupil. I learn at ... school.
11. My sister is at... work. She is ... secretary. She works at... large office.
12. This is ... very difficult question. I don't know ... answer to it.
13. Do you see ... little girl with ... big ball in her ... hands? She is ... pupil of our ... school.
14. There was ... beautiful flower in this ... vase yesterday. Where is ... flower now?
15. Last year we were in Geneva. It is ... exciting city to visit, but ... very expensive place to live.

Запам'ятайте наступні сталі словосполучення:

in *the* middle

in *the* corner

to *the* right

to *the* left

Exercise 63. Supply the required articles for nouns in the following sentences

1. There is ... jar of ... orange ... marmelade in ... middle of ... shelf.
2. There is ... big ... box of ... cereal to ... right of you.
3. There is ... bunch of ... bananas on ... table. Don't keep them in ... refrigerator.
4. There is ... loaf of ... white ... bread on ... upper... shelf of ... refrigerator. If you want your ... bread to be fresh, keep it only in ... refrigerator.
5. Is there ... bag of... flour in... cupboard?
6. There was ... bottle of ... lemonade in ... corner of ... kitchen.
7. There is ... thick red ... carpet in my ... room. ... carpet is on ... floor in ... front of ... sofa.
8. Where is ... table in your brother's ... room? — His ... table is near ... window.
9. I can see ... fine ... vase on ... shelf. Is it your ... vase?
10. We have no ... piano in our ... living room.
11. My ... uncle is ... married. He has ... beautiful wife. They have ... son, but they have no ... daughter.
12. I can see ... nice ... coffee table in ... middle of ... room to ... right of ... door. It is ... black and ... red. I like ...coffee table.
13. Our ... TV set is on ... little ... table in ... corner of ... room.
14. There is... beautiful picture in my father's ... study. ... picture is on ... wall to ... left of ... window.

Exercise 64. Supply the required articles for nouns in the following sentences

My aunt's flat is in ... new house. There is ... living room,... bedroom,... study,... bathroom and ... kitchen in ... flat. ... bedroom is ... large room with ... two windows. ... room is light as ... windows are large. There are ... white curtains on ... windows. There are ... two beds with ... large pillows on them. There are ... small tables near ... beds. There are ... lamps on them. To... left of... door there is ... dressing table with ... mirror on it. There is ... low chair at ... dressing table. There are ... several pictures on ... pale green walls. There is ... thick carpet on ...floor. ... carpet is dark green. ... room is very cosy.

Якщо після конструкції **there is (there are)** стоїть необчислюваний іменник або іменник в множині, замість опущеного неозначеного артикля часто (не обов'язково)

ВЖИВАЄТЬСЯ СЛОВО some.

Exercise 65. Supply the required articles for nouns in the following sentences

1. There is ... park behind ... hospital. There are ... beautiful ... trees in ... park.
2. There is ... good ... film on TV this ... evening. I am going to watch it.
3. There is ... library between ... school and ... bank. There are ... English and German books in this ... library.
4. There is ... sofa in ... corner of ... room.
5. There are ... cushions on ... sofa.
6. There are ... books on ... shelf. Give me ... book, please.
7. Look into ... refrigerator. What can you see on ... shelves? — There is ... butter in ... butter dish. There is ... sausage, but there is no ... cheese. There are ... eggs and ... apples. There is ... orange, ... lemon, and ... jam in ... little vase.
8. There is ... juice in this ... cup. May I drink ... juice?
9. There are ... girls in ... yard, but I can see no ... boys. Where are ... boys? — Oh, all ... boys are playing football at ... stadium.
10. There is ... peculiar charm in her ... voice.

Exercise 66. Supply the required articles for nouns in the following sentences

1. Where is ... bus station? — ... bus station is next to ... gas station.
2. There are two ... pets in ... house: ... cat and ... dog.
3. There is ... TV antenna on ... roof.
4. There is ... mailbox between ... building and ... bus stop.
5. There is ... big ... dog in ... front of ... fireplace.
6. Do you speak English at ... work or ... school?
7. She had ... bad ... day today.
8. I have ... colour TV set. ... TV set is on ... little table in ... corner of ... room.
9. There is ... book, ... pen, and ... paper on my ... writing desk.
10. My ... brother is ... teacher. He works at ... school. He has ... very good books. His ... books are in ... big bookcase.
11. There is ... tea in my ... glass. There is no ... tea in my ... friend's ... glass. His ... glass is empty.
12. Where is ... coffee table in your ... room? — ... coffee table is in ... front of ... sofa. There is ... cup on ... coffee table and ... newspapers. There is ... coffee in ... cup.
13. There are ... photographs on ... sofa.
14. There is ... guitar on ... chair near ... piano.

Запам'ятайте наступні сталі словосполучення:

in the morning

in the evening

in the afternoon

at √ night

А також:

to go to √ bed

to go to √ school

to go to √ work

Exercise 67. Supply the required articles for nouns in the following sentences

1. Every day my ... brother and I get up at eight o'clock and walk to ... school. I like ... school. It's ... fun. My ... brother loves ... football. He hates ... homework. So he doesn't like to go to ... school. Will he go to ... work in ... future?

2. My ... friend has to get up early in ... morning because he goes to ... school. That's why he usually goes to ... bed early in ... evening.
 3.... weather was very bad in ... morning yesterday. ... sky was grey and it was raining. But in ... middle of ... day ... weather began to change. ... rain stopped and ... sun appeared from behind ... clouds. In ... afternoon it was very warm. I did not want to stay at ... home and went into ... yard. There were ... boys and ... girls in ... yard. We played in ... yard till late in ... evening. When I came ... home, I drank ... tea, ate ... sandwich and went to ... bed at once. I slept very well at ... night.

Запам'ятайте наступні сталі словосполучення:

to go ✓ home to come ✓ home
to leave ✓ home for ✓ work (for ✓ school)
at ✓ half past five at a quarter past five

Exercise 68. Supply the required articles for nouns in the following sentences.

1. My brother is ... pupil. He goes to ... school. He goes to ... school in ... morning. He has five or six ... lessons every day. In ... afternoon he goes ... home. At ... home he does his ... homework. In ... evening he reads ... books. He usually goes to ... bed at ... half past ten. At ... night he sleeps.
2. My father goes to ... work in ... morning and comes ... home in ... evening.
3. I get up at... half past seven in ... morning and go to ... bed at ... quarter to eleven in ... evening.
4. When does your mother, leave ... home for ... work? — She leaves ... home for ... work at... quarter past eight.
5. When do you leave ... home for ... school? — I leave ... home for ... school at ... half past ... eight.
6. What do you do when you come ... home from ... school? — I do my ... homework, talk to my ... friends on ... phone and go for ... walks. I often listen to ... music. I like ... jazz best.

Перед назвами місяців і днів тижня артикль не вживається.

School begins in ✓ September.

We rest on ✓ Sunday.

Перед порядковими числівниками звичайно вживається означений артикль.

Our classroom is on *the* second floor.

Today is *the* tenth of May.

Exercise 69. Supply the required articles for nouns in the following sentences.

1. We always go to ... Russian Museum on ... Sunday.
2. On ... Saturday she usually goes to ... Philharmonic.
3. In ... August he has his ... birthday. He is planning to have ... nice party with his ... friends.
4. There are three rooms and ... kitchen in our new flat.
5. My new dress is made of ... silk.
6. If you want to write something on ... blackboard, you must have ... piece of ... chalk. 7. Are there any pupils in ... classroom?
8. I have ... new English book.... book is very interesting.
9. There is ... garden in ... front of our school.... garden is not large, but it is very nice. 10. ... May is ... fifth month of the year.

11. ... Saturday is ... sixth day of the week.
12. ... Sunday is ... day off.
13. Today is ... ninth of ... May. He is going to ... phone box to make ... phone call to his ... grandfather.
14. This is ... nice place. In ... June we are going there for ... holiday.

Запам'ятайте наступні сталі словосполучення:

after ☒ **work**
from ☒ **work**

after ☒ **school**
from ☒ **school**

Exercise 70. Supply the required articles for nouns in the following sentences.

1. My friends live in ... small town. It is ... new town. ... streets in ... town are broad and straight. There are ... beautiful buildings in them. ... town is very green, and so ... air is fresh. There are ... beautiful parks and gardens in ... town. ... people like to go there after ... work. In ... evening you can hear ... sounds of ... music from ... parks. There are ... schools, ... libraries, ... hospital, ... theatre, ... cinemas, ... polyclinics and ... kindergartens in ... town.
2. This is ... classroom. ... classroom is large and light.
3. There is ... picture on ... wall.
4. What is ... date today? It is ... seventh of ... December.
5. ... third lesson today is ... lesson of English.
6. Pete, go to ... blackboard.
7. After school I usually go ... home.
8. My father always comes from ... work late: at eight o'clock or at ... half past eight. But on ...
 ...Friday he comes ... home early: at half past four or at... quarter to five. On ... Saturday and on ... Sunday he does not go to ... work.

Запам'ятайте наступні сталі словосполучення:

to have (cook, make, prepare) ☒ **breakfast.**
☒ **lunch**
☒ **tea**
☒ **dinner**
☒ **supper**

Exercise 71. Supply the required articles for nouns in the following sentences.

I go to ... school in ... morning, so I get up early. I usually get up at ... quarter past seven. I go to ... bathroom, turn on ... water and wash my face and hands. My father and mother also get up early in ... morning. My mother works at ... office. She is ... typist. My father is ... doctor. He works at ... polyclinic. We have ... breakfast in ... kitchen. We eat ... porridge and ... eggs. We drink ... tea. My father and mother leave ... home for... work at... half past eight. My father goes to ... polyclinic, and my mother goes to ... office. I don't leave ... home with my parents: ... school where I learn is near our house. I leave ... home for ... school at... quarter to nine. My granny stays at... home and cooks ... dinner. I have ... lunch at ... school after ... third lesson. My father and mother have ... lunch at... work. When we come ... home, we have ... dinner.

Exercise 72. Supply the required articles for nouns in the following sentences.

1. Every day my husband goes to ... work, my son goes to... school and I go to ... institute.
2. There is ... new school at ... corner of our street.
3. My daughter came ... home from ... school on ... Monday and said to me: "There will be ... parents' meeting on ... tenth of February at six o'clock in ... evening."
4. ... teacher told us ... very interesting story at ... lesson.
5. When ... bell rang, ... pupils went into ... classroom.
6. We are usually at ... school from nine o'clock in ... morning till two o'clock in ... afternoon.
7. We don't go to ... school on ... Sunday.

Запам'ятайте наступні сталі словосполучення:

after <input checked="" type="checkbox"/> breakfast	before <input checked="" type="checkbox"/> breakfast
after <input checked="" type="checkbox"/> lunch	before <input checked="" type="checkbox"/> lunch
after <input checked="" type="checkbox"/> tea	before <input checked="" type="checkbox"/> tea
after <input checked="" type="checkbox"/> dinner	before <input checked="" type="checkbox"/> dinner
after <input checked="" type="checkbox"/> supper	before <input checked="" type="checkbox"/> supper

at <input checked="" type="checkbox"/> breakfast	for <input checked="" type="checkbox"/> breakfast
at <input checked="" type="checkbox"/> lunch	for <input checked="" type="checkbox"/> lunch
at <input checked="" type="checkbox"/> tea	for <input checked="" type="checkbox"/> tea
at <input checked="" type="checkbox"/> dinner	for <input checked="" type="checkbox"/> dinner
at <input checked="" type="checkbox"/> supper	for <input checked="" type="checkbox"/> supper

Exercise 73. Supply the required articles for nouns in the following sentences.

1. What do you do after ... breakfast? — After ... breakfast I go to ... school.
2. My granny likes to read ... book after ... lunch.
3. ... people usually have ... breakfast in ... morning. They have ... dinner in... afternoon. In ... evening ... people have ... supper.
4. There is a proverb: "After ... dinner sleep awhile, after ... supper walk ... mile.
5. Who cooks ... dinner in your family?
6. Yesterday father told us ...very interesting story at ... breakfast.
7. What did you have for ... lunch at ... school on ... Wednesday? — We had ... salad and ... tea.
8. My mother never has ... supper with ... family because she does not like to eat in ... evening.
9. When do you clean your teeth in ... morning: before ... breakfast or after ... breakfast?

Exercise 74. Supply the required articles for nouns in the following sentences.

1. For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. There are ... different things on ... dinner table. There is ... bread, ... butter and ... ham. There are ... cups and ... glasses there. There is ... jug on ... table. ... milk in ... jug is hot. There is ...teapot on ... table. There is ... tea in ... teapot. ... tea is hot, too. There are ... plates, ... forks and ... knives on ... table.
2. ... lamp is on ... table.
3. There is ... lamp on ... table.
4. Is there ... lamp on ... table?
5. Is ... lamp on ... table?
6. Is there ... clock on ... wall?
7. There are two ... shelves on ... wall.

8. Where are ... shelves? — ... shelves are on ... wall.
9. They have ... large flat. There are ... four rooms in ... flat.
10. Is ... newspaper on ... table?
11. Is there ... newspaper on ... table?
12. There is ... butter on ... plate.
13. Where is ... butter? — ... butter is on ... little plate.
14. There is ... white **and** ... **brown** bread on ... table.

Запам'ятайте наступні сталі словосполучення:
to watch √ **TV**

Exercise 75. Supply the required articles for nouns in the following sentences.

1. Pete has ... small family. He has ... father and ... mother. He has no ... brother, but he has ... sister. His sister is ... pupil. She is ... good girl. She has ... many Russian books, but she has no ... English books.
2. There is ... writing desk in ... room. ... writing desk is good. There is ... lamp on ... writing desk.
3. My uncle has ... large family. They are six in ... family.
4. My father is ... engineer. He works at ... big factory.
5. We have ... good library. Our books are in ... big bookcase.
6. Is your sister ... married?
7. What do you do after ... breakfast? — I go to ... school.
8. When do you come ... home? — I come ... home at ... half past two.
9. Do you like to watch ... TV in ... evening?
10. He watches ... television all day. I never do it. I can't watch ... TV very often. But tonight I can spend ... evening in ... front of ... box, because there is ... very interesting ... film on. It is "My Fair Lady" with Rex Harrison and Audrey Hepburn. I love it.

Exercise 76. Supply the required articles for nouns in the following sentences.

1. My ... aunt and my ... uncle are ... doctors. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock.
2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night.
3. When do you leave ... home for ... school? — I leave ... home at ... quarter past eight in ... morning.
4. What does your mother do after ... breakfast? — She goes to ... work.
5. Is there ... sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening.
6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table.
7. There is ... tea in ... glass.
8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase.
9. I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing-desk, too.

Exercise 77. Supply the required articles for nouns in the following sentences.

My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue.

There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable. There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in — flat is brown.

Якщо перед іменником стоїть питальний або відносний займенник, артикль опускається.

- E.g. What ✓ colour is your cat?
I want to know what ✓ book you are reading.

Exercise 78. Supply the required articles for nouns in the following sentences.

1. What ... colour is your new ... hat? — It's ... red.
2. Is there ... refrigerator in your ... kitchen?
3. Where is ... refrigerator in your ... kitchen? — It is in ... corner of ... kitchen.
4. There are ... flowers in our ... living room. ... flowers are in ... beautiful vase.
5. I have ... tea in my ... cup.
6. He has no ... coffee in his ... cup.
7. What ... book did you take from ... library on ... Tuesday?
8. I have ... books, ... exercise books and ... pens in my ... bag.
9. I am ... engineer. I work at ... office. I go to ... office in ... morning. As ... office is far from ... house I live in, I take ... bus to get there.
10. What ... bus do you take to get to ... work?
11. Whose ... pen is this?
12. What ... colour is your ... new ... T-shirt? — It's ... white.
13. She is going to ... music shop to buy ... cassette. What ... cassette is she going to buy?

Exercise 79. Supply the required articles for nouns in the following sentences.

Here is ... large window. Through ... window we can see ... room. Opposite ... window there is ... door. On ... door there is ... curtain. In ... corner of ... room there is ... round table. On it we can see ... books and ... telephone. There is ... bookshelf over ... table. On ... bookshelf we can see ... newspapers and ... book by ... Jack London. There are ... two ... pictures in ... room. One ... picture is small, ... other picture is very large. There are ... two bookcases in it ... room. ... bookcases are full of ... books. There is ... large sofa in ... room. On ... sofa we can see ... bag. Whose ... bag is that? There is no ... bed in ... room. On ... small table near ... window there are ... flowers and ... glass of ... water. In ... front of ... window we can see ... armchair.

Перед назвами наук, учбових предметів і мов¹ артикль не вживається.

- E.g. He studies ✓ chemistry.
I speak ✓ English.

¹ Якщо після назви мови не стоїть слово "language". В іншому разі вживається означений артикль.

- E.g. ✓Chinese is difficult.
The Chinese language is difficult.

Exercise 80. Supply the required articles for nouns in the following sentences.

1. ... English is ... world language.

2. I study ... English. I attend ... English classes in ... evening. On ... days when I have no ... classes, I stay at ... home and do some work about ... house. I have ... dinner with my ... family. After ... dinner I talk to ... members of my ... family, watch ... TV and read ... books, ... newspapers and ... magazines. I go to ... bed late at ... night.
3. I am thirsty. Give me ... water, please.
4. There is ... book on ... table. Give me ... book, please.
5. I enjoy listening to ... music but I don't really like ... music that that man plays on his ... guitar,
6. What did you have for ... lunch? — I only had ... tuna sandwich.
7. He is ... wonderful ... teacher. He teaches ... history.

Exercise 81. Supply the required articles for nouns in the following sentences.

1. When my grandfather was ... young man, he studied... physics.
2. Do you speak ... Spanish?
3. My uncle is ... great specialist in ... biology.
4. ...Japanese is more difficult than ... French.
5. We listened to ... very interesting lecture on ... English literature yesterday.
6. Yesterday at ... lesson of ... geography ... teacher told us ... very interesting findings about ... famous travellers.
7. My father speaks ... English and ... French, but he does not speak ... German.
8. We had ... lesson of ... mathematics yesterday. We wrote ... test paper in ... mathematics. ... teacher said: "I shall correct... test papers in ... evening. Tomorrow you will know ... results".

Запам'ятайте наступні сталі словосполучення:

to play <u>✓</u> chess	to play <i>the</i> piano
to play <u>✓</u> football	to play <i>the</i> guitar
out of <u>✓</u> doors	

Exercise 82. Supply the required articles for nouns in the following sentences.

1. My ... name is Charlie. I come from ... pretty big ... family. I have two ... brothers and ... sister. I am ... oldest and my ... sister is ... youngest; she plays ... violin really well and wants to be ... professional ... musician. She has other ... hobbies, too, and she often goes swimming with her ... friends if weather is nice.
2. Do you play ... piano?
3. There is ... big black piano in our living room. It is at ... wall to ... left of ... door opposite ... sideboard. My mother likes to play ... piano. She often plays ... piano in ... evening.
4. ... boys like to play ... football.
5. What do you do in ... evening? — I often play ... chess with my grandfather.
6. Where are ... children? — Oh, they are out of ... doors. ... weather is fine today. They are playing ... badminton in ... yard.
7. What... games does your sister like to play? — She likes to play ... tennis.
8. Do you like to play ... guitar?
9. What... colour is your guitar?

Запам'ятайте, що перед звертанням артикль опускається.

• **E.g. What are you doing, ✓ children?**

Запам'ятайте наступні сталі словосполучення:

in <i>a</i> loud voice	in <i>a</i> trembling voice
in <i>a</i> low voice	in <i>a</i> weak voice

in an angry voice in a ... voice
in a thin voice
in a tiny voice

Exercise 83. Supply the required articles for nouns in the following sentences.

It was ... hot day. ... sun was shining brightly in ... blue sky. ... wolf and ... lamb met at ... stream. ... water in ... stream was cool and clear. ... wolf saw that ... lamb was fat and wanted to eat it. He began to shout: "You, ... fool, you are making ... water dirty!" ... lamb was afraid. It looked at... wolf and said in ... thin voice: "But, ... Mr. Wolf, I cannot make ... water dirty for you from ... place where I am standing, because ... stream runs from you to me." "Stop talking!" shouted ... wolf in ... angry voice. "I know you! I met you six months ago, and you were very rude to me." "You are wrong, ... Mr. Wolf," cried ... lamb, "you could not meet me six months ago: I am only four ... months old." "Never mind," said ... wolf, "if it wasn't you, it was your brother." And with these ... words he seized ... poor lamb and carried it into ... wood.

Запам'ятайте, що перед найвищим ступенем прикметників вживається
означений артикль.

- **E.g. Asia is *the* largest continent.**
My brother is *the* best pupil in his class.

Exercise 84. Supply the required articles for nouns in the following sentences.

1. Bill Robins was ... very rich man. He was ... richest man in ... village.
2. Pete is ... tallest boy in our class. Nick is ... shortest boy, but he is very ... strong. He is ... stronger than many boys who are ... taller than he. I think Nick is ... strongest boy in ... class.
3. Granny often tells us ... long stories. Today her story was still ... longer. It was ... longest story. She began telling it after ... dinner and finished only before ... supper. But... story was very interesting. I think it was ... most interesting of Granny's stories.
4. Which was ... most difficult exercise in ... test paper?
5. Which is ... best season of the year?
6. February is ... shortest month of the year.
7. Do you know ... longest river in our country?
8. In ... May ... days are ... longer than in ... April.

Запам'ятайте правила вживання артикля з географічними назвами

Означений артикль вживається перед назвами річок, каналів, морів, заток, проток, океанів, архіпелагів, гірських ланцюгів.

Артикль не вживається перед назвами озер, гір, островів, континентів, міст, країн.
Виключення:

***the* United States of America**
***the* United Kingdom of Great Britain and Northern Ireland**
***the* Netherlands**
***the* Ukraine**
***the* Crimea**
***the* Congo.**

Exercise 85. Supply the required articles for nouns in the following sentences.

- 1.... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea.
2. Several rivers run into ... sea at... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River.
3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena and ... Amur.
4. ... Altai Mountains are ... higher than ... Urals.
5. There is ... splendid ... view of ... Lake Geneva from this hotel.
6. My ... friends have travelled a lot. This ... year they are going to fly to ... Canary Islands.
7. Which river flows through ... London? —... Thames.
8. Of which country is ... Washington ... capital? — ... United States.
9. ... United Kingdom consists of Great Britain and Northern Ireland.
10. Chicago is on ... Lake Michigan.

Запам'ятайте наступні сталі словосполучення:

in the north
in the south
in the east
in the west

to the north
to the south
to the east
to the west

Exercise 86. Supply the required articles for nouns in the following sentences.

1. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia.
2. ... climate of ... northern part of ... Russia is severe.
3. This winter is ... true Russian winter with ... hard frosts.
4. It is warm in ... Crimea and ... Caucasus.
5. ... Washington is ... capital of ... United State? of America.
6. I want to go to ... New York some day.
7. ... best way to know and understand ... people of ... other countries is to meet them in their own homes.
8. Is ... Australia ... island or ... continent?
9. ... Red Sea is between ... Africa and ... Asia.
10. There are six continents in ... world.
11. ... France is to ... north of ... Italy.

Exercise 87. Supply the required articles for nouns in the following sentences.

1. ... Neva flows into ... Gulf of ... Finland.
2. ... Pacific Ocean is very deep.
3. ... Urals are not very high.
4. ... Kazbek is ... highest peak of ... Caucasus.
5. ... Alps are covered with ... snow.
6. ... Shetland Islands are situated to ... north of ... Great Britain.
7. ... USA is ... largest country in ... America.
8. ... Crimea is washed by ... Black Sea.
9. ... Lake Baikal is ... deepest lake in ... world.
10. ... Paris is ... capital of ... France.

11. Lomonosov was born in ... small village on ... shore of ... White Sea.
12. Gogol was born in ... Ukraine in 1809.
13. ... Caucasus separates ... Black Sea from ... Caspian Sea.
14. ... Europe and ... America are separated by ... Atlantic Ocean.
15. ... Baltic Sea is stormy in winter.
16. There are many small islands in ... Pacific Ocean.
17. ... North Sea separates ... British Isles from ... Europe.
18. ... Balkans are old mountains.
19. ... Nile flows across ... northeastern part of ... Africa to ... Mediterranean Sea.
20. Which are ... highest mountains in ... Russia?

Exercise 88. Supply the required articles for nouns in the following sentences.

1. ... Thames is ... short river.
2. ... Russia is washed by ... Arctic Ocean in ... north.
3. Kiev is to ... south of ... Moscow.
4. ... Europe is ... continent.
5. ... Moscow is ... capital of ... Russia.
6. Is ... Asia ... -island or ... continent?
7. ... Black Sea is in ... south of our country.
8. ... White Sea is in ... north of our country.
9. This is ... map of ... world. What can you see on ... map? What ... colour are ... valleys on ... map?
10. Petrov is ... architect. He is ... experienced architect. He is in ... Far East. He has ... wife. His wife is ... typist. They have ... son and ... daughter.
11. ... Philippines are situated to ... southeast of ... Asia.

Exercise 89. Supply the required articles for nouns in the following sentences.

1. This is ... pen. It is ... good pen. ... pen is black. It is on ... table.
2. I have got ... dog. ... dog's name is Spot. He is ... big grey dog. ... dog is very strong.
3. My friend has ... sister. Her name is Ann. ... girl is ... pupil.
4. We have ... picture in ... living room. ... picture is very good. It is on ... wall.
5. ... Irish Sea is between ... Great Britain and ... Ireland.
6. There is ... map on ... wall of ... classroom. It is ... map of ... world. There are many seas and lakes on ... map. This is ... Mediterranean Sea and that is ... Red Sea. These are ... Himalayas. They are ... highest mountains in ... world.
7. We live in ... St. Petersburg. ... St. Petersburg is ... very large city. It is one of ... largest cities in ... Russia.
8. My brother is ... doctor. His flat is in ... centre of ... city. It is in ... new house. There are three rooms in ... flat. ... living room is .. largest of all. It is ... nice light room. There are ... pictures on ... walls. There is ... round table in ... middle of ... room. There is ... sofa at ... wall with ... large thick carpet in ... front of it. ... study and ... bedroom are small, but very comfortable.

Запам'ятайте наступні сталі словосполучення:

to have a good time
from \surd morning till \surd night
all \surd day long
a lot of

Exercise 90. Supply the required articles for nouns in the following sentences.

1. Did you have ... good time in the country? — Oh, yes. ... weather was fine. We were out of ... doors from ... morning till ... night. We played ... football, ... volleyball and ... other games. We came ... home late at... night and went to ... bed at once.
2. Look at ... clock! It is ... quarter past ten. Go to ... bed at once.
3. ... sun rises in ... east and sets in ... west.
4. We spent last summer in ... Ukraine, in ... little village on ... bank of ... big river with ... very warm water. There was ... wood on ... other side of ... river. We often went to ... wood and gathered ... lot of ... mushrooms.
5. My friend likes to play ... chess. He is ready to play ... chess all... day long. He is ... best chess player in our school.

Перед назвами університетів артикль не вживається.

- E.g. I shall study at ✓ St. Petersburg University.
My grandfather graduated from ✓ Oxford University.

Exercise 91. Supply the required articles for nouns in the following sentences..

1. Teckle comes from ... very old country on ... Nile. It is called ... Ethiopia. ... Ethiopia is ... beautiful mountainous country. Teckle is ... young man. He wants to become ... engineer. He is very happy to be ... student of ... St. Petersburg University. He spends ... lot of time at... library reading and studying different subjects. Very often in ... evening his new friends and he walk about... city talking about their native countries.
2. Galina lives in ... Ukraine. She lives in ... small village near ... Odessa. She is ... librarian. In Summer she has ... lot of ... work: she takes ... newspapers and ... magazines to ... people who work in the fields. Galina wants to enter ... Moscow University and now she is preparing for ... entrance examinations.
3. My friend lives in ... America. He is ... student. He studies ... history at ... Harvard University.

Exercise 92. Supply the required articles for nouns in the following sentences.

When we want to write ... letter, we take ... piece of ... paper and ... pen. We first write Our ... address and ... date in ... right-hand corner. Then on ... left-hand side we write greeting. We may write, for instance, "My dear brother," "Dear Henry," etc., and then on ... next line we begin ... real letter. We must not forget to leave ... margin on ... left-hand side of ... page. At ... end of ... letter we write "Yours," and then we sign our name. We put ... letter into ... envelope and close ... envelope. On ... envelope we write ... name and address of person who will receive it. We stick ... stamp in ... top right-hand corner, and then we post ... letter.

Запам'ятайте наступне сталє словосполучення:

What's *the* use?

Exercise 93. Supply the required articles for nouns in the following sentences.

Once there lived ... man who was very fond of ... gold. He used to say: "While I have my gold, I am ... happiest man in ... world." And so all his life he saved ... money. One day he was travelling in ... desert of ... North Africa. He lost his way. He had no ... food or ... water. He was almost dying of ... hunger. He was so weak that he could not talk, he could

only crawl. ... heat was terrible. There were only ... stones and ... sand around. Just then he saw ... bag lying on ... sand. He hoped that he would find ... food in it and ... water, too. He crawled up to ... bag and opened it. He saw that... bag was full of ... gold. What is ... use of ... gold to ... hungry man in ... desert? He left... bag on ... hot sand, crying bitterly: "I am ... most unhappy man in ... world."

Запам'ятайте наступні сталі словосполучення:

to the cinema	at the cinema
to the theatre	at the theatre
to the shop	at the shop
to the market	at the market
to go for a walk	

Exercise 94. Supply the required articles for nouns in the following sentences.

1. Let's go to ... shop. I must buy ... bread and ... milk.
2. I was at ... cinema yesterday. — What ... film did you see? — Oh, I saw ... very good film. I think it is ... best film of ... year.
3. Do you often go to ... theatre? — No, I don't. I like to go to ... theatre, but I am very busy. I work from ... morning till ... night. I even have no ... time to play ... piano.
4. Oleg has ... lot of ... interesting books at ... home.
5. ... lot of ... tourists from ... different countries come to ... St. Petersburg. They want to see one of ... most beautiful cities in ... world.
6. My new friend said to me: "I am ... student of ... first course."
7. We went to ... cinema in ... evening.
8. What ... foreign languages does your father speak? — He speaks English. He studied ... English at ... school.
9. I am interested in ... history.
10. We played ... tennis at ... lesson of ... physical training yesterday. We had ... good time.
11. Did you go for ... walk yesterday? — No, we didn't. ... weather was bad, and we went to ... cinema.
12. What are your friends doing? — Mary is playing ... piano. Tom and Nick are playing ... chess.

Exercise 95. Supply the required articles for nouns in the following sentences.

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late. "I am very sorry," said ... clerk of ... hotel, "but... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "no, thank you. We don't want to sleep in ... hall. We shall walk up to our room." Then he turned to his friends and said: "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier. On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs. At last they came to ... thirty-sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," said Peter, "is sad enough. We left ... key to our room in ... hall."

Запам'ятайте наступні конструкції:
The famous English writer Dickens lived in the 19th century.
Dickens, a famous English writer, lived in the 19th century.

Запам'ятайте наступні сталі словосполучення:

on $\sqrt{}$ horseback
on $\sqrt{}$ board a ship

Exercise 96. Supply the required articles for nouns in the following sentences.

Swift, ... famous English writer, was travelling one day on ... horseback with his servant. ... weather was bad, it was raining, and ... roads were muddy. In ... evening the two¹ men came to ... inn. Before going to ... bed Swift told his servant to clean his boots. But... servant was lazy and did not do it. In ... morning Swift asked ... servant why he had not cleaned ... boots. "What's ... use cleaning ... boots now?" said ... servant. "... roads are muddy, and ... boots will soon be dirty again." "All right," said ... writer. "Let's go. We must continue ... journey." "But I haven't had ... breakfast," said ... displeased servant. "Well, what's ... use giving you ... breakfast now?" said Swift: "You will soon be hungry again."

¹ Зверніть увагу на вживання означеного артикля перед кількісним числівником. В цьому випадку певний артикль має значення "ці": "Ці двоє чоловіків;" "Ці двоє людей".

Запам'ятайте наступні сталі словосполучення:

in $\sqrt{}$ fact
the same

Запам'ятайте вживання артикля в окличних реченнях

що починаються зі слова "what":

What a good boy!

What a long story!

What a day!

Exercise 97. Supply the required articles for nouns in the following sentences.

In ... small town in ... East there was once ... man who had ... parrot. ... parrot was taught to say ... words: "There is no doubt about it." It used to repeat these words all ... day long. Every time it was asked ... question, it gave ... same answer. "There is no doubt about it." One day ... man decided to sell ... bird; so he put... parrot into ... cage and went to ... market with it. "Twenty pounds for ... very clever parrot!" he cried. ... man who was passing by heard this and turned to ... parrot. "Are you worth twenty pounds?" he asked. "There is no doubt about it!" answered ... parrot. "What ... clever parrot!" said ... man and bought... bird. He took ... parrot home and invited his friends to look at ... clever bird. ... friends came and looked at ... parrot and talked to it. Now you must know that... man was not rich. In ... fact, he was often short of ... money. So ... week or two later, sitting in ... armchair and looking at ... parrot, he said: "What... fool I was to throw away such ... lot of ... money!" "There is no doubt about it!" cried ... parrot. And this time ... bird was right.

Exercise 98. Supply the required articles for nouns in the following sentences.

... train stopped at ... little station. ... passenger looked out of the window of ... train

carriage and saw ... woman selling ... cakes. ... man had not had ... breakfast in ... morning. He was hungry and wanted to buy ... cake. ... woman was standing rather far from ... carriage. ... man did not want to go and buy ... cake himself because he was afraid to miss ... train. He saw ... boy who was walking along ... platform near ... carriage. He called ... boy and asked him: "How much does ... cake cost?" "Threepence, sir," answered ... boy. ... man gave him a sixpence and said: "Bring me ... cake, and with ... other threepence buy ... cake for yourself." ... boy took ... money and went to ... woman. A few minutes later ... boy returned. He was eating ... cake. He gave ... man threepence change and said: "... woman had only one cake, sir."

Запам'ятайте наступні сталі словосполучення:

it's <u>✓</u> high time	to take <u>✓</u> care of
to take <u>✓</u> aim	such a ...

Exercise 99. Supply the required articles for nouns in the following sentences.

... crow once said to her children: "It's ... high time for you to look for ... food." With these words she turned them out of ... nest and took them to ... field. But ... crow's children did not like ... idea. "We'd rather go back to ... nest," they cried. "It's so nice when you bring ... food to us!" "Indeed!" said their mother. "You are big enough to feed yourselves. My mother turned me out of ... nest when I was much younger, and I had to take ... care of myself." "But ... people will kill us with their guns," said ... young crows. "No ... fear of that," answered their mother. "Before ... people shoot, they take ... aim, and that takes ... time. When you see ... man raising ... gun to his face, you must just fly away." "That's ... simple thing to do," said ... children, "but supposing ... man or ... boy wants to throw ... stone at us: in such ... case he won't have to take ... aim." "Well, then he will have to bend down to pick up ... stone," said ... crow. "But what if he carries ... stone in his hand ready?" "Why, if you are clever enough to think of that," said ... mother, "you are clever enough to take ... care of yourselves." And she flew away leaving ... young crows in ... field.

Exercise 100. Supply the required articles for nouns in the following sentences.

... Russia is such ... large country that when it is night in one part of ... country, it is day in another part, when it is winter in one part of ... country, it is already summer in another. Imagine it is ... beginning of ... May now. It is spring in ... St. Petersburg. ... weather is fine. It is still cool at ... night, but it is quite warm in ... afternoon. It sometimes rains, but ... rain is warm, too. ... ground is covered with ... soft green grass, and ... trees are covered with ... green leaves. But while it is spring in St. Petersburg, it is still winter in ... north of our country at ... beginning of ... May. Here it is cold and sometimes frosty, ... rivers and ... seas are covered with ... ice. ... ice does not melt in some places even in summer. ... ground is covered with ... deep snow. In ... south of our country ... weather is quite different. It is already summer in ... Caucasus and in ... Crimea. It is much warmer than in St. Petersburg. It is some times even hot. ... sky is usually cloudless and it seldom rains here. People wear ... summer clothes.

Exercise 101. Supply the required articles for nouns in the following sentences.

1. Is this ... interesting book? Is this ... very interesting book? Is this ... very interesting book you have spoken about so much? It is such ... interesting book. Is it... same book you have recommended to us?
2. She is ... teacher. She is ... good teacher. She is ... teacher of our school. She is ... teacher

- of ... English. Here is ... teacher, ask her about... question which interests you.
3. There is ... word in ... text which I cannot understand. There is ... very difficult word, too, which I cannot pronounce. Here is ... word I was looking up in the dictionary. This word is ... adverb.
 4. ... first men were vegetarians.
 5. Serfdom was abolished in ... Russia in ... 19th century.
 6. Columbus, who discovered ... America, was ... native of ... Genoa.
 7. ... Rome is ... ancient town.
 8. ... Ireland, ... Scotland and ... Wales are parts of ... United Kingdom.
 9. What is ... name of ... ocean between ... America and ... Asia? — ... Pacific.
 10. Last summer I visited ... Switzerland and ... Germany.
 11. ... Amsterdam is ... capital of ... Netherlands.

Exercise 102. Supply the required articles for nouns in the following sentences.

Once there lived ... king. His name was Midas. He had ... little daughter. They lived in ... beautiful palace with ... wonderful garden around it. Now ... king was very fond of ... gold. He loved ... gold more than anything else in ... world. One day, when ... king was looking at his gold, ... young man appeared before him. "You are ... very rich man, Midas," said ... young man. "Yes," said ... king, "but I would like to be richer. I would like to have ... golden touch. I want everything that I touch to turn into ... gold." ... young man was ... magician, and he gave ... king ... golden touch which, he wanted to have. ... king was very happy. He touched ... table, and ... table became gold. He went into ... garden. There were ... beautiful roses in ... garden. He touched ... roses, and they also became gold. ... king's daughter, who loved ... roses very much, saw it and began to cry. "Don't cry, ... dear daughter," said ... king and touched his daughter's head. ... next moment... girl turned into ... beautiful gold statue.

Запам'ятайте наступні сталі словосполучення:

The fact is (was) that...

Зверніть увагу на вживання артикля зі словом other (інший):

another — *інший (неозначений), якийсь інший, ще один* (в множині або перед неobчислюваним іменником — **other**.)

the other — *інший (означений), той інший, інший з двох.*

Exercise 103. Supply the required articles for nouns in the following sentences.

... group of ... farmers were sitting in ... village house, and among ... other things they began talking about ... echoes. One of ... farmers said that there was ... wonderful echo in ... field near his farm where there was ... large group of ... trees. All ... other farmers said that they would like to hear ... echo, and ... farmer invited them to come ... next afternoon. But ... fact was that ... farmer did not really have ... echo he had told ... other farmers about. So when he came ... home, he sent for ... son of ... cook and told him to go to ... field, hide himself among ... trees and imitate everything that was said. ... next day ... other farmers came, and ... farmer took them to ... field to listen to ... wonderful echo. When they were in ... field, he shouted at ... top of his voice: "Are you there?" The answer came back: "Yes, I've been here for two hours!"

Exercise 104. Supply the required articles for nouns in the following sentences.

It was ... nice summer day. ... weather was fine, ... sun was shining in ... blue sky, ... air was fragrant with ... smell of ... grass and ... flowers. ... dog which was running about ... streets of ... little town saw ... butcher's ... stall with ... lot of ... meat. ... dog cautiously approached ... stall and, when ... butcher turned away to talk to ... woman, quickly seized ... big piece of ... meat and ran away with it. On ... way home ... dog had to cross ... stream by ... narrow bridge. As he was crossing, he looked down into ... stream and saw his reflection in ... water. He thought it was ... other dog with ... other piece of ... meat. He snapped at ... reflection and dropped his own piece of ... meat. That's how ... dog was punished for ... greediness.

Запам'ятайте наступні сталі словосполучення:

at $\sqrt{\quad}$ sunrise
at $\sqrt{\quad}$ sunset

in *the* country
to *the* country

in $\sqrt{\quad}$ town
to $\sqrt{\quad}$ town

by $\sqrt{\quad}$ bus by $\sqrt{\quad}$ tram by $\sqrt{\quad}$ train by $\sqrt{\quad}$ car

Exercise 105. Supply the required articles for nouns in the following sentences.

On ... Sunday our family went to ... country. We got up at ... sunrise and quickly had ... breakfast. After ... breakfast we left ... home. There is ... little village not far from ... St. Petersburg where we have ... friends. We went there by ... train. We had ... very good time in ... country. ... weather was fine, ... sky was blue and ... sun was shining. We stayed out of ... doors all ... day long. We played ... volleyball and ... tennis. We returned to ... town late in ... evening. When we came ... home, we had ... supper and went to ... bed at once.

Запам'ятайте наступні сталі словосполучення:

in $\sqrt{\quad}$ spring
in $\sqrt{\quad}$ summer

in $\sqrt{\quad}$ autumn
in $\sqrt{\quad}$ winter

Exercise 106. Supply the required articles for nouns in the following sentences.

1. Look at ... sky. It is covered with ... dark clouds. Let's hurry ... home.
2. It was very pleasant to live in ... country in ... summer. ... weather was fine and it seldom rained. Summer is ... fine season.
3. How lovely ... night is! There are no ... clouds in ... sky and ... air is so fresh.
4. When spring comes, ... sun shines brighter, ... snow melts, ... days become longer.
5. Winter is ... good time for sports.
6. On ... Sunday my friend and I usually go to ... country. We ski, skate, play ... snowballs and have ... very good time.
7. ... fog is so dense that it is difficult to walk.
8. My friend is ... very good chess player.
9. In ... summer we lived in ... country and went up to ... town by ... train.
10. Tomorrow is ... Sunday. If it is too hot in ... town, we shall go to ... country. And on ... Monday we shall come back.
11. ... Autumn is ... most beautiful ... season of ... year.

Exercise 107. Supply the required articles for nouns in the following sentences.

Last Tuesday ... evening, when ... whole family was at ... home, ... burglar came into ... house and stole \$ 500! When we discovered ... theft, we called ... police. Because his ... shoes were wet and dirty, ... detective could follow his ... footprints. Here is what ... burglar did. He came in ... front door. It was locked, so he broke ... lock. Dad was reading ... newspaper in ... study near ... front door. He was facing ... big window, so he didn't see ... man, and because he was also listening to ... loud ... music, he didn't hear him. It was raining and there was ... thunder, so there was ... lot of ... noise outside, too. ... burglar crossed ... hall to ... kitchen. Mum was making ... pot of ... tea, so he didn't go into ... kitchen. ... man went back across ... hall and looked into ... dining room. No one was in there. He looked through all ... drawers and found \$ 300. But this wasn't enough. He came out of ... dining room and went upstairs. Tom was doing his ... homework in his ... bedroom and listening to his ... Walkman. ... burglar went past Tom's ... room. Sally was taking ... shower and singing at ... top of her ... lungs. He went into ... TV room. He opened everything but found nothing. Then he left ... TV room, went back down ... stairs and into ... kitchen. Mum was sitting in ... living room with Dad. ... burglar was very quiet! He found \$200 in ... old ... teapot on ... top shelf of ... left kitchen cupboard. Then ... man went out through ... French window in ... dining room. It wasn't locked, so it was easy to get out. ... police couldn't believe it! We never heard ... burglar!

Exercise 108. Supply the required articles for nouns in the following sentences.

1. My brother read to me ... extract from ... book which he had brought ... day before. ... main character of ... book is ... young doctor who went to ... distant village in ... Siberia.
2. ... weather was very bad in ... October.
3. When he came into ... room, he saw ... man sitting on ... sofa. He at once remembered that it was ... man he had seen at ... theatre ... night before.
4. Yesterday I saw ... film you are speaking about.
5. He took ... taxi and gave ... address to ... driver.
6. Tower Bridge is ... first bridge over ... Thames coming from ... sea. Built in 1894, it is ... suspension bridge. ... central portion of it can be opened to admit ... ships to ... docks in this part of ... river. When ... ship arrives, ... traffic is stopped and ... great bridge opens in ... centre: its two halves go up into ... air and ... ship passes through.

Запам'ятайте наступні сталі словосполучення:

It was ✓ morning

It was ✓ daytime

It was ✓ evening

It was ✓ night

Exercise 109. Supply the required articles for nouns in the following sentences.

Once ... Frenchman was travelling in ... Sweden. He stopped at ... hotel in ... little Swedish town. It was ... evening, ... man was tired, so he went to ... bed at once. In ... morning he had ... breakfast in ... hotel restaurant. After ... breakfast he went for ... walk. He walked along ... streets of ... town, visited ... museum and ... shops. Presently he felt hungry and dropped into ... cafe for ... lunch. He sat down ✓ at ... table, called ... waiter and ordered ... mushrooms. But ... Frenchman did not know ... Swedish ✓ I and ... waiter did not know ... French. Nobody in ... ✓ cafe could speak ... French. Then ... Frenchman took ... piece of ... paper and ... pencil and drew the picture of ... mushroom. ... waiter looked at ... picture and left ... room at once. Five minutes later he returned with ... umbrella.

Запам'ятайте наступні сталі словосполучення:

after a while
from a place to a place

Exercise 110. Supply the required articles for nouns in the following sentences.

... guide was once showing ... group of ... rich American tourists ... places of ... interest in ... little town in ... south of ... Italy. He took ... tourists from ... place to ... place, but as ... town was small, after ... while ... guide could not think of anything that might be of ... interest to ... Americans. "Tell us something unusual about... weather or ... climate of this place," said ... American lady to ... guide. "What can I tell her about our climate?" thought ... guide. Then he had ... idea. "Well," he said, "there is one unusual thing about our climate. One can easily notice that the wind here always blows from ... west." "Really?" said ... lady in ... surprised tone: "What ... interesting thing!" But ... other tourist said: "You must be wrong. Look! ... wind is blowing from ... east now!" At ... first moment ... guide did not know what to say. But he was ... clever man and soon found ... way out. "Oh," he said, "is that so? Well, then it must be ... west wind coming back."

Exercise 111. Supply the required articles for nouns in the following sentences.

... English king Richard the Lion Heart was ... tall, strong man. He was very proud of his strength and liked to show ... people how strong he was. Once, as he was riding on ... horseback in ... countryside, his horse lost ... shoe. Luckily he was not far from ... village and soon he found ... blacksmith. "Give me ... good horseshoe," he said to ... man. ... blacksmith gave ... king ... horseshoe. Richard took it in his hand and broke it in two. "This horseshoe is no good," he said, "give me ... better one." ... blacksmith did not say ... word. He gave ... king ... other horseshoe, but Richard broke it, too. The blacksmith gave him a third shoe. This time Richard was satisfied and ordered ... blacksmith to shoe his horse. When ... work was done, Richard offered ... man ... coin. ... blacksmith took ... coin between his fingers and broke it in two. Now it was Richard's turn to be surprised. He took ... larger coin out of his pocket and handed it to ... blacksmith. ... man broke it, too, saying: "This coin is no good, give me ... better one." Richard smiled and gave ... man ... gold coin.

Запам'ятайте наступне стале словосполучення:

to set a sail

Exercise 112. Supply the required articles for nouns in the following sentences.

In ... fifteenth century ... people knew only three continents: ... Europe, ... Asia and ... Africa. They knew nothing about such ... big continent as ... America. ... man who discovered ... America was born in 1451 in ... Italy. His name was Christopher Columbus. He became ... sailor at ... early age. Knowing that ... Earth was round, he decided to reach ... India sailing to ... west. He tried to arrange ... expedition, but did not have ... money, and nobody wanted to help him. At last... king of ... Spain gave him ... money for ... expedition. He set ... sail in 1492. ... voyage was very dangerous and difficult. On ... 12th of ... October his ship reached ... land. When they landed, they saw ... strange trees and ... flowers. ... men and ... women with ... olive-coloured skins gathered around ... sailors and looked at them with ... great surprise. Columbus was sure that he had discovered ... new way to ... India. Some time later ... other sailor reached ... America. ... name of ... sailor was Amerigo Vespucci. He understood that it was ... new continent.

Exercise 113. Supply the required articles for nouns in the following sentences.

1. He's looking for ... plain shirt, but all... shirts are striped.
2. I'm looking for ... pair of ... black pants.
3. She's looking for ... blouse. Polka-dot ... blouses are very popular this ... summer.
4. I bought ... new hat yesterday. ... shop assistant said it was ... latest style.
5. I want to ask you to accompany me to ... shop. I must buy ... dress.
6. Where did you buy this overcoat? — I bought it at... big store in Nevsky Prospect on ... Tuesday.
7. My sister bought... blue hat on ... Wednesday. ... colour suits her very nicely as she has got... blue eyes.
8. I must buy ... pair of ... new gloves.
9. Where is ... shoe department? — It is on ... third floor.
10. I think ... coat is a little tight.
11. We came to ... big store to find out if we could have ... suit made to order.
12. I don't like ... hat you have chosen. ... colour is not becoming to you.
13. Here is ... department of ready-made clothes. Let's go in and see if we can buy ... nice pair of ... trousers for you.
14. I am going to give him ... tie as ... birthday present.

Exercise 114. Supply the required articles for nouns in the following sentences.

Mr. Jones was ... teacher of ... physics at ... school. He was fond of the experimental method in ... physics and often told his pupils to use this method. One day Mr. Jones came to ... school on ... new bicycle. ... bicycle had ... pair of ... pneumatic tyres, which had just been invented, and none of ... pupils had ever seen them. During ... lesson ... teacher took ... pupils into ... school yard and showed them ... new invention. "Now, ... children," he said, "who can tell me what is inside this tyre that makes it so hard and yet so elastic?" ... boys touched ... tyres. "... cotton wool," said one of them. "... steel springs," said ... other. "Oh no," said ... teacher, "you are wrong." Suddenly ... little boy, who was standing beside ... bicycle, cried out, looking very happy: "I know what it is! There's ... wind inside." Mr. Jones smiled and said: "You are right: there's ... air inside. But how did you find it out?" "Well, I used ... experimental method," said ... boy: "I stuck ... nail into ... tyre, and some wind came out of it." For ... first time in his life Mr. Jones did not like ... use of ... experimental method.

Exercise 115. Supply the required articles for nouns in the following sentences.

1. Everyone in our country knows Lomonosov, ... founder of ... first Russian university.
2. Nekrasov, famous Russian poet, described ... life of ... Russian peasants.
3. I don't want to miss ... concert which will take place at... Philharmonic on ... 15th of ... April.
4. He graduated from ... university six years ago. Now he is ... scientist. And though he is... young scientist, his name is well known.
5. My friend is ... teacher of ... physics.
6. Yesterday I read ... book by Dickens, ... famous English writer.
7. I am sorry, I don't know ... way to ... nearest cafe: I am ... stranger here myself.
8. ... town I was born in is on ... Volga.
9. Who is ... author of this book?
10. ... quarter of ... hour was left before ... beginning of ... concert. We entered ... hall and saw ... group of ... pupils of our school. We joined them.

Exercise 116. Supply the required articles for nouns in the following sentences.

1. During ... vacation I attended some interesting lectures. I remember two of ... lectures best of all. They were about... Russian music.
2. I am sure he won't stay in ... town for ... vacation.
3. Two weeks are left before ... end of ... school year. examinations are coming. On ... first of ... June we shall take ... examination in ... literature.
4. Today my day off. I am going to spend ... day in ... county.
5. My brother brought ... new book yesterday. When I looked at... title, I was very glad: it was ... book which I had wanted to get for ... long time.
6. My sister is acquainted with ... actor who played ... leading part in ... play you saw yesterday.
7. "What... river is ... longest in ... Europe?" "Why, what ... strange question to ask! Any schoolboy can tell you that it is ... Volga."
8. I am afraid you will have ... lot of ... trouble with this business.
9. ... day was not bright yesterday. ... sky was covered with ... clouds.

Exercise 117. Supply the required articles for nouns in the following sentences.

I knew ... man who had travelled very much in his life. He had visited many ... countries in ... east and in ... west. He loved ... children and often told them ... interesting stories. I remember some of ... stories which he told me. One of ... stories was about ... adventure he had had in ... London. He was ... young man at that time and was interested in ... history of ... architecture. One day he visited one of ... towers of ... Houses of ... Parliament. He came out on to ... balcony of ... tower and began to look at ... ornaments on ... walls. Then he climbed up on ... roof. Suddenly ... man came running to him and seized him by ... arm. He began shouting something in ... English, but my friend knew only a few words of ... English and did not understand him. ... Englishman called ... policeman. ... fact was that he thought that ... Russian tourist wanted to kill himself by jumping from ... top of ... tower. Later, when everything became clear, they laughed ... lot over it.

Exercise 118. Supply the required articles for nouns in the following sentences.

One ... day ... father and his ... rich ... family took his... son on ... trip to ... country with ... firm ... purpose of showing him how poor ... people can be. They spent ... day and ... night at ... farm of ...very poor family. When they returned from their ... trip, ... father asked his ... son, "How was ... trip?" Very good, Dad!" "Did you see how poor ... people can be?" ... father asked. "Yeah!" "And what did you learn?" ... son replied: "I saw that we have ... dog I ... home, and they have four. We have ... pool Kat reaches to ... middle of ... garden; they have ... river that has no ... end. We have ... imported lamps in ... garden; they have ... stars. Our ... patio reaches to... front yard; they have ... whole horizon." When ... little boy finished speaking, his ... father was speechless. His ... son added, "Thanks, Dad, for bowing me how poor we are."

Exercise 119. Supply the required articles for nouns in the following sentences..

.. room in which ... boys were fed was ... large stone hall, with ... copper at one end, out of which ... cook took ... gruel which he put into each bowl at ... mealtimes. Each boy had one portion of ... gruel, and no more, and on ... Sundays they had two ounces and... quarter of ... bread besides. ... bowls never needed washing — ... boys polished them with their

Boons till they shone again. At last ... boys got so wild with ... hunger that one boy said he was afraid he would some night eat ... boy who slept next to him. ... boys believed him. ... council was held, liver was chosen to go up to ... cook that evening after ... supper and ask for more.... evening arrived, and ... boys took their places. ... cook stood at ... copper. ... gruel was served out and disappeared. Ken Oliver rose from ... table and advancing to ... cook, said in ... weak voice: "Please, sir, I want some more." ... cook was ... healthy man, but he turned pale. "What?" said he in ... trembling voice. ... man could not believe his ears.

Запам'ятайте наступні сталі словосполучення:
to go on √ strike **to be on √ strike**

Exercise 120. Supply the required articles for nouns in the following sentences.

Many years ago ... London theatre performed ... play in which there was ... great storm on the sea. In those days ... theatres had no ... machines. That is why ... manager engaged ... several boys to make ... waves of ... sea. They jumped up and down under ... big piece of ... sea-green cloth. ... boys received. ... shilling ... night for their work. They worked for ... several weeks. But then ... manager decided to pay them less ... money — only sixpence ... night. So ... boys decided to go on ... strike. During ... performance, when ... storm began, when ... wind blew and it was raining, ... sea remained calm — there was not... single wave on it.... angry manager lifted one corner of ... "sea" and said to ... boys: "Make ... waves, ... boys, make ... waves!" "Do you want ... waves for ... shilling or for sixpence?" asked ... boy in ... loud voice. "Oh, for ... shilling," answered ... manager. ... boys began to jump up and down, and did it so well, that ... storm looked quite real.

Запам'ятайте наступне стале словосполучення:
the rest of the...

Exercise 121. Supply the required articles for nouns in the following sentences.

In the old days it was necessary for all ... parts of ... city to be close together, in order that ... defensive wall might surround it, and ... streets, there-lire, were made as narrow as possible. Many ... European cities began with ... walls round them. But in ... America there was little need for ... defensive Kills, and that's why many ... American cities have Ben built on ... regular plan, modified a little according to ... natural surroundings. ... streets in ... American cities, instead of having ... names, are numbered, and so when one has once understood ... plan of ... American city, it is very easy to find one's way from one part of it to ... other. ... old part of ... New York lies in ... southern half of ... Manhattan Bland, and there ... streets are narrow and twisted, as in ... towns of ... old world. But ... rest of ... streets, with but few exceptions, all run in ... straight lines. There is one street in ... city, however, that does not follow ... straight line. And that is Broadway, ... New York's most famous street. It Starts within sight of ... dancing waters of ... harbour and runs between ... tall skyscrapers in ... northwestern direction. This great street is ... long-list in ... world.

Exercise 122. Supply the required articles for nouns in the following sentences.

... Africa is ... very large continent lying to ... south of ... Europe and to ... southwest of ... Asia to which it is joined by ... Isthmus of Suez. Less than one hundred years ago ... men knew almost nothing of ... middle of ... continent. ... travellers from ... Europe made ... long journeys into ... centre but they met with ... terrible difficulties, for ... continent is covered

with ... forests full of ... fearful wild animals. Some travellers died of ... hunger or ... thirst or ... strange illnesses, ... others were killed by ... lions, still ... others by ... natives; but nevertheless bold men were found ready to go along ... rivers into ... heart of ... Africa. The merchants who came from ... European countries had much to sell, and here were ... millions of ... people ready to buy; here was ... country, ... richness of which was unimaginable.

Exercise 123. Supply the required articles for nouns in the following sentences.

Robert Burns, ... son of ... small farmer in Ayrshire, was born on ... 25th of ... January, 1759. His parents were poor, so that Burns could not get a good education. He worked hard as ... ploughboy. He was fond of reading and always had ... ballad book before him at ... dinner. After ... death of his father Robert and his brother and sisters took over ... farm together. Working in ... fields Burns wrote many wonderful songs. However, things became so bad on ... farm, that ... poet decided to go to ... Jamaica hoping to get ... job on ... plantation there. Luckily some friends helped Burns to publish ... book of poems. ... book was noticed and praised highly. In 1786 Burns went to ... Edinburgh, and his book of poems unlocked ... doors of ... rich Edinburgh houses to a peasant with such a wonderful talent. In 1788 he married Jean Armour and spent ... peaceful and happy year. ... rest of his life story is ... tale of ... poet's hardships. ... hard life ruined ... poet's health, and on ... 21st of ... July, 1796 he died at ... age of thirty-seven.

Запам'ятайте наступні сталі словосполучення:

in a day

in a month

in a week

in a year

Exercise 124. Supply the required articles for nouns in the following sentences.

"Is there ... post office near ... house you live in?"

"Yes, there is. Go to ... corner of ... street along which ... trams run. Then turn to ... left and walk it short distance down ... street. Do not cross ... street, of course. You will see ... sign over ... door which says "Post and Telegraph Office."

"Thank you very much. I am sure I shall find it without... difficulty. I must buy ... stamps, send ... telegram and ask whether they receive ... parcels there. I want to send ... parcel to ... old friend. It will be her birthday in ... week. Perhaps you can tell me where I can find ... shop that sells ... nice things that one can give as ... presents?"

"Yes, certainly. There's ... very good shop not far from here. You can easily walk there in a few minutes. Go straight down ... street that you will see erectly in ... front of you when you come out of ... Post office till you come to ... wide street along which ... buses and ... trolleybuses run. Then turn to ... left again and almost immediately you will come to ... beautiful shop with ... big windows full of all sorts of ... things. I am sure you will find ... nice presents there."

Запам'ятайте наступні сталі словосполучення:

for a life

a great deal

Exercise 125. Supply the required articles for nouns in the following sentences.

Until near ... end of ... 19th century it was the law in ... England that if ... man was unable to pay ... debt, even ... small one, he could be imprisoned. This imprisonment might very well be for ... life, as it was impossible for ... people in prison to work at their ordinary occupations and so make ... money to repay ... sum they had borrowed. If they had ... friends who could bring them ... materials to work with, they might work with their hands, sewing or making ... boots, for instance.

... great English novelist Charles Dickens knew ... great deal about the debtors' prisons from personal experience, for when he was about ten, his father was imprisoned for debt, and ... whole family had to go and live with him in ... prison because they had nowhere else to live. ... mother and ... children, however, could leave ... place when they wished; but at ten o'clock every evening ... great gates were shut for the night, and no one could leave or enter until morning. Dickens described ... life in the debtors' prisons in some of his novels. It was largely because of Dickens' sharp criticism that ... English Government was finally forced to do away with ... debtors' prisons.

Exercise 126. Supply the required articles for nouns in the following sentences.

At ... beginning of ... 19th century ... little boy was born in ... family of John Dickens, ... clerk at ... office in ... Portsmouth, and was named Charles. He had ... sister who was older than himself, and there were several other children in ... family. When Charles was seven, he was sent to ... school. He was ... strong child. He did not like to play ... cricket or ... football and spent all his free time reading. In 1821 ... family went to ... London, and little Charles left behind him ... happiest years of his childhood. His father was in ... money difficulties, and ... family became poorer and poorer. ... boy had to give up his studies. Mr. Dickens was put into ... debtors' prison. Little Charles learned to know all... horrors and cruelty of ... large capitalist city. He had to go to work at... blacking factory. He worked there from ... morning till ... night. When his father came out of prison, Charles was sent to ... school for some time. Soon he got work as ... clerk. Then he learned ... stenography and became ... reporter in Parliament. In 1836 at ... age of 24 Charles Dickens published his first book. It was ... collection of ... stories.... title of ... book was "Sketches by Boz." These were followed by "Pickwick Papers" and "Oliver Twist" and many other famous novels. Charles Dickens is one of ... greatest writers of ... 19th century. His novels are now translated into most languages of ... world.

Exercise 127. Supply the required articles for nouns in the following sentences.

During ... American War of ... Independence, ... commander of ... small unit of soldiers was giving ... orders to his men about... heavy cannon that they were trying to lift to its place at... top of some fortifications. It was almost beyond their power to lift ... weight, and ... commander kept shouting ... encouraging words. ... officer, not in uniform, was passing by, and he asked ... commander why he did not help ... soldiers. Greatly surprised, ... man turned round and said proudly: "Sir, I am ... corporal!" "Oh, you are, are you?" replied ... officer: "I did not know that. I beg your pardon, Mr. Corporal." Then he got off ... horse he was riding and, taking hold of ... rope that ... men were pulling at, he pulled with all his strength. And when ... cannon was in its place, he turned to ... little great man and said: "Mr. Corporal, when you have ... other job like this and have not enough ... men, send for your commander in chief, and I shall gladly come and help you." ... corporal was struck with ... astonishment. ... man who had helped his soldiers was George Washington.

Exercise 128. Supply the required articles for nouns in the following sentences.

William Shakespeare, ... greatest English playwright, was born in 1564 in ... Stratford-upon-Avon in ... England. ... Stratford is ... small country town in ... farming district near ... centre of ... England. ... Avon, which is ... pretty river with ... grass and ... trees all along its banks, runs through ... Stratford. Not much is known of ... Shakespeare's father. He was ... farmer who, at ... different times of his life, sold ... meat and bought and sold ... wool. He was poor and was often in ... money difficulties. Very little is known about ... life of his only son William also. ... little house in which ... great writer was born still stands. It is now ... museum. William went to ... school in ... Stratford. In 1586 he went to ... London. Probably ... first work he did there was at one of the two theatres that there were in ... London at that time. Then he became ... actor and soon began to write ... plays for ... company of actors to which he belonged. Shakespeare bought ... largest house in his home town in 1597, but he did not spend much time there till 1610. He spent... last years of his life mostly in ... Stratford, but he often visited ... London. He died in 1616.

Exercise 129. Supply the required articles for nouns in the following sentences.

Last July, my ... 65-year-old father was on his ... daily run. It was ... unusually hot ... day, and he felt ... little sick, so he stopped to rest in ... shade. ... passerby asked if he needed help, but my ... father said, "No," figuring he'd be able to get... home. Minutes later, ... other person stopped. ... man realized something was seriously wrong and called 911. That... stranger saved my father's ... life. Dad suffered ... heart attack and was hospitalized for five ... days.

I cannot thank that ... passerby enough for getting involved and helping ... stranger when it would have been easier to walk away. Now, my ... father has many ... years left to enjoy his ... grandchildren.

Let everybody be ... Good Samaritans when they see ... need. ... life could depend on it.

Exercise 130. Supply the required articles for nouns in the following sentences.

... young man attempted to rob ... store near my ... office. He bought ... bag of ... potato chips, and while ... clerk was making ... change, he attempted to grab ... money from ... cash register. When ... clerk quickly closed ... drawer, ... man tried to take ... cash register but it was so heavy, he couldn't lift it. He got angry. There was ... rack full of ... cigarettes in ... corner of ... store. He decided to grab ... cigarettes but ... clerk stopped him.

... man drove away empty-handed, but was spotted by ... police for driving ... stolen car. ... police pursued him with ... lights flashing and ... sirens blaring. He was soon arrested and charged with ... possession of ... stolen vehicle, careless and reckless driving and speeding. His ... fine was set at \$2,000.

While being escorted, ... man asked if he could stop near .. store and get his ... potato chips, since he had paid for them. ... clerk at ... store identified him as ... man who tried to steal ... cash register, and he was charged with ... attempted robbery. His ... fine was increased to \$15,000; he sits in ... jail awaiting ... trial.

Exercise 131. Supply the required articles for nouns in the following sentences.

1. George Bernard Shaw, ... well-known English playwright, was born in ... Ireland in 1856. He was ... son of ... clerk and had to begin working at ... early age. At ... age of twenty he moved to ... London where he became ... Journalist.

2. ... play "Widowers' Houses" shows ... egoism and hypocrisy of some businessmen who got their profits from ... London slums where ... poorest people lived.

3. While travelling in ... Germany Harry Trench, ... young English doctor, got acquainted with Mr. Sartorius, ... respectable looking gentleman, and his daughter Blanche. ... young people fell in love with each other and were going to get married. Trench knew that Sartorius was rich, but he did not know what... kind of ... property he had. He learned about it from ... conversation with Lickcheese, Sartorius' rent collector. It turned out that Sartorius was ... owner of some tenements in the London slums, and that all ... property he had was built by getting ... money out of ... poor people who lived there. Trench was greatly shocked. He did not want to take ... money from Blanche's father. But Blanche said she could not live on ... small income Trench had. They had ... quarrel, and Trench left... house. After some time Trench learned that... land on which Sartorius' houses were built belonged to Trench's aunt and that he himself was living on ... money got in ... same way. Everything comes out "all right" in ... end: Trench marries Blanche and becomes ... partner in Sartorius' business. The author shows that in ... fact Trench is no better than Sartorius, Lick-cheese and the like.

Exercise 132. Supply the required articles for nouns in the following sentences.

My ... husband picks up ... local newspaper every morning from ... vending machine on our ... way to ... work. other morning, ... girl who appeared to be about 6 was in ... front of him in ... line, buying ... paper for her ... mother, who was sitting in ... car. ... child put ... money for one ... paper in ... slot and took two ... newspapers!

My ... husband said to her, "Oh, is this two-for-one Say?" ... child did not reply. She just took ... two ... newspapers to her ... mother.

This is stealing, pure and simple. I wonder what this ... mother is going to think when her ... daughter becomes ... teen and gets arrested for ... shop- lifting at... mall? I suppose she'll wonder where her ... daughter got ... idea that it is OK to take something without paying for it.

... mother missed ... opportunity to teach her ... child right from wrong. If ... child took ... extra newspaper in ... error, ... mother should have instructed her to put it back. However, if she put ... child up to it — shame on her.

Exercise 133. Supply the required articles for nouns in the following sentences.

Three ... bank robbers got ... surprise last night. This is what happened. ... three ... robbers, who all work as ... cleaners at ... hospital, drove up to ... bank on Main Street. ... three men, wearing ... masks over their ... faces, got out of ... car and ran into ... bank. Inside ... bank, they pointed ... guns at ... customers and ... bank tellers. One of ... men told all ... customers to lie down on ... floor. And then one of ... other men said something like, "Quick ... money! Give me ... money!" So one of ... tellers handed them some ... bags. After leaving ... bank, ... three men jumped into their ... van and drove off. One ... mile down ... road, ... robbers parked their ... van next to ... ambulance they had parked before ... robbery. They got into ... ambulance and drove off. They went straight to their ... hospital. After leaving ... ambulance in ... hospital parking lot, ... three ... men went together into ... small room. There, they opened ... bags of ... money they had been given — and got... very ... unpleasant surprise! ... bank teller had given ... robbers ... special bags containing ... bright red ... ink!... red ink is released when ... bag is opened, and it can't be washed off. So suddenly,... men found themselves covered in red ink! As .. men left ... room and tried to leave ... hospital, ... emergency room doctor saw them and she thought, "Oh God, they're all covered in ... blood." So she tried to help them but they refused her ... help and ran off. ... doctor realized something funny was doing on and she called ... police. ... police caught ... robbers — guess where? Outside ... bank on Main Street.

1.8 Adjectives

1.8.1 Attributive and predicative adjectives

- When an adjective comes before a noun, it is *attributive*.

*She's an **intelligent young** woman*

*I love **strong** cheese*

- When an adjective is separated from the noun and comes after the verb, it is *predicative*.

An adjective can follow verbs like *be, become, get, seem, appear, feel, smell, look, sound, taste, make (+person), keep, stay, grow, turn*. It is a complement of the verb and not an object.

*The exam was really **difficult**.*

*She seems **worried**.*

*Hilary made me very **angry**.*

- A few adjectives can have a different meaning as attributive adjectives from their meaning as predicative adjectives.

*Jenny's a really **old** friend.* (I've known her for a long time.)

*Margaret's quite **old** now.* (old in age)

*You're a very **heavy** sleeper.* (You sleep very heavily; you do not wake up easily.)

*This suitcase is really **heavy**.*

*His **late** father used to run the shop.* (His father is dead now.)

*He's nearly always **late**.*

- A few adjectives can be used only as attributive adjectives or only as predicative adjectives.

Only predicative

- Some adjectives relating to health including: **ill, poorly, well/unwell, fine**.

*She's very **ill**.*

- Adjectives beginning with **a** including: **asleep, awake, afraid, alive, alone**.

*Do you feel **afraid**?*

- Some adjectives describing feelings including: **content, glad, pleased, sorry, upset**.

*He seems **upset**.*

- **near, far** (away) *It's not **far** away.*

Only attributive

- Adjectives which qualify the noun including: **chief, main, only, particular, principal, sole**. *You're my **only** friend.*

1.8.2 Order of adjectives

When there is more than one adjective preceding a noun, they are generally placed in the following order:

<i>What is it like?</i>	<i>How big?</i>	<i>How old?</i>	<i>What shape?</i>	<i>What colour?</i>	<i>Where was it made?</i>	<i>What is it made from? What type is it?</i>	<i>Noun</i>
				red	Chinese	silk	sweater
beautiful		old					house
old-fashioned							doll
	small		square	brown		handmade	envelope
	heavy		oval			antique	table

Notes

* **great big** generally goes before any other adjectives: *a **great big** lovely old building*

* When you use more than one adjective from the *What is it like?* category, it does not usually matter what order they go in.

*She's a **depressed, anxious** young woman.*

*She's an **anxious, depressed** young woman.*

If one of the adjectives is more general, it is likely to come first.

*It was a **beautiful, thought-provoking** film.*

* We generally only use commas between attributive adjectives when there are two or more adjectives of equal importance describing what something is like. The comma separates the adjectives of equal emphasis. There is often another adjective describing age or type before the noun.

*He's an **ignorant, selfish** old man.*

* We can also use **and** to separate two attributive adjectives describing what something is like.

*It's a **violent and shocking** book.*

* If we use two adjectives predicatively, we separate the adjectives with **and**. If there are more than two adjectives, we separate the last two adjectives with **and** and the preceding adjectives with a comma.

*He is always **bright and cheerful**.*

*The new teacher is committed, enthusiastic **and** hard-working.*

Exercise 134. Rewrite the sentences putting the words into the correct order. If you think there should be a comma, add it in the correct place.

- 1 Absolutely holiday wonderful was the.
The holiday was absolutely wonderful.
- 2 Enormous they old staying building grey are an in.
- 3 And looks now old he tired rather.
- 4 Young met student charming we medical a.
- 5 Angry an man is young he aggressive.
- 6 Heavy is a he smoker very.

- 7 Very has happy him she made.
- 8 Heavy her gold a gave necklace he beautiful.
- 9 Close are friends extremely they.
- 10 Moment at rather seem the unhappy you.
- 11 Thoughtful a be man young seems very he to.
- 12 Impractical is time-wasting expensive the and project.
- 13 Beginning hair grey turn to is my.
- 14 Young actress a Diana successful well-respected and is.
- 15 Fine am now feeling I.

1.8.3 Construction of adjectives

Participles as adjectives

- Many present participles and past participles can be used as adjectives.

an exciting trip a completed manuscript

a falling tree a torn shirt

a crying child frozen vegetables

- Many compound adjectives are formed with participles. **Well** + *past participle* is particularly common.

a well-built house well-cooked meat

a time-wasting activity handmade tools

a fast-selling product home-grown vegetables

Exercise 135. Complete the sentences with *participles* as adjectives, using the verbs in the box. The verbs with adverbs should be used to form compound adjectives.

**dry change act well keep beautifully break decline fast steal
tailor beautifully bring up well continue love brush well relax
think clearly park write well embarrass build well plan badly boil**

- 1 It was a very restful holiday so I feel much more *relaxed* now.
- 2 It was a very *well-acted* play.
- 3 I kept calling her by the wrong name; it was very.....
- 4 The kettle filled the kitchen with steam.
- 5 She's a very child: she always behaves herself well.
- 6 I think he may have died of a heart.
- 7 Her hair is always very.....
- 8 The increase in divorce reflects a attitude to marriage and relationships.
- 9 She's a very good person to have in meetings as she's very.....
- 10 Shortage of money is a problem for them: it probably always will be.
- 11 The house is old but it's very.....
- 12 It was a escape and so it inevitably failed.
- 13 Badgers are a species in this country as more of them are killed every year.
- 14 That's a suit he's wearing.
- 15 I need some fruit to put in the cake.
- 16 This is a garden: someone must spend a lot of time working on it.
- 17 It was a very article.
- 18 The police may charge you with receiving goods.
- 19 They're a very family and they give each other a lot of support.

20 Children should not play near.... cars.

1.8.4 Suffixes and prefixes

Many adjectives have suffixes or prefixes. Some of the more common suffixes are:

- **-able/ible** (able to be): *comfortable, enjoyable*
- **-ful** (full of, having): *truthful, beautiful*
- **-less** (being without, not having): *careless, powerless*
- **-ive** (tending to, having the nature or quality of doing this): *attractive, impulsive*

Exercise 136. Complete the following sentences with an *adjective* formed from one of the verbs or nouns in the box plus a suffix.

**act care change comfort describe dread enjoy forget grace
motion power rely submit tire truth**

- 1 We had a lovely weekend; it was thoroughly *enjoyable*.
- 2 He never remembers my birthday; I don't know why he's so.....
- 3 The problem is that there's nothing we can do about it; we're completely.....
- 4 I believe what he says because he's always been in the past.
- 5 She never seems to run out of energy; she's completely.....
- 6 She's a very ...writer; she gives you a very good feel for the places and characters in her stories.
- 7 Don't worry. If he's said he'll be there, then I'm sure he will. He's very.....
- 8 His problem is that he always does exactly what people tell him to do: he's just so.....
- 9 You're so: you're always dropping things.
- 10 I love to watch good ballet dancers: they're so.....
- 11 The cat stayed as it waited to pounce on the bird.
- 12 It's a very climate; the weather can be completely different from one day to the next.
- 13 It's important to keep after you retire.
- 14 The seats in first class were really.....I could easily have fallen asleep in them.
- 15 The situation out there is.....More and more people are dying every day.

1.8.5 Negative prefixes

There are a number of negative prefixes including the following:

- **dis-** *disagreeable* *dishonest*
- **un-** *uninteresting* *unnecessary*
- **il-** *Illegal* *illogical*
- **im-** *impossible* *impolite*
- **in-** *inconvenient* *insignificant*
- **ir-** *irresponsible* *irrelevant*

Exercise 137. Copy the table into your notebook and put the following adjectives into the correct column:

**patient relevant attractive literate regular agreeable mature convenient
tasteful moral legal responsible significant possible legible honest**

rational explicable justified mortal reversible destructible perfect friendly
soluble polite logical interesting separable replaceable

dis-	un-	il-	im-	in-	ir-
impatient					

1.8.6 Non-gradable adjectives

A *non-gradable adjective* is one that cannot be qualified by words like *very*, *too* and *enough*.

Non-gradable adjectives include words like:

weekly, unconscious, dead, legal, medical, empty, full,

where the meaning is strictly defined and cannot be qualified. There are, for example, no degrees of being dead or unconscious. Thus we cannot say '~~very good~~'.

Other non-gradable adjectives are adjectives with a very strong meaning like:

wonderful, perfect, terrible, astonished, delicious, amazing, hilarious.

Astonished, for example, already means *very/extremely/completely surprised*, and so we cannot say '~~very astonished~~'. But we can add some strength to these words by preceding them with **absolutely** or **really**:

***absolutely** wonderful*

***really** amazing*

Exercise 138. Copy the chart into your notebook and write the adjectives in the correct columns. Put them into pairs of adjectives with similar meanings.

surprising starving nice filthy devastated wonderful hungry delicious big
tasty furious ugly impossible small hideous terrified good enormous tired
thirsty amazing angry vital parched dirty upset important terrible
frightened minute exhausted perfect difficult bad

Gradable	Non-gradable
surprising	amazing

1.8.7 Comparison of adjectives

	<i>Comparative</i>	<i>Superlative</i>
One syllable adjectives: <i>young, big, short</i>	younger, bigger, shorter	youngest, biggest, shortest
Two-syllable adjectives ending in -y: <i>lovely, pretty, funny</i>	lovelier, prettier, funnier	loveliest, prettiest, funniest
Other two-syllable adjectives: <i>pleasant, annoyed, modern, careful, careless</i>	more pleasant more annoyed more modern more careful more careless	most pleasant most annoyed most modern most careful most careless
Adjectives of three or more syllables: <i>expensive, attractive, exciting, intelligent</i>	more expensive more attractive more exciting more intelligent	most expensive most attractive most exciting most intelligent
Adjectives with irregular comparatives and superlatives: <i>good, bad, far</i>	better, worse, further / farther	best, worst furthest / farthest

Notes

* **Less** and **least** can be used in comparative and superlative sentences. *Travelling by train is **less** tiring than driving. This must be the **least** attractive part of the coast.* **Least** is sometimes used in the expression '**not in the least**' meaning 'no all'.

*What's the problem? This exercise is **not in the least** difficult.*

* Spelling

hot → **hotter** → **hottest**
thin → **thinner** → **thinnest**
big → **bigger** → **biggest**

single single double
 vowel consonant consonant

nice → **nicer** → **nicest**
large → **larger** → **largest**
rude → **ruder** → **rudest**

↑
'e' ending

* An adjective with a negative prefix forms its comparative and superlative in the same

way as the adjective without the negative prefix.

kind → **kinder** → **kindest**;

unkind → **unkinder** → **unkindest**

happy → **happier** → **happiest**;

unhappy → **unhappier** → **unhappiest**

honest → **more honest** → **most honest**;

dishonest → **more dishonest** → **most**

dishonest However, it is more common to say *not as kind as ... not as honest as ...*, than it is to say *unkinder, more dishonest*.

* When **than** is followed by a personal pronoun, it can be *a subject pronoun + auxiliary or a subject pronoun + whole clause*. In informal English, it is acceptable to use an object pronoun after **than**.

*She works harder **than I do**.*

*She works harder **than me**.* (informal)

*She works harder **than I used to (work) at her age**.*

* It is not always necessary to follow a comparative with **than**. A comparative can stand on its own.

A: *Shall we go by train or by bus?*

B: *The train's more expensive.*

A: *Yes, but it's more comfortable.*

It is clear *from the context* that the train is being compared with the bus.

* We use **as** + *adjective* + **as** to indicate that two things are very similar. And we often use it in the negative: **not as ... as** : *I'm **not as strong as** you are.*

* Two comparatives joined by **and** give the idea of a continuing increase.

*It's growing **bigger and bigger** every day.*

*It's getting **more and more difficult** to find a quiet beach.*

* We can qualify comparatives using: **a bit, a little, a little bit, quite a bit, a lot, much, far, even, hardly any, no**.

*She's **much happier** than she used to be.*

*He's **even more upset** today than he was yesterday.*

Why don't we go on the coach?

*It's **quite a bit cheaper** than the train.*

Exercise 139. Put the adjectives in brackets into the comparative or superlative form.

In Text 2 some of the comparatives are formed with **less**.

Memo

The company's annual report shows that sales figures were ¹ *lower* (low) than the previous year. This is no surprise due to the recession but what is ² ... (disappointing) than this is the clear evidence that some of our very ³ ... (old) clients have switched to another supplier. We are aware that there are ⁴ ... (cheap) suppliers than ourselves but this may not be the ⁵ ... (important) factor. One old client was heard to say that their new supplier was ⁶ ... (efficient) and ⁷ ... (flexible) than we are. If this is the case, then this is ⁸ ... (worrying) than anything else. The economic situation is getting ⁹ ... and ... (critical) and if we do not compare favourably with our ¹⁰ ... (big) competitors, then we will not survive. We used to have the ¹¹ ... (high) reputation in the business but we are in danger of losing that forever. It is not easy to be the ¹² ... (good) but that is what we should be aiming for.

2

Pam, who lives in London, is on the phone to her friend Debbie, who has recently moved to the countryside.

PAM: So how are you enjoying living in the new place?

DEBBIE: Oh, it's very nice. The house is much ¹³... (spacious) than the flat we had in London and one of the ¹⁴... (good) things is being able to walk out of the back door into our own garden.

PAM: Mm, that must be lovely. So all in all, it's much ¹⁶... (good) than London, is it?

DEBBIE: Well, I'm not sure I would say that. It's certainly ¹⁶... (polluted) here and I suppose it's ¹⁷... (stressful) and that must be good 'for me. But it's just so much ¹⁸... (quiet) here and that takes some time to get used to. I suppose I miss the cultural diversity of London. Going out shopping in London was so much ¹⁹... (interesting) than it is here. The people here are so much ²⁰... (varied) than they are in London.

PAM: I suppose that's true. But it's so much ²¹... (busy) on the streets here in London. It must be nice to walk around somewhere that's much ²²... (crowded).

DEBBIE: Well, sometimes it is. Anyway, at least I'm coming up to London next weekend. I'm ²³... (excited) about that than I am about anything happening round here.

PAM: Oh dear. You seem to be thinking that you haven't made the ²⁴... (good) decision.

DEBBIE: Well, perhaps I'll feel ²⁵... (settled) here after a few months. Who knows?

PAM: Yes, probably. I personally think you're really lucky to be where you are. When I came to visit you, I thought it was one of the ²⁶... (beautiful) places I'd ever seen.

1.8 Revision

Exercise 140. Put the adjectives into the Coimparative and the Superlative forms. Remember that the definite article the is used before a superlative.

Hot, long, short, clever, silly, great, red, black, white, thin, thick, fat, nice, warm, cold, merry, small, tall, high, weak, strong, heavy, light, green, dry, clean, dirty, wide, deep, brave.

Exercise 141. Translate into English.

Старий, старше, найстаріший, самий старший, мій старший брат, мій старий друг, далі, найдавший, найдовший, коротше, щасливий, щасливіше, найщасливіший, найкращий, найчорніший, довше, гірше, краще, тепліше, її кращий друг, її молодший син, його старший син.

Exercise 142. Translate the following sentences into English.

1. а. Я знаю цікаву історію.
б. Він знає більш цікаву історію.
в. Вона знає найцікавішу історію.
2. а. Це довгий шлях.
б. Це більш довгий шлях.
в. Це найдовший шлях.
3. а. Її робота дуже важлива.
б. Його робота важливіше.
в. Моя робота найважливіша.
4. а. Це погана пісня.
б. Це ще більш погана пісня.
в. Це найгірша пісня.

5. а. Він хороший інженер.
- б. Він більш хороший інженер.
- в. Він найкращий інженер.
6. а. Він приніс їй красиву квітку.
- б. Він приніс їй більш красиву квітку.
- в. Він приніс їй найкрасивішу квітку.
7. а. Він розказав нам про щасливу людину.
- б. Він розказав нам про більш щасливу людину.
- в. Він розказав нам про найщасливішу людину.

Exercise 143. Translate the following sentences into English.

1. Я думаю, що наш вчитель англійської мови був дуже терплячий.
2. Наш старий доктор був завжди зайнятий. Наш новий доктор був більш зайнятий.
3. Моя вчителька німецької мови — найенергійніша людина.
4. Ми знаємо, твій нижній сусід — дуже нудна людина.
5. Я вважаю, твій дідусь — найщедріша людина, якої я коли-небудь зустрічав.
6. Годинник Рональда точний, але годинник його тітки більш точний.
7. Вона купила годинник в Швейцарії, тому що вона вважає, що швейцарські годинники найточніші в світі.
8. Цей телевізійний фільм набагато гірший, ніж сьогоднішній фільм.
9. Яка найсмішніша телепередача?
10. Це були найщасливіші дні в її житті.
11. Це дуже легка задача. Дайте мені більш важку задачу.
12. Влітку дні довгі, а ночі короткі.
13. 22 червня — найдовший день.
14. В липні дні коротше.
15. В грудні дні найкоротші.
16. "четвірка" — хороша відмітка, але "п'ятірка" краще.
17. "п'ятірка" - найкраща відмітка.
18. Найгірша відмітка — "двійка".
19. Твоя сукня, звичайно, дуже красиве, але моя сукня красивіше.
20. Мій тато — високий чоловік.
21. Це більш тепле пальто.

Exercise 144. Open the brackets. Put in the right forms of the Adjectives.

1. A. How do you like Smucker's Sweet Orange Marmalade, Mrs. Johnson?
B. I think it's (delicious). It's much (delicious) than the marmalade I usually buy.
A. We agree with you, Mrs. Johnson. We think Smucker's Sweet Orange Marmalade is (delicious) marmalade in the world.
2. The rivers in America are much (big) than those in England.
3. The island of Great Britain is (small) than Greenland.
4. What is the name of the (high) mountain in Asia?
5. The English Channel is (wide) than the Straits of Gibraltar.
- 6 Russia is a very (large) country.
7. Which is (large): the United States or Canada?
8. What is the name of the (big) port in the United States?
9. Moscow is the (large) city in Russia.
10. The London underground is the (old) in the world.
11. There is a (great) number of cars and buses in the streets of Moscow than in any other

city of Russia.

12. St. Petersburg is one of the (beautiful) cities in the world.

Exercise 145. Translate the following sentences into Ukrainian.

1. English is as difficult as German. 2. My composition is not as long as yours. 3. It isn't as warm today as it was yesterday. 4. The house his aunt lives in is as old as the one his uncle lives in.

5. His apartment isn't as elegant as her apartment, but it's much bigger. 6. Johnny isn't as rich as Don but he is younger and much happier. 7. My dog isn't as friendly as your dog. 8. You can eat as much as you like. 9. A football match isn't as exciting as a hockey match.

10. The hotel isn't as cheap as we expected. 11. His songs aren't as popular as the Beatles' songs. 12. Her brother is as intelligent as his wife.

Exercise 146. Put in as ... as or so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is ... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

Exercise 147. Translate the following sentences into English.

1. Він не такий втомлений, як вона.
2. Вправа 2 така ж важка, як і вправа 3.
3. Вона думає, що бокс такий же небезпечний вид спорту, як і боротьба.
4. Цей будинок такий же високий, як той.
5. Сьогодні вода в річці не така тепла, як вчора.
6. Ти не такий розумний, як тато.
7. Індія не така велика, як Китай.
8. Темза така ж красива, як Нева.
9. Його бабуся не така стара, як дідусь.
10. Яблука такі ж смачні, як сливи, але не такі смачні, як груші.
11. Російський музей такий же багатий, як Ермітаж?
12. Державін не такий знаменитий, як Пушкін.
13. Дніпро не такий довгий, як Волга.
14. Минулого року серпень був такий же спекотний, як липень.
15. Він не такий старий, як я.
16. Вона така ж щедра, як її бабуся.
17. Його машина така ж зручна (комфортабельна), як твоя.
18. Іспит був не таким важким, як ми чекали.
19. Він такий же сильний, як його брат.
20. Цей комп'ютер не такий дорогий, як я чекав.
21. Її син такий же ввічливий, як і вона.
22. Ця робота така ж цікава, як і твоя.

Remember to use the conjunction **than** before a comparative.

• E.g. **Tom is taller *than* Kate.**

Exercise 148. Translate the following into English.

1. Ця робота легша за ту. 2. Цей роман більш захоплюючий, ніж той. 3. Андрій Міронов — більш талановитий актор, ніж інші. 4. Ці люди більш приємні, більш ввічливі і більш гостинні, ніж ті. 5. Цей будинок вище того. 6. Сьогодні вода в річці холодніше, ніж вчора. 7. Тато розумніший за тебе. 8. Китай більше Індії. 9. Його бабуся молодше за дідуся. 10. Груші смачніші за яблука. 11. Наша кішка менша нашого собаки. 12. Мій брат молодше мене. 13. Минулого року лютий був холодніший за січень. 14. Дніпро коротший за Волгу. 15. Ермітаж багатший за Російський музей.

Exercise 149. Translate the following into Ukrainian.

1. The new cinema in our district is much bigger than the old one.
2. He is one of the most dangerous criminals in the world.
3. Nevsky Prospect is much more beautiful than our street.
4. Our house isn't as big as yours.
5. That's the funniest story I've ever heard.
6. The tram system isn't as reliable as it used to be.
7. What is your height? You are taller than me.
8. She felt as strong as her brother.
9. We started earlier than you.
10. He was more careful than I.
11. This student is the most attentive in our group.
12. I need a warmer coat.
13. He is as tired as you.
14. He was one of the most experienced workers at the factory.
15. Better late than never.
16. She was not so attractive as her mother.
17. His work is not so difficult as mine.
18. He was the eldest in the family.
19. It is easier to swim in the sea than in the river.
20. This is the smallest room in our flat.

Exercise 150. Open the brackets. Put in the right forms of the Adjectives.

1. We should eat (healthy) food.
2. Today the streets aren't as (clean) as they used to be.
3. It's (bad) mistake he has ever made.
4. This man is (tall) than that one.
5. Asia is (large) than Australia.
6. The Volga is (short) than the Mississippi.
7. Which building is the (high) in Moscow?
8. Mary is a (good) student than Lucy.
9. The Alps are (high) than the Urals.
10. This garden is the (beautiful) in our town.
11. She speaks Italian (good) than English.
12. Is the word "newspaper" (long) than the word "book"?
13. The Thames is (short) than the Volga.
14. The Arctic Ocean is (cold) than the Indian Ocean.
15. Chinese is (difficult) than English.

16. Spanish is (easy) than German.
17. She is not so (busy) as I am.
18. It is as (cold) today as it was yesterday.
19. She is not so (fond) of sports as my brother is.
20. Today the weather is (cold) than it was yesterday.
21. This book is (interesting) of all I have read this year.
22. January is the (cold) month of the year.
23. My sister speaks English (bad) than I do.
24. Which is the (hot) month of the year?
25. Which is the (beautiful) place in this part of the country?
26. This good-looking girl is the (good) student in our group.

Exercise 151. Open the brackets. Put in the right forms of the Adjectives.

1. Her eyes are (grey) than mine.
2. He was the (fat) man in the village.
3. As he went on, the box became (heavy) and (heavy).
4. My sister is the (tall) girl in her class.
5. Who is the (attentive) student in your group?
6. It is autumn. Every day the air becomes (cold), the leaves (yellow).
7. This is the (beautiful) view I have ever seen in my life.
8. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.
9. Oil is (light) than water.
10. We shall wait for a (dry) day to go on the excursion.
11. A bus is (fast) than a tram.
12. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box.
13. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry).
14. He worked (hard) and (hard) as the end of the term came nearer.
15. The (tall) trees in the world grow in California.
16. Please be (careful) next time and don't spill the milk again.
17. Bobby was a (quiet) child. He was (quiet) than his sister.

Exercise 152. Translate the following sentences into English.

1. Це найцінніша картина в Російському музеї.
2. Мій комп'ютер не такий новий, як комп'ютер мого друга.
3. Наші іспити набагато важчі, ніж ваші.
4. Будівля Московського університету найвища в столиці.
5. Наше місто не таке велике, як Київ, але воно таке ж красиве.
6. Невський проспект — одна з найкрасивіших вулиць Санкт-Петербурга.
7. Хто наймолодший учень в нашій групі? — Петров. Але він найвищий.
8. Граматика англійської мови важка, але англійська вимова важча.
9. Магазины на нашій вулиці більші, ніж магазини на вашій вулиці.
10. Наш телевізор такий же хороший, як цей.
11. Ця кімната світліша тієї.
12. Погода сьогодні гірша, ніж вчора. Сьогодні холодніше, і йде дощ.
13. Моя кімната не така велика, як кімната моєї подруги, але вона світліша і тепліша.

14. Яка з цих книг найцікавіша?
15. Листопад — не такий холодний місяць, як січень.
16. Мій батько — дуже зайнята людина.
17. Крим — одне з найкращих місць для відпочинку.
18. Сьогодні він відчуває себе набагато краще.

1.9 Comparison of adverbs

Only gradable adverbs, that is, adverbs that can be modified, can have comparative and superlative forms. We cannot modify adverbs such as **sometimes, never, there, now, almost**.

Adverbs ending in **-ly** and a few other adverbs can be put into comparative and superlative forms.

	<i>Adverb</i>	<i>Comparative</i>	<i>Superlative</i>
Adverbs ending in -ly	carefully quickly	more carefully more quickly	most carefully most quickly
Adverbs with same form as adjective	fast hard early	faster harder earlier	faster hardest earliest
Irregulars	badly well little much	worse better less more	worst best least most

*She drives **more carefully** than he does.*

*I think Sarah works the **hardest** of us all.*

*He helps me **less** than he used to.*

Notes

* We can also make adverbial comparisons using:

- (not) **as** + *adverb* + **as**

*You walk **as fast as** your brother does.*

*I can't speak English **as well as** you can.*

- **The** + *comparative adverb*, **the** + *comparative adverb or adjective*

***The harder I** try, **the worse I** seem to do.*

***The more carefully** you do it, **the better** it will be.*

- *comparative adverb* + **and** + *comparative adverb*

*As the exams got nearer, he worked **harder and harder**.*

*It's happening **more and more regularly**.*

* Superlative adverbs are not used very often.

We often use *comparative* + **than ever, anyone, anything**

*You can do the job **better than anyone** can.*

Exercise 153. Put the adjectives into the comparative adjective or comparative adverb form.

- 1 I sleep much (heavy) than I used to.
I sleep much more heavily than I used to.
- 2 She's become much (happy) since she stopped seeing Derek.
She's become much happier since she stopped seeing Derek.
- 3 He has to work a lot.... (hard) in this new job than he used to in his old one.
- 4 I always feel (healthy) when I'm on holiday than when I'm at work.
- 5 It all happened (sudden) than I was expecting.
- 6 I think the meal's going to be a lot.... (expensive) than we anticipated.
- 7 That child ate (hungry) than any child I've ever seen.
- 8 This curry tastes (hot) than you usually make it.
- 9 I occasionally go to the gym but I should go (frequent) than I do.
- 10 He was injured (serious) than any of the others.
- 11 He made me (furious) than I've ever been in my life.
- 12 He treats her.... (considerate) now than he used to.
- 13 You need to react.... (assertive) when they treat you like that
- 14 The weather's turned (cold) recently.
- 15 Your hair looks much (nice) like that.
- 16 You've upset her now. I think you could have told her (tactful)
- 17 I think you were charged too much. Bill would have done the job (cheap) for you.
- 18 I can hardly read what she's written. I wish she would write (clear).
- 19 I hope this exam is (easy) than the one I did yesterday
- 20 She took the news (calm) than I thought she would.

Exercise 154. Put the adjectives and adverbs in brackets into the comparative.
Use: a comparative with

-er, a comparative with **more/less**, a comparative with **more and more** or a comparative with **as as**.

Feel Young and Bright with Suppavite

Are you not ¹... *as young as* (young) you used to be? Do you feel ².... and (tired) in the mornings? When you get in from work, do you get ready to go out ³.... (quickly) possible so that you can go and meet your friends? No? You probably go out ⁴.... (often) now than you used to. You just don't seem to have the energy for it anymore. You used to do everything so much ⁵.... (enthusiastically), but now all you want to do is stay at home. What you need is Suppavite, an amazing new vitamin supplement that will restore some of that youthful energy. After a couple of weeks of taking Suppavite, you're likely to find that you're getting up ⁶.... (early), getting things done ⁷.... (fast) and approaching life ⁸.... (energetically) and ⁹.... (optimistically) than you have done for years. Your friends will wonder how you're coping so much ¹⁰.... (well) with the rigours of daily life than they are.

Why don't you try it and see?

You certainly won't regret it.

2 Quantity

2.1 Quantifiers + countable and uncountable nouns

2.1.1 Quantifiers + countable and uncountable nouns

Quantifiers are words like *few*, *little*, *plenty of*.

They show how many things or how much of something we are talking about.

Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

A + plural countable	B + uncountable	C + plural countable + uncountable	D + singular countable
<i>both books</i>	<i>a bit of bread</i>	<i>some books</i> <i>some ink</i>	<i>each book</i>
<i>both</i>	<i>a (small) amount of</i>	<i>some (of the)</i>	<i>all (of) the</i>
<i>(a) few</i>	<i>a bit of</i>	<i>any (of the)</i>	<i>any/some (of the)</i>
<i>fewer</i>	<i>a great deal of</i>	<i>enough</i>	<i>each</i>
<i>the fewest</i>	<i>a good deal of</i>	<i>a lot of/lots of</i>	<i>either</i>
<i>a/the majority of</i>	<i>(a) little</i>	<i>hardly any</i>	<i>every</i>
<i>(not) many</i>	<i>less [but see 2.4.4]</i>	<i>more/most (of the)</i>	<i>most of the</i>
<i>a minority of</i>	<i>the least</i>	<i>plenty of</i>	<i>neither</i>
<i>a number of/several</i>	<i>(not) much</i>	<i>no, none of the</i>	<i>no, none of the</i>

Exercise 155. Choose the right word in brackets. **b** Mark the quantifier A, B, C or D.

- We have imported.....*fewer*.....videos this year than last year. (fewer/less) _A
- There has been.....demand for videos this year than last year. (fewer/less)_
-vehicles have just been recalled because of a design fault. (a lot of/much)_
-effort has been put into this project. (a lot of/many)_
- There isn't.....hope of finding the wreck. (much/many)_
- There aren't.....dictionaries that can compare with this one. (much/many)_
-book was written by someone else. (most/most of the)_
-magazines carry advertisements. (most/most of)_
-metal is liable to rust. (most/most of)_
- I'd like.....milk in this coffee, please. (a few/a little)_
- This room needs.....pictures to brighten it up. (a few/a little)_
-businesses have gone bankrupt this year. (a good deal of/several)_
- There aren't.....chocolates left! (any/some)_
- There isn't.....time to waste. (any/some)_
- We've had.....trouble with this machine already. (enough/hardly any)_
- There have been.....accidents on this corner this year. (a good deal of/hardly any)_
- We can't accept the estimates.....estimate is low enough. (either/neither)_
-examples prove that I am right. (both/neither)_
- There have been.....changes in the new edition. (no/any)_

20 There has been.....change in the new edition. (no/any)_

2.1.2 Quantifiers that tell us roughly how much and how many

- 1 If we say / *bought five magazines to read on the train*, we are saying exactly how many.
- 2 If we say / *bought some magazines to read on the train*, we aren't saying how many.
- 3 If we say / *bought a few magazines to read on the train*, we are giving 'a rough idea'. Some quantity words like *a few*, *a little* give us 'a rough idea'. If we arrange these on a scale, *too much* and *too many* are at the top of the scale and *no* is at the bottom.

Exercise 156. Arrange the quantifiers to show *most* at the top and *least* at the bottom. More than one answer is possible.

There are		There is		
<i>enough</i> eggs.	1a.	<i>hardly any</i> milk.	1b	<i>Too much milk</i>
<i>no</i> eggs.	2a	<i>too much</i> milk.	2b	
<i>too many</i> eggs.	3a	<i>a little</i> milk.	3b	
<i>hardly any</i> eggs.	4a	<i>no</i> milk.	4b	
<i>a few</i> eggs.	5a	<i>not much</i> milk.	5b	
<i>plenty of</i> eggs.	6a	<i>enough</i> milk.	6b	
<i>very few</i> eggs.	7a	<i>a lot of</i> milk.	7b	
<i>a lot of</i> eggs.	8a	<i>plenty of</i> milk.	8b	
<i>not many</i> eggs.	9a	<i>very little</i> milk.	9b	

Now write sentences of your own using any six of the above quantifiers.

- 1 *There are plenty of apples in the bowl .* ...
- 2 ...
- 3 ...
- 4 ...
- 5 ...
- 6 ...

2.2 General and specific references to quantity

2.2.1 'Of after quantifiers ('a lot of, 'some of, etc.)

- 1 We always use *of* with these quantifiers when we put them in front of a noun or pronoun, and the reference is general:

a bit of, a couple of, a lot of, lots of, the majority of, a number of, plenty of:

A lot of people don't eat meat. (= a lot of people in general)

- 2 If we use words like *the* or *my* after *of*, the reference is specific:

A lot of the people I know don't eat meat. (= the ones I know)

- 3 We use quantifiers like *some, any, much* and *many* without *of* in general references:

Some people don't eat meat. (= some people in general)

4 If we use *of* + *the*, *my* etc., after *some* etc., the reference is specific:

Some of the people I know don't eat meat. (= the ones I know)

Note that *None of* is always specific: ***None of my friends is here. I want none of it.***

Write: a Supply of where necessary.

b Mark each sentence G (= General) or S (= Specific).

- 1 There have been a lot.....*of*..... changes to our plans. **G**_
- 2 You only need to use a small amount.....salt in a dish like this._
- 3 A lot.....the trouble was caused by a faulty switch._
- 4 Have some.....tea._
- 5 Would you like any.....cake?_
- 6 Would you like any.....this cake?_
- 7 We need a couple.....people to work in our new warehouse._
- 8 There's plenty.....food for everybody._
- 9 There were plenty.....complaints about the service._
- 10 There's plenty.....this stew left, so we can have it again tonight._
- 11 How much milk is there in the pan? - None....._
- 12 How much of the milk have you used?- None.....it._
- 13 Some.....students have complained about the canteen. _
- 14 Some.....my students have complained about the canteen._
- 15 Would you like a bit.....butter on this toast?_

2.2.2 When to use quantifiers without 'of': 'I've got a lot'

If we use a quantifier on its own (not in front of a noun or pronoun) we do not use *of*
Did you buy any fruit? - *Yes, I bought a lot/lots/plenty.* (Not **a lot of** etc.)

Exercise 157. Use *a couple*, *a bit*, *a lot*, *lots* and *plenty* in short answers to these questions.

- 1 Are there any eggs in the fridge? - Yes.....***there are a couple***
- 2 Did you buy any cheese at the supermarket? - Yes.....
- 3 Have we got enough potatoes for the weekend? - Yes,.
- 4 Is there any milk in that jug?-Yes,.....
- 5 Were there many people at the meeting? - Yes,.....
- 6 Is there any ironing to be done? - Yes.....

2.2.3 'More' and 'less' after quantifiers: 'some more', 'a little less'

We can emphasize quantity with *more* and *less* after quantifiers:

1 We can use *more* + plural nouns after:

some/any, a couple, hundreds, a few, hardly any, a lot, lots, many, no, plenty, several:
*There are **a lot more** students studying English this year.*

2 We can use *more* + uncountable nouns after:

some/any, a bit, a good deal, hardly any, a little, a lot, lots, much, no, plenty:
*There's **a little more** soup if you'd like it.*

3 We can use *less* + uncountable nouns after: *any, a bit, a good deal, a little, a lot, lots, much*: *I'd like a little less soup, please.*

Exercise 158. Choose any more, any less, etc. in the following sentences.

- 1 How much did we make yesterday? £ 200? - No, ***much less***... than that. (much less/a few less)
- 2 You've had enough food already and you can't have.....(any more/some more)
- 3 There are.....people giving up smoking these days. (much more/many more)
- 4 Newspapers have.....freedom than you think.(many less/much less)
- 5young people are passing their driving test first time. (lots more/much more)
- 6 I'll help myself to.....of these vegetables. (some more/any more)
- 7 Have what you like. There are.....where these came from.(plenty more/much more)
- 8 There's been.....interest in this idea than we expected. (a lot less/many less)
- 9 We've had.....than forty applicants for this job. (no less/no fewer)
- 10 We need.....of this material, but it's hard to get. (many more/much more)
- 11 Do you want any more? - Yes....., please. (hardly any more/a lot more)
- 12 I've got.....experience in business than you think. (much more/many more)

2.3 Uses of 'some', 'any', 'no' and 'none'

2.3.1 'Some/any' or zero in relation to quantity

countable nouns

The plural of *a/an* is normally *any* or *some* when we are referring to **quantity**:

Is there a present for the children ? → Are there any presents for the children ?

Here's a present for the children. → Here are some presents for the children.

Sometimes we don't use *any* and *some*, even if we are referring to quantity. The meaning is exactly the same, though we generally prefer to use *any* and *some*.

Are there any presents for the children ? → Are there presents for the children ?

Here are some presents for the children. → Here are presents for the children.

uncountable nouns

In the same way, we sometimes don't use *any* and *some* when referring to quantity:

Is there any milk in the fridge? is the same as Is there milk in the fridge?

There's some milk in the fridge, is the same as There's milk in the fridge.

general statements

We always use zero in general statements:

Beans are good for you. ***Oil*** is produced in Alaska. ***Life*** is short.

Exercise 159. We can use zero in all these sentences. Put in *some* or *any* only where possible.

- | | |
|---|---------------------------------------|
| 1~.....eggs are not nice to eat raw. | 9 We can't do without.....bread. |
| 2 There are.....eggs in that basket. | 10 Get.....bread while you're out. |
| 3life is full of surprises. | 11 I don't like.....boiled cabbage. |
| 4 He's 89, but there's still.....life in him. | 12 Would you like.....boiled cabbage? |
| 5 Get.....meat and salad for the weekend. | 13money has to be earned. |

- 6 Some people don't eat meat. 14 You need to earnmoney.
 7biscuits are bad for the teeth. 15 There isn't.....news of him.
 8 You won't find.....biscuits in that tin. 16 I hate.....bad news.

2.3.2 Four basic uses of 'some' and 'any'

Some]

- 1 Affirmatives: / *want some eggs.*
 2 Questions + 'yes': *Do you want some tea?*
 3 Requests: *May I have some tea?*
 4 (= certain): *Some people believe anything.*

Any

- 1 Negatives: / *don't want any eggs.*
 2 Uncertain questions: *Is there any... ?*
 3 With *hardly*, etc.: *There's hardly any ink.*
 4 With *at all*: *I haven't any idea at all.*

Exercise 160. Supply some or any.

- 1 Are there any more potatoes? - Yes, there are.....**some**.....potatoes in the dish.
 2 Have we got any sugar? - I expect we have. Yes, there's.....sugar in this bowl
 3 May I have.....more tea? - Yes, of course.
 4people just don't know how to mind their own business.
 5 I didn't get.....shoes at the sales. They were too expensive.
 6 I think we've run out of sugar. Is there.....sugar in that bowl? - No, there isn't.
 7 There are never.....taxis when you want one.
 8 There isn't.....point at all in getting upset about it.

2.3.3 'Not ...any', 'no' and 'none'

1 We can use *no* instead of *not any*. We use an affirmative verb with *no*:
There aren't any buses after midnight. → *There are no buses after midnight.*
There isn't any milk. → *There's no milk.*

2 We can also use *no* in place of *not a/an*: *I'm not an expert.* → *I'm no expert.*

3 None stands on its own as a pronoun: *We have no bananas. We have none.*

Exercise 161. Rewrite these sentences with *any*, *no* and *none*.

- 1 There are no buses after 12.30. There aren't.....**any buses after 12.30.**
 2 We haven't got any. We've got.....
 3 I'm not an accountant, but these figures are wrong. I'm.....
 4 There isn't any explanation for this. There's.....

2.3.4 Other uses of 'some' and 'any'

Some and *any* also have special uses:

/ *haven't seen Tom for some years.* (= I haven't seen Tom for several years.)

Any fool knows the answer to a question like *that*. (= 'It doesn't matter who')

Exercise 162. Match the sentences on the left with the meanings on the right.

- 1 It took *some minutes* to see what had gone wrong. *f* a) it doesn't matter which

- | | | |
|---|---|---------------------|
| 2 | There were <i>some</i> 500 people at the meeting._ | b) an extraordinary |
| 3 | Monica's really <i>some</i> actress._ | c) an ordinary |
| 4 | There must be <i>some</i> person who knows the answer._ | d) not much |
| 5 | You're <i>some</i> help, I must say!_ | e) about |
| 6 | Albert isn't just <i>any</i> hairdresser, you know._ | f) several |
| 7 | <i>Any</i> coat will do. It needn't be a raincoat._ | g) an unknown |

2.4 'Much', 'many', 'a lot of', '(a) few', '(a) little', 'fewer', 'less'

2.4.1 Basic uses of 'much', 'many' and 'a lot of'

The basic uses are:

1 *much* (+ uncountable, always singular) and *many* (+ plural countable):

- in **negative statements**: *We haven't got much time.*

There aren't many pandas in China.

- in **questions**: *Is there much milk? Have you had many inquiries?*

2 *a lot of* or the informal *lots of* (+ plural countable or singular uncountable):

- in the **affirmative**: *I've got a lot of time/lots of time. I've got a lot of/lots of books.*

Exercise 163. Supply *much*, *many* or *a lot of* in these sentences.

- 1 I know old Mr Higgins has *a lot of* . money.
- 2 Is there.....demand for silk stockings?
- 3 There isn't.....space in this flat.
- 4 There aren't.....portraits of Shakespeare.
- 5 I must say, you have.....books.
- 6 Will there be.....guests at your party?

2.4.2 Other common uses of 'much', 'many' and 'a lot of'

1 We can also use *much* and *many* in the affirmative (like *a lot of/lots of*):

- in formal statements: *Much money is spent on defence. Many teachers retire early.*
- with *as ... as*: *Take as much as you like.*
- in time references: *I've lived here for many years.*

2 We can use *Not much* and *Not many* to begin a sentence: *Not many know about this.*

3 We can use *not a lot of* for emphasis: *I haven't got a lot of time for people like him.*

Exercise 164. Supply *much* or *many* in these sentences.

- 1 ...*Much*..... depends on the outcome of the inquiry.
- 2 Don't be discouraged!.....have failed to run the marathon.
- 3 You can have as.....of this material as you like.

- 4 Take as.....of these tiles as you want.
- 5 He has lived here for.....of his life.
- 6 We have occupied the same house for.....years.
- 7 Not.....happens around here when the tourists leave.
- 8 Not.....doctors are prepared to visit patients in their own homes.

2.4.3 'Few', 'a few', 'little', 'a little'

1 We use *few* and *a few* with plural countable nouns: *few friends*, *a few friends*. We use *little* and *a little* with uncountable nouns: *little time*, *a little time*.

2 *Few* and *little* are negative (= hardly any): *I've got few friends*. *I've got little time*, (hardly any) We sometimes use *very* with *few* and *little*:
I've got very few friends. *I've got very little time*, (hardly any at all)

3 *A few* and *a little* are positive (= some): *I've got a few friends*. *I've got a little time*, (some) We sometimes use *only* with *a few* and *a little*:
I've got only a few friends, (not many) *I've got only a little time*, (not much)

Exercise 165. Supply *few*, *a few*, *little* or *a little* in these sentences.

- 1 There are very.....*few*.....scholarships for students in this university.
- 2 I'm sorry, but I'm going to have to ask you for.....more time to pay this bill.
- 3 If you don't hurry we'll miss our train. There's.....time to spare.
- 4 It's a difficult text. I've had to look up quite.....words in the dictionary.
- 5 I can't spare any of these catalogues. There are only.....left.
- 6 I can't let you use much of this perfume. There's only.....in the bottle.
- 7 There are.....who know about this, so keep it to yourself.
- 8 If what you say is true, there is.....we can do about it.

2.4.4 'Fewer' and 'less'

1 *Fewer* is the comparative of *few* (*few*, *fewer*, *the fewest*).
Less is the comparative of *little* (*little*, *less*, *the least*).

2 *Fewer* goes with plural countables: ***Fewer videos*** have been imported this year than last.

3 *Less* goes with uncountables: ***Less oil*** has been produced this year than last.

4 Informally, we often use *less* with uncountables. Some native speakers think it's wrong:
Less people are travelling abroad this year.
People are buying less newspapers than they used to.

Exercise 166. Supply *fewer* or *less* in these sentences.

- | | |
|---|--|
| 1 The <i>less</i> you pay, the <i>fewer</i> services you get. | 4 New cars need.....servicing than old ones. |
| 2 We've had.....complaints this year. | 5 People have.....money to spend this year. |
| 3 I've had.....lessons than you. | 6 Sue's got.....homework than Tom. |

2.3 – 2.4 Revision

Exercise 167. Write some, any or no to complete these sentences.

A

1. I need ... sugar, ... flour, ... eggs, ... butter and ... milk to make a cake.
2. There is ... butter in the fridge, but there isn't ... milk.
3. Are there ... eggs? — There aren't ... eggs left.
4. We haven't got... flour.
5. To make cabbage soup I need ... cabbage, ... onions,... carrots, and ... salt. I don't need ... plums or ... pineapples.
6. I need to buy a lot of things. There isn't ... time to waste.
7. Oh, dear! There is ... money in my purse.

B

1. There are ... pictures in the book.
2. Are there ... new students in your group?
3. There are ... old houses in our street.
4. Are there ... English textbooks on the desks? — Yes, there are
5. Are there ... maps on the walls? — No, there aren't....
6. Are there ... pens on the desk? — Yes, there are
7. Are there ... sweets in your bag? — Yes, there are
8. Have you got ... English books at home? — Yes, I have
9. There are ... beautiful pictures in the magazine. Look at them.
10. There is ... ink in my pen: I cannot write.
11. Is there ... paper on your table?
12. I haven't got... exercise books. Give me ... , please.
13. It is winter. There are ... leaves on the trees.

Exercise 168. Write some, any or no to complete these sentences.

1. We haven't got ... milk. We can't make an omelet.
2. Bob always likes ... sugar in his coffee.
3. Poor Oliver was hungry. He wanted ... bread.
4. They haven't got... stamps. I can't post my letter.
5. He has got... money. He can't spend his holidays in Switzerland any more and stay at luxury hotels.
6. There are ... schools in this street.
7. Are there ... pictures in your book?
8. There are ... flowers here in winter.
9. I can see ... children in the yard. They are playing.
10. Are there ... new buildings in your street?
11. There are ... people in the park because it is cold.
12. I saw ... boys in the garden, but Mike was not among them.
13. They brought... good books from the library.
14. Give me ... tea, please, I am thirsty.
15. Dinner was not yet ready, so she gave the children ... bread and butter because they were hungry.
16. Do you want ... milk in your coffee?
17. Have you got ... time to spare? I'd like to ask you ... questions.
18. Is there ... cheese on the plate?

19. There is ... ham on the plate.
20. There is ... tea in the cup: the cup is empty.

Порівняйте наступні речення:

After dinner he drank *some juice* соку (деяка кількість)

He does not drink milk after dinner, he drinks \surd *juice* сік (не деяка кількість, а сік взагалі; сік, а не молоко)

I brought *some books* from the library (деяка кількість книг)

I like \surd *books* (не деяка кількість, а взагалі книги)

Exercise 169. Supply some, any, no for the following sentences only where necessary.

1. There are ... buses today and I can't go shopping.
2. There is ... caviare in the can. I love it. Would you like ... ?
3. Please don't offer her ... chips. She doesn't want....
4. Can I have ... milk in my tea? I don't like it black.
5. There is ... ink in my pen.
6. Is there ... snow in the street this morning?
7. My mother likes ... music.
8. Are there ... chess players here?
9. There are ... diagrams in the new book.
10. Are there ... newspapers on the table?
11. Was there ... water in the glass or ... milk?
12. There was ... soap in the box; he used it to wash his hands.
13. There was ... soap in the box: it smells of ... soap.
14. There are ... letters for you on the table.
16. Do you like ... apples?
16. Were there ... of our teachers at the stadium?
17. There were ... students of our group at the consultation yesterday.
18. Will there be ... concerts at the club next month?
19. There were ... yellow and green pencils on the table.
20. People need ... oxygen for breathing.
21. Are there ... mistakes in my dictation? — Yes, there are
22. My brother doesn't like ... carrots.

Exercise 170. Supply something, anything, nothing or everything for the following sentences.

1. My husband taught his son ... he knows.
2. Her patient has a bad memory. She can't remember
3. I think there is ... wrong with my watch.
4. We've got... to eat. We've got only ... to drink.
5. The student didn't understand ... because she heard
6. Does he know ... about computers? — Yes, he knows ... because he is the best specialist in computer science at Harvard University.
7. He felt terrible. He couldn't do ... else.
8. ... is all right, the patient is much better today.
9. Is there ... interesting in the programme of the concert?
10. I could see ... it was quite dark.
11. Give me ... to drink.

12. I didn't take any money with me, so I couldn't buy
13. My new eyeglasses are very good, I can see ... now.
14. I saw ... near the wood that looked like a tent.

Exercise 171. Supply something, anything, nothing or everything for the following sentences.

1. She has to go to the supermarket. There isn't ... in the fridge.
2. I've had a terrible day. ... went wrong.
3. The young man is very upset. There is ... wrong with his car.
4. His grandparents like doing ... : cooking, playing board games, going to museums, visiting their friends.
5. She never says ... nice about her neighbours.
6. What do you want to drink? — I'm not thirsty.
7. Nobody told me ... about his lung cancer. I could do ... to save his life.
8. Give me ... to read, please. — With pleasure.
9. I don't know ... about your town. Tell me ... about it.
10. Please give me ... warm: it is cold here.
11. I understand ... now. Thank you for your explanation.
12. There is ... white in the box. What is it?
13. Is there ... that you want to tell me?
14. Where is the book? — It is on the table. — No, there is ... there.

somebody — хто-небудь, хтось

Вживання:

Стверджувальна форма	He asked <i>somebody</i> to help him.
Заперечна форма	He asked <i>nobody</i> to help him.
	He did not ask <i>anybody</i> to help him.
Питальна форма	Did he ask <i>anybody</i> to help him?
	everybody — всі

Exercise 172. Supply somebody, anybody, nobody or everybody for the following sentences

1. Don't tell ... about it. It's a secret.
2. Life is tough! ... has problems.
3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight.
4. I think, ... in our class is honest. That's why we trust
5. If you look in the yellow pages, I am sure you'll find ... who can fix your TV.
6. I am not a perfectionist. ... is perfect in this world.
7. Is there ... in the office?
8. ... needs good friends. A friend in need is a friend indeed.
9. Has ... in this group got a dictionary?
10. ... left a magazine in our classroom yesterday.
11. The question was so difficult that ... could answer it.
12. I am afraid I shan't be able to find ... in the office now: it is too late.
13. ... knows that water is necessary for life.
14. Is there ... here who knows French?
15. You must find ... who can help you.
16. ... knew anything about America before Columbus discovered it.
17. I saw ... in the train yesterday who looked like you.

18. There is ... in the next room. I don't know him.
19. Please tell us the story. ... knows it.
20. Is there ... in my group who lives in the dormitory?
21. Has ... here got a red pencil?
22. ... can answer this question. It is very easy.

Exercise 173. Fill in the gaps using the words in brackets.

1. We haven't... black stockings (no, any).
- 2 They have ... red boots, Kate (any, no).
3. I don't want... today, thank you (nothing, anything).
4. "I haven't got ... clean exercise books, Mother," said the boy (any, no).
5. "We shall not buy ... in this shop, children," said the mother (nothing, anything).
6. Didn't you buy ... potatoes yesterday (any, no)?
7. I didn't see ... in the street "when I went out (anybody, nobody).
8. We did not play ... games in the yard because it was raining all day long (no, any).
9. There is ... at home (anybody, nobody).
10. How much did you pay for these boots? — I didn't pay ... (nothing, anything). They are a present from toy grandmother.
11. Have you lost... (anything, nothing)? — No, nobody here has lost ... (nothing, anything).

Exercise 174. Make the following sentences a)interrogative; b) negative.

1. They have done something. 2. He has given them some money. 3. You have brought something for us. 4. I have taken some English books from you. 5. She was reading something, v. He has written a letter to somebody. 7. Somebody by the name of Petrov lives on the third floor. 8. They have some English books. 9. There are some tall trees in front of their house. 10. Peter has something in his box. 11. There are some parks in this town. 12. There are some good bookshops in our district.

Exercise 175. Translate into English.

1. Я нічого не сказав. Ні слова. 2. Всі хотіли отримати автограф Юрія Гагаріна. 3. Все, що у мене є, належить тобі. 4. В їдальні є хто-небудь? 5. В саду нікого немає. 6. В нашій кімнаті є хто-небудь? 7. Там є хтось. 8. Там нікого немає. 9. В бібліотеці є хто-небудь? 10. За завіскою є що-небудь? — Ні, там нічого немає. 11. В сумці щось є. 12. В будинку є хто-небудь? — Так, там є хтось. 13. Під столом є що-небудь? — Так, там щось є. 14. Там нічого немає. 15. В кабінеті лікаря є хто-небудь? — Ні, там нікого немає. 16. В нашій бібліотеці є деякі книги на англійській мові. 17. У вашій бібліотеці є які-небудь книги Джека Лондона? 18. Мій дядько хоче мені щось сказати. 19. На інший день мій брат знав всіх. 20. Якщо ви схочете що-небудь поїсти, йдіть у вагон-ресторан. 21. Розкажіть нам все про вашу подорож.

Помітьте, що в стверджувальних реченнях:

any значить "будь-який"
anything значить "що завгодно"
anybody значить "хто завгодно"

Exercise 176. Supply some, any, no and their derivatives for the following sentences

1. Here are ... books by English writers. Take ... book you like.
2. There are ... boys in the garden because they are at school.
3. I can see ... on the snow, but I don't know what it is.
4. Are there ... desks in the classroom? — Yes, there are many.
5. There are ... books on this desk, but there are ... exercise books.
6. Did he say ... about it? — No, he said
7. What shall I do now, Mom? I have done my homework. — You can do ... you like.
8. There was ... in the street because it was very late.
9. ... wants to see him.
10. Is there ... here who knows this man?
11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer.
12. Can ... tell me how to get to the Public Library? — Yes, take ... bus that goes from here towards the railway station and get off at the third stop.
13. Please bring me ... apples, Mary.
14. That is a very easy question — ... can answer it.

somewhere — де-небудь, куди-небудь, дець, кудись

Вживання:

Стверджувальна форма	I saw this man somewhere.
Заперечна форма	I saw this man nowhere.
	I did not see this man anywhere.
Питальна форма	Did you see this man anywhere?
	everywhere — скрізь

Exercise 177. Supply somewhere, anywhere, nowhere or everywhere.

1. I can't find my book I have looked all over the house.
2. Johnny lives ... near Chicago.
3. It so happened that he had ... to go to. So last summer he stayed at home in his beloved city for his holidays.
4. This book can be found Let's buy it.
5. Do you live ... near them?
6. Is it... in Russia? — Yea, it's ... in Russia.
7. Where are you going? — I am not going
8. I put my dictionary ... yesterday and now I can't find it.... — Of course, that is because you leave your books
9. You must go ... next summer.
10. Did you go ... on Sunday?
11. Let's go The weather is fine. I don't want to stay at home in such weather.
12. I cannot find my glasses I always put them ... and then look for them for hours.
13. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Exercise 178. Translate into English.

1. Тут немає Каті. Ми її скрізь шукали, але не можемо ніде знайти її. Хто-небудь бачив Катю? — Ось вона. Ніхто нічого не знає про неї, а вона сидить на лавці і читає

книгу.

2. На столі лежить щось кругле. Що це таке?
3. Ніхто про це нічого не знає.
4. В місті багато парків. Скрізь дерева і квіти.
5. В тій кімнаті хтось є.
6. Ганна живе десь в цьому районі.
7. Я нікого не знаю в цьому місті.
8. Дай мені, будь ласка, що-небудь поїсти.
9. Хто-небудь знає адресу нашого вчителя?
10. Все гаразд.
11. Хто-небудь хоче подивитися телевізор?
12. Ми чули цю пісню всюди.
13. Він десь в саду.

Exercise 179. Supply one of the following words for the following sentences

a) *some, any, no.*

1. There were ... of my friends there.
2. Well, anyway, there is ... need to hurry, now that we have missed the train.
3. Have you ever seen ... of these pictures before?
4. There is ... water in the kettle: they have drunk it all.
5. There were ... firtrees in that forest, but many pines.
6. We could not buy cherries, so we bought... plums instead.

b) *somebody, anybody, nobody.*

1. I saw ... I knew at the lecture.
2. I dare say that there may be ... at the lecture that I know, but what does that matter?
3. Do you really think that ... visits this place?
4. I have never seen ... lace their boots like that.

c) *somewhere, anywhere, nowhere.*

1. I haven't seen him
2. I know the place is ... about here, but exactly where, I don't know.
3. Did you go ... yesterday? — No, I went ... , I stayed at home the whole day.

Exercise 180. Supply some, any, no, every or their derivatives for the following sentences

Вставьте some, any, no, every или их производные.

1. To know ... is to know
2. ... is rotten in the state of Denmark (W. Shakespeare).
3. Wealth is ... without health.
4. ... is good in its season.
5. Can I have ... milk? — Yes, you can have
6. Will you have ... tea? 7. Give me ... books, please. I have ... to read at home.
8. Put ... sugar in her tea: she does not like sweet tea.
9. Is ... the matter with you? Has ... offended you? I see by your face that ... has happened.
10. We did not see ... in the hall.
11. ... was present at the lesson yesterday.
12. He is busy. He has ... time to go to the cinema with us.
13. Do you need ... books to prepare for your report?

14. Have you ... questions? Ask me ... you like, I shall try to answer ... question.
15. ... liked that play: it was very dull.
16. If ... is ready, we shall begin our experiment.

Exercise 181. Supply some, any, no, every or their derivatives for the following sentences.

1. Can you see ... in an empty box? No, I can't see ... in an empty box. I can see ... in an empty box. Why not? Because there is ... in an empty box. There isn't... in an empty box. What is an empty box? An empty box is a box that has ... in it. An empty box is a box without ... in it. An empty room is a room without ... in it.
2. Can ... see? No, ... people can't see. ... people are blind. Blind people can't see. They can't see ... ; they can see
3. Can ... hear? No, ... people can't hear. ... people are deaf. People who are quite deaf can't hear. They can't hear ..., they can't hear They can hear ... ; they can hear
4. Can we see ... ? No, we can't see We cannot see the air. ... can see the air.
5. We can't walk without legs and feet. People without legs and feet can't walk. They can't walk They can walk

Exercise 182. Supply some, any, no or their derivatives for the following sentences

1. Are there ... cinemas or theatres in your town? — There aren't ... cinemas — but there is a theatre festival in summer.
2. Is there ... for young people — a zoo, interesting museums? — I'm sorry, there is ... zoo in our town. But there are ... museums, ... discos and every three weeks there is a rock concert for young people here.
3. Have you ... relations? — No, I haven't ... , I have ... relations.
4. Has she ... nephews or nieces? — She has ... nephews.
5. She has ... sisters, she has only brothers.
6. Do you know ... about Chinese art?
7. They have ... cousins in Minsk.
8. Have you ... brothers? — No, I haven't ... , I have ... brothers.
9. I have ... good friends.
10. We did not know ... about his problems: he told us
11. Have you got ... interesting books?
12. Have you ... friends in America?
13. He has ... English books in this bookcase.
14. Did you meet ... on your way to school?
15. Have you got ... pencils in your bag?
16. Do we have ... chalk on the blackboard?
17. How could I know that he was ill? ... told me
18. She has ... mistakes in her test.

Exercise 183. Choose between some, any, no, the or leave the gaps unfilled, where it seems appropriate.

1. Передай мені масло. Pass me ... butter, please.
2. Дай йому масла. Give him ... butter.
3. Я не хочу масла. I don't want ... butter.
4. Ця ферма виробляє масло. This farm produces ... butter.

5. У цій склянці немає молока. There is ... milk in this glass.
6. Візьми варення (однина). Take ... jam.
7. Візьми варення (множина). Take ... jam.
8. Чи любите ви бекон? Do you like ... bacon?
9. Яка ціна бекону? What is the price of ... bacon?
10. Він ніколи не кладе цукор у чай. He never puts ... sugar in his tea.
11. Сахар — важливий харчовий продукт. ... sugar is an important food product.
12. Суп (взагалі) містить багато води. ... soup contains much water.
13. Суп готовий. ... soup is ready.
14. Дайте мені супу. Give me ... soup.
15. Назва цього супу — борщ. The name of ... soup is borshch.
16. Передусім нам потрібно зігріти води. First of all we must heat... water.
17. Передусім нам потрібно зігріти воду. First of all we must heat ... water.
18. Вода складається з водню и кисню. ... water consists of hydrogen and oxygen.
19. Мило необхідне для миття. ... soap is necessary for washing.
20. На умивальнику немає мила. There is ... soap on the washstand.
21. Мило на полиці. ... soap is on the shelf.
22. Мені не подобається колір цього мила. I don't like the colour of ... soap.
23. Є у вас карболове мило? Have you got ... carbolic soap?
24. В Карелії багато фабрик, що виробляють папір. There are many factories in Karelia that produce ... paper.
25. Папір для стінгазети на столі. ... paper for the wall newspaper is on the table. .
26. Дайте мені папери. Give me ... paper.
27. Я дуже люблю цей сорт паперу. I like this sort of ... paper very much.

Exercise 184. Choose between a, the, some or leave the gaps unfilled, where it seems appropriate.

1. a) I've just made ... coffee. Would you like ... ?
- b) Wait... minute!... coffee is still hot in your cup.
- 2.a) Give me ... water, please. I am thirsty.
- b) ... water in this river is always cold.
- c) ... water is necessary for animals and plants.
3. a) Do you like ... brown bread?
- b) Please go to the shop and buy ... brown bread.
4. a) He likes ... modern music.
- b) I should like to listen to ... music.
- c) I don't like ... music, it is too noisy. Switch off the radio, please.
5. a) Ann has bought ... cheese.
- b) Where did she put... cheese?
- c) Give me ... cheese, please.
6. a) Yesterday she invited us to dinner. It was ... good dinner.
- b) I cannot forget dinner we had at the Savoy.

Exercise 185. Choose between a, the, some or leave the gaps unfilled, where it seems appropriate.

1. In ... bedroom of this flat there are twin beds, ... little bedside table between them, and ... chair. There are clothes thrown over ... chair.
2. Here is ... book that you left on my table yesterday.
3. ... men saw ... boat on ... river.

4. Can you give me ... match?
5. I get... long letters from my mother, but only ... postcards from my brother.
6. The waitress put ... salad into each plate.
7. When did ... lesson begin?
8. Children must go to ... school.
9. Pass me ... piece of ... bread, please.
10. Do you like ... cucumbers?
11. We bought ... cucumbers at ... market.
12. We use ... pencils or ... pens when we write.
13. He was reading ... book when I came into ... room.
14. Give me ... water to drink, please.
15. At what time will... meeting begin?
16. Do you find ... English difficult?
17. I got... letter from my brother yesterday.
18. I had ... bread and ... butter and ... egg for ... breakfast this morning.

Exercise 186. Choose between a, the, some, no or leave the gaps unfilled, where it seems appropriate.

1. I'm afraid there's ... juice in ... fridge. Would you like ... lemonade?
2. My friends from Chicago can't speak ... foreign languages.
3. She bought ... new books yesterday.
4. Where are ... books which you brought from ... library yesterday?
5. Did you buy ... apples when you were at... shop?
6. We could not skate because there was ... snow on ... ice.
7. ... house must have ... windows.
8. Most people like ... music.
9. There was ... meat on Nick's plate and ... fish on Tom's.
10. We saw ... houses in the distance.
11. ... cats like ... milk.
12. They stopped in ... front of ... house where Tom lived.
13. I showed him ... way to ... station.
14. What is ... name of ... street in which you live?
15. I want to say ... words to your sister.
16. ... tea in this glass is cold.
17. ... sun was high in ... sky.
18. Oh, there are ... apples in ... vase: ... children have eaten all of them. Please put ... apples into ... vase.
19. Yesterday we had ... fish for dinner.
20. He gave me ... coffee.
21. I drank ... cup of ... coffee after ... dinner.

much time (однина)

Багато

many books (множина)

Exercise 187. Translate the following pairs of words into English.

Багато зошитів, багато молока, багато води, багато днів, багато газет, багато крейди, багато снігу, багато років, багато картин, багато музики, багато хлопчиків, багато

дівчаток, багато чаю, багато лимонів, багато м'яса, багато кімнат, багато вчителів, багато роботи, багато повітря, багато птахів, багато машин.

Exercise 188. Choose between much and many to use it in the following sentences.

1. A don't eat ... mangoes. 2. He eats ... fish. 3. She ate so ... dessert that she is in bed today with
a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a
terrible headache today. 5. Mary must not eat too ... salt because she has problems with her
blood pressure. 6. My mother says I eat too ... French fries and drink too ... beer. She wants
her son to be healthy. 7. There is not too ... space in my flat. 8. There are ... new pictures in
this room. 9. There are'... teachers at our school, and ... of them are women. 10. ... of these
plays are quite new. 11. Thanks awfully for the books you sent me yesterday. — Don't
mention it, it wasn't ... bother. 12. ... of her advice was useful. 13. He had ... pairs of socks.
14. Please don't put... pepper on the meat. 15. There were ... plates on the table. 16. I never
eat ... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us ... letters
from the country. 19. ... of these students don't like to look up words in the dictionary.
20.... in this work was too difficult for me. 21. ...of their answers were excellent. 22. ... of
their conversation was about the institute.

little time (однина)

Мало

few books (множина)

Exercise 189. Translate the following pairs of words into English.

Мало будинків, мало чаю, мало чашок, мало яблук, мало вікон, мало паперу, мало
кави, мало статі, мало радості, мало супу, мало дерев, мало трави, мало дітей, мало
іграшок, мало світла, мало парт, мало ковбаси, мало соку, мало книг, мало кольорів,
мало солі, мало друзів, мало палаців.

Exercise 190. Choose between little and few to use it in the following sentences.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got
very ... time. 4. There are very ... scholarships for students in this university. 5. The Smiths
have ... money. They aren't rich. 6. The theatre was almost empty. There were very...
people there.
7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ...
time, so I can't go with you. 9. He has ... English books. 10. There is ... ink in my pen.
Have you got any ink? 11. There are ... bears in the zoo. 12. Tom Canty was the son of
poor parents and had very ... clothes. 13. There is too ... soup in my plate. Give me some
more, please. 14. The children returned from the wood very sad because they had found
very ... mushrooms. 15. There was too ... light in the room, and I could not read. There are
very ... people who don't know that the Earth is round.

Exercise 191. Choose between much, many, little and few to use it in the following sentences.

1. Robert wrote so ... letters that he's never going to write a letter again.

2. She ate so ... ice cream that she's going to have a sore throat.
3. There is ... mayonnaise in Vera's kitchen. She has to go to the supermarket and buy some.
4. There are ... cookies in the box. I should have bought them last Monday.
5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very
6. Have you ... work to do today? — No, not very
7. Walk quicker, please. We have very ... time.
8. I am sorry to say, I have read very ... books by Walter Scott.
9. My brother is a young teacher. Every day he spends ... time preparing for his lessons.
10. I know very ... about this writer. It is the first book I am reading.
11. The pupils of our class ask ... questions at the lesson. They want to know everything.
12. You do not make ... mistakes in your spelling. Do you work hard at it? — Oh, yes, I do, I work very

Exercise 192. Translate the following pairs of words into English.

Небагато грошей, мало грошей, декілька стільців, мало стільців, декілька пісень, мало пісень, небагато веселощів, мало веселощів, мало хлопчиків, небагато води, декілька чоловік, мало води, мало повітря, мало столів, декілька хвилин, декілька кішок, мало трави, небагато успіху, декілька днів, мало роботи, небагато солі, декілька ложок, мало світла, мало вікон, декілька машин, трохи цукру, мало яєць, мало сиру.

Exercise 193. Choose between a little and a few to use it in the following sentences.

This is my mother's favorite recipe for fruitcake, and everybody says it's out of this world!

1. Put 3 cups of flour into a mixing bowl.
 2. Add ... sugar.
 3. Slice ... apples.
 4. Cut up ... oranges. 6. Pour in ... honey.
 6. Add ... baking soda.
 7. Chop up ... nuts.
 8. Add ... salt.
 9. Mix in ... raisins.
 10. Bake for 45 minutes.
- Enjoy, dear!

Exercise 194. Choose between little, a little, few and a few to use it in the following sentences.

1. There is ... salad left in this bowl.
2. Would you like ... salad? — Yes, thank you. My doctor says it's good for my health.
3. I have ... money, so we can go to the cinema.
4. I have ... money, so we cannot go to the cinema.
5. This girl works very ... , that's why she knows nothing.
6. Mother gave us ... apples, and we were glad.
7. He did not like it at the camp: he had very ... friends there.
8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter.
9. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter.

10. The hall was almost empty: there were very ... people in it.
11. I can't buy this expensive hat today: I have too ... money.
12. She left and returned in ... minutes.
13. I think you can spare me ... time now.
14. I am sorry I have seen ... plays by this author.

Exercise 195. Choose between much, many, little, a little, few and a few to use it in the following sentences.

1. When we walked ... farther down the road, we met another group of students.
2. Have you got ... ink in your pen?
3. At the conference we met... people whom we knew well.
4. There are very ... old houses left in our street. Most of them have already been pulled down.
5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting.
6. There are ... things here which I cannot understand.
7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson.
8. He had ... English books at home, so he had to go to the library for more books.
9. She gave him ... water to wash his hands and face.
10. I'd like to say ... words about my journey.
11. After the play everybody felt... tired.
12. Let's stay here ... longer: it is such a nice place.
13. There were ... new words in the text, and Peter spent ... time learning them.
14. There was ... hay in the barn, and the children could not play there.
15. There was ... water in the river, and they decided to cross it.
16. My mother knows German ... and she can help you with the translation of this letter.

2.5 'Both' and 'all'

2.5.1 'Both/both the' and 'all/all the' with nouns

1 We use *both* and *both the* (or *both my*, etc.) in exactly the same way to refer to two particular people or things (plural countable nouns):

Both children/Both the children are in bed. Both cars/Both the cars are very fast.

2 We use *all* + noun to refer to things in general: (= the whole number or amount):

All children like to play, (plural countables) All advice is useless, (uncountable nouns)

3 *All the* refers to particular people or things:

All the children in our street like to play, (all the + plural countable nouns)

All the advice you gave me was useless, (all the + uncountable noun)

Exercise 196. Supply *both (the)* or *all (the)*. There is often more than one possibility.

- | | | |
|--|---|---|
| 1 <i>Both (the)</i> tyres on my bicycle are flat. | 6 |addresses in this list are out of date |
| 2people are mortal. | 7 |twins want to go to the party. |

- | | |
|--|--|
| 3salt in this bag is damp. | 8cars need regular servicing. |
| 4drinking water must be pure. | 9front legs of this chair are shaky. |
| 5 windows in the house are open. | 10earth and moon go round the sun. |

2.5.2 'Both' and 'all': word order with verbs

Both and *all* have three basic positions in affirmative sentences:

a after *be* when it is the only verb in a sentence:

*The girls **are both** ready.* (= *Both girls/Both the girls are ready.*)

*The girls **are all** ready.* (= *All the girls are ready.*)

b after auxiliaries (*can*, etc.) or the first auxiliary when there is more than one:

*The girls **can both** speak French.* (= *Both girls/Both the girls can speak French.*)

*The committee **should all have** resigned.* (= *All the committee should have resigned.*)

c before the main verb when there is only one verb:

*The girls **both left** early.* (= *Both girls/Both the girls left early.*)

*The girls **all left** early.* (= *All the girls left early.*)

Exercise 197. Rewrite these sentences so that *both* and *all* are before or after the verbs.

- 1 All the customers are complaining..... *The customers are all complaining*
- 2 Both the patients had appointments at 10. ...
- 3 Both the directors have retired.....
- 4 Both our secretaries can speak French.....
- 5 All the customers should have complained. .
- 6 Both the boys had haircuts.....
- 7 All the pupils may leave now.....
- 8 All the students wrote good essays.....
- 9 All our employees work too hard.....
- 10 All the children must go home early.....
- 11 All the children here learn German.....

2.5.3 'Both' and 'all': word order with pronouns

subject

Instead of: *We/They are both ready.* We can say: *Both of us/them are ready.*

We/They all left early.

All of us/them left early.

object

Instead of: / love *you both/all*.

We can say: / love *both of you/all of you*.

He gave us both/all some money.

He gave some money to both/all of us.

Exercise 198. Rewrite these sentences using *both of* and *all of*.

- 1 We all took taxis.....*All of us took taxis*
- 2 They both turned left.....
- 3 I know you both.....
- 4 She's interested in them both.....

- 5 It all went bad.....
- 6 She's concerned about us all.....
- 7 You all filled in the forms, didn't you?

2.5.4 'None of and 'neither of

The negative of *All the girls left early.* is: *None of the girls left early.*

The negative of *Both the girls left early,* is: *Neither of the girls left early.*

Exercise 199. Rewrite these sentences in the negative.

- 1 All the passengers survived..*None of the passengers survived*
- 2 We were both late.....
- 3 Both tyres needed air.....
- 4 We all knew the answer.....

2.6 'All (the)', '(a/the) whole', 'each' and 'every'

2.6.1 'All (the)' compared with '(a/the) whole'

1 We use *the whole* and *a whole* with singular countable nouns:

*He ate **the whole loaf**. He swallowed **a whole banana**. **The whole film** was boring.*

We do not use *the whole* with plurals or uncountables. (Not **the whole books/bread **)

2 Some nouns combine only with *all*:

*He spent **all the money**. She's 90 and she's still got **all her teeth**.*

Some nouns combine only with *whole*:

*You must tell me **the whole truth**. I'd like to know **the whole history** of the world.*

Some nouns combine with *all* or *whole*:

*I've waited **all my life/my whole life** for such a moment as this.*

3 We also use *all* and *a/the whole* with time references: *all day, a/the whole night*. *Whole* is stronger than *all* and also combines with words like *hour* and *century*: *a/the whole hour, a/the whole century*. (Not **all the hour* *all the century**)

Exercise 200. Rewrite these sentences using either *all* or *whole*.

- 1 I'm losing my hair..... *I 'm losing all my hair*
- 2 He explained the situation to me.....
- 3 The money was spent.....
- 4 You didn't tell me the truth.....
- 5 I heard the story.....
- 6 It will take a century to clean up the atmosphere.

2.6.2 'All' compared with 'everyone/everybody' and 'everything'

1 We rarely use *all* on its own to mean 'everyone/everybody':

Everyone/Everybody wanted Marilyn's autograph. (Not * *All wanted* *).

2 *All* means 'everyone/everybody' when we use other words with it:

All of us/We all agreed to sign the contract. All those who were present were in favour
(= Everyone/Everybody agreed to sign. Everyone/Everybody present was in favour.)

3 We often use *all* and *everything* with other words to refer to things: *All/Everything I have belongs to you. He taught me all/everything I know.*

But note: *He gave me everything.* (Not * *He gave me all.* *)

Exercise 201. Use *all*, *everyone* or *everything* in these sentences.

- 1 When the famous actress appeared,.....**everyone**.....wanted to speak to her.
- 2I invited came to my party.
- 3 I'm not buying anything.....is too expensive.
- 4those who know me can be sure I'm telling the truth.
- 5of us felt that it had been a wonderful experience.
- 6stood up when the President came into the room.
- 7talked about the elections, but I'm not sure they.....voted.
- 8in the building was destroyed in the fire. Some of the objects were priceless.
- 9 I wouldn't help you for.....the tea in China!
- 10 How much do you want for.....in the shop?

2.6.3 'Each' and 'every'

1 We often use *each*, like *both*, to refer to two people or things:

My wife and I each ordered avocado to start with. We cannot use *every* here.

2 We can use *each* and *every* to refer to more than two.

Each suggests 'one by one', 'separately'; *every* suggests 'all together':

Each child at the party had a piece of cake. (*Every* is also possible.)

Every child in the world loves the story of Cinderella. (*Each* is unlikely.)

3 We must use *every* (Not * *each**) after *nearly* and after *not*.

Nearly every shop is shut today. Not every train driver is on strike today.

4 We cannot use *of* after *every* and we cannot use *every* at the end of a sentence:

Each of the children received a present. They received a present each.

5 We can use **every** with a few uncountable nouns:

My mother gave me every encouragement when I was a child.

Exercise 202. Supply *each* or *every* in the following sentences. Sometimes both are possible.

- 1 Nearly.....**every**.....home in the country has television.
- 2 Here is something for.....of you.
- 3 Not.....student is capable of learning English.
- 4 Our motoring organization will give you.....assistance if you break down.
- 5 The admission ticket cost us £ 5.....
- 6 They seem to be repairing.....road in the country.
- 7road is clearly signposted.
- 8 There's a fire extinguisher on.....floor in the building.
- 9floor in the building has its own fire extinguisher.
- 10 They are.....fortunate to have such a good start in life.
- 11 They both did well and they will.....receive prizes
- 12 You've been given.....opportunity to do well in this company.
- 13 I've phoned him twice, but he's been out on.....occasion.
- 14 I've been phoning him all week, but he's been out on.....occasion.

2.7 'Another', '(the) other(s)', 'either', 'neither', 'each (one of)'

2.7.1 'Another', 'other', 'others', 'the other', 'the others'

- 1 *Another* doesn't refer to anything in particular. It can mean:
 - 'different': *Come **another** day.* (= any other day, no particular day)
 - 'additional': *We need **another** day to finish this.* (= one more day, no particular day)
- 2 We can contrast *some* and *other(s)* when we talk about things in general:

***Some** holidays are cheap and **other** holidays are expensive.*

***Some** holidays are cheap and **others** are expensive.* (= holidays in general)
- 3 We can contrast one with *the other* or *the others* when referring to particular things:

***This one** is mine and **the other one** is yours.* (Or:... **the other** is yours)

***This one** is mine and **the other ones** are yours.* (Or:... **the others** are yours)
- 4 We can use *the other(s)* to refer to people as well:

*John went cycling and **the other boy/the other boys** went with him.*

*John went cycling and **the others** went with him.*
- 5 *The other day* can mean 'a few days ago'; *the next day* refers to the following day:

*/ met your father in the street **the other day**.* (= a few days ago)

*We spent our first night in Cairo and **the next day** we went to Alexandria.*

Exercise 203. Supply *another*, *other*, *the next*, *the other*, *the others* and *others*.

- 1 John came to see me.....**the other**.....day. It was last Friday, I think.
- 2 I met two strangers on the way to work. One of them greeted me and.....didn't.
- 3 Some people like to have the windows open all the time;.....don't.
- 4 I can't see him today. I'll have to see him.....day.

- 5 We spent the night in a small village and continued our journey.....day.
- 6 Bill and.....boy are playing in the yard. Jane and.....girls are in the front room.
- 7 There must be.....road that leads to the city centre.
- 8 There must be.....roads that lead to the city centre.
- 9 I can't let you have any of these plants, but you can have all.....

2.7.2 'Either' and 'neither' + singular nouns

Either and *neither* refer to two people, things, etc. only,

Either means 'one or the other':

Which pot will I use? - Either (of them). It doesn't matter which.

Neither means 'not one and not the other':

Which pot will I use? - Neither (of them). Use this frying pan.

Exercise 204. Supply either or neither.

- 1 When shall we meet: at 7 or at 7.30? - I don't mind....**Either**...time is convenient for me.
- 2 You can't use those screwdrivers.....of them is suitable for the job.
- 3 I don't know who's on the phone. It's.....your mother or your aunt.
- 4 I met John a year ago, but I've.....seen him nor heard from him since.
- 5 Say what you like about those two applicants. I didn't like.....of them!
- 6 I know you sent us two letters, but we have received.....of them.

2.7.3 'Each of, etc.

1 We can use *of the/my*, etc. after *any*, *some*, *another*, *each*, *either*, *neither*, *none*:

Instead of: **Neither lift** is working.

We can say: **Neither of the lifts** is working.

2 After *either*, *neither* and *none*, when the reference is plural, we can use a plural verb in everyday speech or a singular verb when we wish to sound 'correct' or formal:

Neither of us is/are happy about this. **None of my friends has/have** been invited.

Exercise 205. Rewrite these sentences using *of the*.

- 1 Another teaspoon is missing..... **Another of the teaspoons is missing**
- 2 Neither roadmap is much use.....
- 3 Any roadmap you have will be OK.....
- 4 Either road leads to the same place.....
- 5 Each painting is perfect.....
- 6 Neither boy is guilty.....
- 7 I can't ask either secretary to do the job.....
- 8 Give a tip to each porter.....

2.7.4 'One of'

We can say: **Each of these answers is right.**

Or: **Each one of these answers is right.**

We can use *of* or *one of* after *any*, *another*, *each*, *either*, and *neither*.

We must use a noun after *every* (*every room*) or we must use *one of* (*every one of*):

Every room is booked. ***Every (single) one of the rooms*** is booked. (Not 'Every of')

Exercise 206. Delete *one* where possible in these sentences.

- 1 Every one of these answers is wrong.
- 2 Each one of these pilots has been highly trained.
- 3 She came in here and criticized every single one of our products.
- 4 I'm not prepared to listen to another one of your complaints.
- 5 Any one of us might be asked to help in an emergency.

3 Verbs

3.1 Aspects

3.1.1 Simple and continuous aspects

Verb forms can use either the *simple* aspect or the *continuous* aspect.

The infinitive can also be used in the simple or continuous aspect.

*That child is too young **to play** with matches.* (infinitive with *to*)

*That child is too young **to be playing** with matches.* (continuous infinitive with *to*)

*You shouldn't **work** so hard.* (modal + infinitive)

*You shouldn't **be working** so hard.* (modal + continuous infinitive)

3.1.2 The simple aspect

When we use the simple aspect, we view the action or series of actions as a whole.

The simple aspect indicates one or both of the following:

- that an action or series of actions is complete.
- that the situation is permanent or is regarded as permanent.

We can use both *dynamic* and *stative* verbs in the simple aspect. *Dynamic verbs* are verbs which describe actions, e.g. go, ask, walk, explain, work.

Stative verbs are verbs which do not describe actions: they describe feelings, thoughts, wishes, the senses and states of being, e.g. believe, belong, know, smell, understand, want.

3.1.3 The continuous (or progressive) aspect

When we use the continuous aspect, we view the action or series of actions in progress.

The continuous aspect does not describe the whole event.

The continuous aspect indicates one or more of the following:

- that the action or series of actions are in progress. We view the action at some point between its beginning and its end.
- that the action is not complete.
- that the situation is temporary.

When we use the continuous aspect, we describe an activity in progress. We therefore use the continuous aspect with dynamic verbs but not with stative verbs.

Exercise 207. Put the verbs in brackets into the tense indicated. Choose between the *simple aspect* and the *continuous aspect*.

Jenny and Francesca, two friends, are talking.

J: So what is it that ¹'s *worrying* (worry - present) you?

F: Well, I just ².... (not see - present) a way out of my problems with my boss.

J: Why? What ³.... (go on - present perfect)?

F: Well, we ⁴.... (go out - past) for dinner about a month ago and I ⁵.... (think - present) he ⁶....(assume - past) that I ⁷.... (be interested - past) in going out with him regularly, but I'm not.

J: ⁸.... (you/tell - present perfect) him that?

F: Yes, of course I have, but he just ⁹.... (not seem - present) to understand. Take yesterday for example. I ¹⁰.... (work - past) hard on my monthly report when he ¹¹.... (come up - past) to me and ¹².... (put - past) his arm round my shoulder. I really ¹³....(not like -present) him doing that.

J: No, of course not. I ¹⁴.... (suppose - present) he ¹⁵.... (not believe -present) you're not interested in him.

F:: NO. And he ¹⁶.... (get - present) worse all the time. And I ¹⁷.... (get - present) more and more fed up with it. In fact I ¹⁸.... (think -present) of leaving.

J: But ¹⁹.... (you really want - present) to leave?

F: Well no, but I ²⁰.... (not want - present) to be treated like this. Oh well, he's not here today, thank goodness. He ²¹.... (attend -present) a conference in Birmingham. I ²².... (expect - present) he ²³.... (talk - present) to all the attractive women and ²⁴.... (try -present) to find someone to have dinner with.

J: I can tell you really ²⁵.... (dislike - present) him.

3.1.4 Verbs not normally used in the continuous tenses

1. Verbs of the senses (involuntary actions):

feel

hear

see

smell

notice

observe (= *notice*)

Feel, look, taste used as link verbs.

2. Verbs expressing feelings and emotions:

admire (= respect)

adore

appreciate (= value)

care for (= like)

desire

detest

dislike

fear

hate

like

loath

love

mind (= care)

respect

value

want

wish

3. Verbs of mental activity

agree
appreciate (= understand)
assume
believe
expect (= think)
feel (= think)
feel sure / certain

forget
know
mean
perceive

realize
recall
recognize
recollect
remember
see (= understand)
see through someone (= penetrate his attempt to deceive)
suppose
think (= have an opinion)
trust (= believe/have confidence in)
understand

4. Verbs of Possession

belong
have (= possess)
owe

own
possess

5. Other Verbs

appear (= seem)
concern
consist
contain
hold (= contain)

keep (= continue)
matter
seem
signify
sound (= seem / appear)

But *appear* meaning 'to come before the public' can be used in the continuous.

3.1.5 Stative and dynamic verbs

- Dynamic Verbs - activities, e.g. drive, watch, listen
- Stative Verbs - a state of being and not an activity This includes:

feelings - love, hate

thinking/believing - think, suppose, expect

wants and preferences - want, need, prefer

perceptions and the senses - look, smell

possession - have, own, belong

being/seeming - be, seem, appear

- Some verbs which are normally stative verbs can become dynamic - verbs with some change in meaning.

I hope to see you this weekend. (expresses a wish)

I'm hoping to see you this weekend. (Quite a common use. In the continuous form, **hope** becomes more of a deliberate action now in progress.)

I think it's a good idea. (expresses opinion)

*You're very quiet. What **are** you **thinking** about?* (question about the activity of thinking)

He's a very foolish person. (description of something about his character)

He's **being** very foolish. (description of how he's acting/behaving at the moment)
 This wine **tastes** good. (describing the effect on one of the senses)
 Amy's **tasting** the wine to see if it's all right. (describing the activity of tasting)

Exercise 208. Complete the gaps using the verbs from the box. Each verb is used once as a *stative verb* and once as a *dynamic verb*. Put the verbs into the appropriate *present simple* or *present continuous* form.

see	think	admire	appear	have
expect	weigh	look	be	represent

- 1 How much *do* you *weigh*? About 60 kilos.
- 2 We dinner at the moment so I'll phone you back in half an hour if that's O.K.
- 3 Harry's been in his room for ages. He at all his old photographs.
- 4 I really Helen. I think she's an excellent manager.
- 5 Penelope Fitzgerald in a new production of *Oliver In* London's West End.
- 6 I'm quite happy for your children to come to the party because I know theyvery well-behaved.
- 7 The snake in this picture the forces of evil.
- 8 They don't really like it here. They of moving to another town.
- 9 you that man over there with the grey suit on? He's my brother.
- 10 I'm really looking forward to this holiday. The hotel lovely in the photographs.
- 11 I can't come out with you tonight because I Paul.
- 12 I'll do it if I can but I not.... much time today.
- 13 What.... you of the management's new proposals?
- 14 Has Judy told you? She twins.
- 15 'What are you doing in here?'
- 16 'Where's the baby?'
- 17 'They her at the moment. Look, there she is on the scales.'
- 18 I haven't spoken to him much but he to be a very nice man.
- 19 Look at Nick out in the garden. He really nice with the younger children.
- 20 So Peter's still not here. I ...he's forgotten about the meeting. We should start without him.
- 21 'I hope you've got a good lawyer.'
- 22 'Yes, Alison Medley me at the trial. She's the best lawyer in town.'

3.1.6 The perfect aspect

The use of the perfect aspect indicates:

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

John's left. (Present perfect)

John left before the present time.

He is not here now.

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

John left before we got there.
 He was not there when we got there.
*John **will have left** when we get there.* (Future perfect)
 John will leave before we get there.
 He will not be there when we get there.

The infinitive can also have a perfect aspect:
 He *is sure to **be** there*, (infinitive with to)
 He *is sure to **have been** there*, (perfect infinitive with to)
 = It is certain that he has been/was there.

Modals can be followed by the infinitive or the perfect infinitive:
*Pam may **tell** him the news*, (infinitive)
*Pam may **have told** him the news*, (perfect infinitive)
 = It is possible that Pam has told him the news.

Exercise 209. Put the verbs in brackets into the present perfect simple, the past perfect simple or the future perfect simple.

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

3.2 The present tense

3.2.1 Present Simple and Present Continuous Present simple

FORM

I work, etc.

Do/Does + *infinitive* for questions, negatives and short answers.

USE

- A regular repeated activity.

We often use the present simple in this way with adverbs or adverbial phrases of frequency: *sometimes, never, occasionally, every day, on Saturdays, once a week*, etc.

*I **catch** the 8 o'clock train every day.*

*He **attends** the board meeting every Monday.*

- Something that is generally true; a statement of fact.

*Water **boils** at 100 degrees centigrade.*

*Cats **don't like** water.*

*Where **do** you **work**?*

- With *stative verbs*, that is, verbs that describe sentiments, thoughts and states rather than activities.

*Adrian **needs** your help.*

*That coat **belongs** to me.*

- Instructions.

(We can use the imperative or the present simple for instructions.)

*You **take** the first turning on the left.*

*You **mix** the soup with some cream at the end.*

- In clauses of time and condition, referring to the future. It is used after: *when, if, unless, before, after, until, as soon as, whenever*, etc.

*I'll give her the message when she **comes** back.*

*Will you tell me if you **see** her?*

- Introducing a quotation.

*This book **says** that too much butter and milk is bad for you.*

*The local newspaper **says** that the government should do more to create jobs in the area.*

- In newspaper headlines.

RIOTS BREAK OUT IN CITY CENTRE

PRESIDENT RECEIVES HUGE WELCOME

- For dramatic narrative.

It is most often used for dramatic narrative in sports commentating when radio and television commentators describe a short action that is completed as the commentator is speaking.

*And Eastwood **passes** the ball to Andrews.*

*And Miller **takes** the lead in the first lap.*

- To give information about a future event.

It is used in this way with information about timetables, official events and itineraries.

*The train **leaves** at 3.30 this afternoon.*

*The Prime Minister **starts** his official visit to China tomorrow.*

*You **arrive** at the hotel at about 6.00 and **have** your evening meal at 7.30.*

3.2.2 Present continuous

FORM

Verb **to be** + *present participle*:

*I **am working**, etc.*

USE

- Activity in progress at this moment. *Where's David?*

*He's **doing** his homework.*

- An activity that is taking place in the present time period and will continue for a limited time. The activity may or may not be in progress at the moment of speaking. The present continuous is often used in this way with *these days, this week, today, this month*, etc.

*'And what's Linda **doing** these days?'*

*She's **doing** a course in engineering.'*

(Linda may not be studying engineering at this minute.)

The decorator's **painting** the children's bedrooms this week so they're **sleeping** in the living room.

(The decorators may not be painting at this moment and the children may not be sleeping.)

- A situation that is in the process of changing.

Venice **is falling** into the sea.

The number of cars on the road is **increasing** rapidly each year.

- A future arrangement.

I'm meeting Sarah tomorrow night.

Are you going to the party on Saturday?

- A future intention with a verb of motion.

We're driving up to Scotland next week.

He's **flying** back on Saturday.

Exercise 210. Put the verbs in brackets into the present simple or present continuous.

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

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

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

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

Exercise 211. Put the verbs in brackets into the present simple or present continuous.

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

M: Jill, how nice to see you. ¹I *don't think* (not think) we've seen each other since that party at Jim's last year. How ².... (you / get on)?

J: Oh, fine. Everything ³.... (go) very well.

M: ⁴.... (you still / go out) with Dave?

J: No, I'm not, but I ⁵.... (go out) with someone called Jeremy: I met him at my pottery class.

M: Is he here now?

J: Yes look, he's over there. He ⁶.... (talk) to Barbara.

M: Oh yes, I ⁷.... (see) him. (he/wear) a yellow jumper?

J: Yes, that's him.

M: Oh, he ⁹.... (look) really nice.

J: He is. I'll introduce you to him when he ¹⁰.... (come) over here. So what about you?
How ¹¹.... (life/treat) you?

M: Not too badly. I ¹².... (still/work) at that awful cafe. I ¹³.... (keep) looking for other jobs but the problem is that I ¹⁴.... (feel) so tired when I ¹⁵.... (get in) that I ¹⁶... (not have) much energy to look through all the job ads and everything. Oh well, I ¹⁷.... (suppose) something else will come up soon.

J: I ¹⁸.... (hope) so. Oh look, Jeremy ¹⁹.... (come over) here. ²⁰.... (you /want) to meet him?

M: Oh yes.

3.2.1 – 3.2.2 Revision

Exercise 212. Put in the Present Simple of the verb to be.

1. What ... your name? — My name ... Shirley Frank.
2. What ... your address? — My address ... 175 Grand Central Parkway.
3. What... your phone number? — My phone number ... 718-1930.
4. Where ... you from? — I ... from New York.
5. I ... a pupil.
6. My father ... not a teacher, he ... a scientist.
7. ... your aunt a doctor? — Yes, she
8. ... they at home? — No, they ... not at home, they ... at work.
9. My brother ... a worker. He ... at work.
10. ... you an engineer? — Yes, I
11. ... your sister a typist? — No, she ... not a typist, she ... a student.
12. ... your brother at school? — Yes, he
13. ... your sister at school? — No, she ... not at school.
14. My ... sister ... at home.
15. ... this your watch? — Yes, it
16. She ... an actress.
17. This ... my bag.
18. My uncle ... an office worker.
19. He ... at work.
20. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It... on the shelf. The shelf ... brown. It... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Exercise 213. Translate into English. Use the Present Simple of the verb to be.

1. Як тебе звуть? — Мене звуть Ганна.
2. Яка твоя адреса? — Моя адреса: Оксфорд Стріт, 45.
3. Звідки ти родом? (... приїхала?) — Я з Лондона.
4. Хто він (на фотографії)? — Це мій батько.
5. Як його звуть? — Його звуть Джон.
6. Де він? — Він в Лондоні.
7. Я Олена, а це Коля. Він мій брат. Йому 10 років, а мені 12 років. Ми з Петербургу.
8. Я учень. Я в школі.
9. Мій брат — художник. Він не інженер.
10. Моя сестра на роботі. Вона лікар, студент.
12. Ви студент? — Ні, я лікар.
13. Моя сестра удома.

14. Ми не в школі. Ми удома.
15. Мій брат — учень. Він в школі.
16. Ваша мама удома? — Ні, вона на роботі.
17. Ваш двоюрідний брат удома? — Ні, він в школі. Він учень.
18. Ваша сестра — вчителька? — Ні, вона студентка.
19. Твій тато на роботі? — Ні, він удома.
20. Твоя сестра — друкарка? — Так. — Вона удома? — Ні, вона на роботі.
21. Мій дідусь — учений.
22. Моя мама — не вчителька. Вона лікар.

Exercise 214. Translate into English. Use the Present Simple of the verb to be.

1. Мене звуть Катя. 2. Мені 14 років. 3. Я росіянка. Я з Санкт-Петербурга. 4. Я учениця.
5. Мій улюблений вид спорту — теніс. 6. Я цікавлюся музикою. 7. Мій улюблений предмет — англійська мова. 8. Мій тато — програміст. Він не цікавиться політикою.
9. Моя мама — зубний лікар. Вона цікавиться мистецтвом. 10. Ми завжди були зайняті, але ми дуже щасливі бути разом. 11. Чия це ручка? — Це моя ручка. 12. Чия це книга? — Це ваша книга. 13. Чий це стіл? — Це стіл мого брата. 14. Чия це сумка? — Це сумка моєї мами. 15. Чий це олівець? — Це олівець моєї сестри. 16. Це твій зошит? — Так. 17. Це зошит твого брата? — Ні, це мій зошит. 18. Де ваш стіл? — Він посередині кімнати. 19. Де твоя ручка? — Вона в моїй кишені. 20. Де твій зошит? — Вона на столі. 21. Де твоя мама? — Вона на роботі. 22. Де твій брат? — Він в школі. 23. Де твоя сестра? — Вона удома. 24. Чий це олівець? — Це мій олівець. — А де мій олівець? — Він на столі. 25. Чий це годинник? — Це мій годинник. — А де мій годинник? — Він на столі.

Exercise 215. Use the Present Simple of the verb to be.

1. Where ... you? — I... in the kitchen.
2. Where ... Fred? — He ... in the garage.
3. Where ... Lisa and John? — They .. at college.
4. ... you busy? — No, I... not. Mike ... busy. He ... the busiest person I've ever met.
5. It... ten o'clock. She ... late again.
6. How ... you? — I ... not very well today. — I ... sorry to hear that.
7. We ... interested in classical - music.
8. Vera ... afraid of snakes.
9. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful.
10. I ... sorry. They ... not at the office at the moment.
11. Where ... the keys? — In your jacket.
12. What... the time, please? — Two o'clock.
13. It ... the biggest meal I've ever had.
14. Which sport do you think ... the most dangerous?
15. Chess and aerobics ... not as exciting as sky diving and figure skating.
16. Debt... the worst kind of poverty.
17. The game ... not worth the candle.
18. Do you have any idea where he ... ?
19. Used cars ... cheaper but less reliable than new cars.

20. What ... the weather forecast for tomorrow?
21. Art ... long, life .. short.
22. You ... the best friend I've ever had.
23. I don't remember what his telephone number
24. Two heads ... better than one.
25. You ... right. That ... a lot of money! Coffee ... very expensive this week.

Exercise 216. Use the Present Continuous in the following sentences.

(NOW) 1. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbours (to wash) their car. 5. I (to wash) my hair. 6. Who (to fix) your sink? 7. What she (to do) now? — She (to dance). 8. The children (to brush) their teeth. 9. What he (do) at the moment? — He (to fix) his bicycle. 10. They (to have) a big dinner together. 11. The boys (to run) about in the garden. 12. I (to do) my homework. 18. John and his friends (to go) to the library. 14. Ann (to sit) at her desk. She (to study} geography. 15. A young man (to stand) at the window. He (to smoke) a cigarette. 16. The old man (to walk) about the room. 17. The dog (to lie) on the floor. 18. You (to have) a break? 19. What language you (to study)? 20. Who (to lie) on the sofa? 21. What they (to talk) about? 22. It still (to rain). 23. I (to open) an umbrella. 24. John (to play) computer games.

Exercise 217. Use the Present Continuous in the following sentences.

(NOW) It (not to rain) any more, it (to clear) up and the sun (to shine). The jazz band (to play) in the park. A lot of people (to listen) to the music and they really (to have) a good time. But they (not to dance) yet. There is a coffee shop there. Only seven people (to sit) there, and only five people (to wait) in the queue. Some people (to have) sandwiches and (to drink) coffee, tea or fruit juices. Boys and girls over there (to laugh) and (to make) a lot of noise. They (to play) games and Tom (to take) pictures. So what (to go) on?

Exercise 218. Translate into English. Use the Present Continuous in the following sentences.

(ЗАРАЗ) 1. Я сиджу в парку на лавці і годую птахів. 2. Мама сидить на дивані у вітальні і дивиться телевизор. 3. Це фотографія моїх друзів. Тому грає на гітарі, а Джейн - співає. 4. А тут вони танцюють на моєму дні народження. 5. Ми робимо вправу. 6. Ми не купуємося. 7. Вони граються у дворі? 8. Ніна і Ганна миють підлогу. 9. Коля допомагає мамі. 10. Ти допомагаєш татові? 11. Моя сестра читає цікаву книгу. 12. Вони йдуть до школи. 13. Ви йдете до школи? 14. Він працює? 15. Твоя бабуся йде в магазин? 16. Він купує цукерки. 17. Що робить твоя сестра? 18. Де граються діти? 19. Чому ти смієшся? 20. Куди вони йдуть? 21. Що несуть ці хлопчики? 22. Я читаю. 23. Він не пише. 24. Ми не працюємо. 25. Ви читаете? 26. Він спить? 27. Коля і Міша грають у футбол. 28. Котити грає на роялі. 29. Вона не співає. 30. Моя сестра спить. 31. Тато п'є чай? 32. Твої батьки п'ють чай? 33. Я не сплю. 34. Вона сидить за столом.

Exercise 219. Put in the Present Simple of the following verbs.

1. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his

factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

(USUALLY) 2. My sister (to get) up at eight o'clock. 3. She (to be) a schoolgirl. She (to go) to school in the afternoon. 4. Jane (to be) fond of sports. She (to do) her morning exercises every day. 5. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 6. After breakfast she (to go) to school. 7. It (to take) him two hours to do his homework. 8. She (to speak) French well.

Exercise 220. Put in the Present Simple of the following verbs.

(USUALLY) 1. Andrea Schatzmann, an exchange student from Switzerland, (to live) with the Connor family in San Francisco. She (to get) up at 7 am and (to take) a shower. She normally (not to have) breakfast. At half past seven she (to catch) the bus. Her first class (to start) at a quarter past eight. She always (to have) lunch at 12 o'clock in the cafeteria. The cafeteria food (to be) OK and it (to be) cheap too. Her afternoon classes (to be) from 1.15 till 3.00 pm, so she (to be) at school all day. She usually (to have) dinner with the Connors at about 8.00. On Saturdays she (to have) lunch at the restaurant. Once a week, usually on Sunday mornings, she (to go) swimming. A few friends usually (to go) along, too. One of her friends has got a car, so he (to pick) them up and then he (to drive) them home. After swimming they often (to go) out for a pizza. On Saturday evenings she sometimes (to go) out with friends to a party or maybe to a concert. Sometimes she (to invite) friends to her house and they (to listen) to music and (to talk). Mr. and Mrs. Connor often (to take) them for a camping weekend to the seaside or to the mountains. From time to time she (to call) her family in Switzerland. They never (to talk) for very long because it (to be) expensive. She usually (to call) on Sundays because it (to be) cheaper then.

2. What time Andrea usually (to get) up? 3. When she (to catch) the bus? 4. She (to take) a shower in the morning? 5. She (to go) home for lunch? 6. When she (to go) swimming? 7. How she (to get) to the pool? 8. What she (to do) on Saturday evenings?

Exercise 221. Translate into English. Use the Present Simple of the following Verbs.

(ЗВИЧАЙНО) 1. Я працюю. 2. Ми працюємо. 3. Вони не працюють. 4. Ви працюєте? — Так. 5. Він працює? — Ні. Він вчиться. 6. Мій брат не вчиться. Він працює. 7. Ти носиш окуляри? 8. Ви допомагаєте людям? 9. Він любить читати казки? 10. Вона любить грати на скрипці? 11. Моя сестра не читає книг. 12. Наша бабуся любить спати на дивані. 13. Ви любите відпочивати в кріслі? 14. Ми їмо і п'ємо в кухні. 15. Мій брат не любить читати газети. 16. Ми спимо в спальні. 17. Мій брат спить на дивані в житловій кімнаті. 18. Моя сестра одягається перед дзеркалом. 19. Мій дядько пише книги. 20. Ми пишемо вправи в школі. 21. Я витрачаю свої кишенькові гроші на морозиво. 22. Він читає весь час і не любить дивитися телевізор.

Exercise 222. Translate into English. Use the Present Simple of the following Verbs.

1. Де ти живеш? — Я живу в Москві. 2. Коли у тебе канікули? — В січні. 3. Що тобі якнайбільше подобається в школі? 4. Мій брат працює в лікарні. Він лікар. Він встає в двадцять хвилин на восьму. Він працює вранці і вдень. Увечері він не працює. Увечері він відпочиває. 5. Твоя сестра розмовляє французькою? — Ні. Вона розмовляє німецькою, а її чоловік розмовляє англійською. 6. Коли ви встаєте? — Я встаю без чверті сьома. 7. Коли встає твій брат? — Він встає без двадцяти восьма. —

А твоя сестра теж встає без двадцяти восьма? — Ні. Мій брат ходить в школу, а моя сестра не ходить в школу. Вона ще не учениця. Вона встає о дев'ятій годині. 8. Він не має руки перед їжею. 9. Цей хлопчик свистить в класі. 10. Він не грає ні на якому музичному інструменті. 11. Але хлопчик грає у футбол і любить дивитися мультиплікаційні фільми. 12. Він любить шкільні канікули, особливо літні канікули. 13. День народження у хлопчика 31 грудня. 14. Він тому одержує багато подарунків.

Exercise 223. Translate into English. Use the Present Simple of the following Verbs.

Мій дядько — інженер. Він дуже зайнятий. Його робочий день починається рано вранці. Він встає о сьомій годині. Він умивається, одягається і снідає. Після сніданку він йде на роботу. Він працює в інституті. Він любить свою роботу. Він одружений. Його дружина — лікар. Вона працює в лікарні. Увечері вона вивчає Французьку мову. Вона відвідує курси Французької мови. Мій дядько не говорить французькою. Він говорить по-російськи і німецькою. Він вивчає англійську мову. Увечері він відвідує курси англійської мови. Син мого дядька — учень. Він ходить в школу. В школі він вивчає англійську мову.

Exercise 224. Put in the Present Continuous or Present Simple of the following verbs.

- | | |
|--|--|
| 1. I (to take) my sister to school now. | I (to take) her to school every day. |
| 2. He (to help) his father now. | He (to help) his father very often. |
| 3. At the moment they (to go) to the river for a swim. | They usually (to go) to the river for a swim |
| 4. She (to play) the violin now. | She (to play) the violin every day. |
| 6. I (to read) now. | I (to read) every day. |
| 6. He (to sleep) now. | He (to sleep) every night. |
| 7. We (to drink) tea now. | We (to drink) tea every morning. |
| 8. They (to go) to school now. | They (to go) to school every morning. |
| 9. I (not to sleep) now. | I (not to sleep) in the daytime. |
| 10. She (not to drink) coffee now. | She (not to drink) coffee after lunch. |
| 11. We (not to watch) TV now. | We (not to watch) TV in the morning. |
| 12. They (not to eat) now. | They (not to eat) at the lesson. |
| 13. My mother (not to work) now. | My mother (not to work) at an office. |
| 14. You (to work) now? | You (to work) every day? |

- | | |
|--|---|
| 15. He (to play) now? | He (to play) in the afternoon? |
| 16. They (to eat) now? | They (to eat) at school? |
| 17. Your sister (to rest) now? | Your sister (to rest) after school? |
| 18. What you (to do) now? | What you (to do) every morning? |
| 19. What you (to read) now? | What you (to read) after dinner? |
| 20. What they (to eat) now? | What they (to eat) at breakfast? |
| 21. What your brother (to drink) now? | What your brother (to drink) in the evening? |
| 22. Everybody (to have) a good time now? | Everybody (to have) a good time every Saturday? |
| 23. She (to take) medicine now? | How often she (to take) medicine? |
| 24. Where they (to go) now? | Where they (to go) on Sunday? |
| 25. They (to speak) English now? | What language they usually (to speak)? |

Exercise 225. Put in the Present Continuous or Present Simple of the following verbs.

1. He (to work) in the centre of Chicago. 2. He (to work) in the centre of Chicago? 3. He (not to work) in the centre of Chicago. 4. They (to read) many books. 5. They (to read) many books?
 6. They (not to read) many books. 7. The children (to eat) soup now. 8. The children (to eat) soup now? 9. The children (not to eat) soup now. 10. You (to play) volleyball well?
 11. When you (to play) volleyball? 12. What Nick (to do) in the evening? 13. He (to go) to the cinema in the evening? 14. We (not to dance) every day. 15. Look! Kate (to dance). 16. Kate (to sing) well?
 17. Where he (to go) in the morning? 18. He (not to sleep) after dinner. 19. My granny (to sleep) after dinner. 20. When you (to sleep)? 21. Nina (not to sleep) now. 22. Where John (to live)? — He (to live) in England. 23. My friends from Switzerland (to speak) four languages. 24. Elvire (to speak) English, German and French? 25. She only (not to speak) Italian.

Exercise 226. Put in the Present Continuous or Present Simple of the following verbs.

1. Tom (to play) football on Saturday. 2. He (not to play) football every day. 3. I (to wear) a suit now. 4. I (not to wear) jeans now. 5. My friend (not to like) to play football. 6. I (not to read) now. 7. He (to sleep) now? 8. We (not to go) to the country in winter. 9. My sister (to eat) sweets every day. 10. She (not to eat) sweets now. 11. They (to do) their homework in the afternoon. 12. They (not to go) for a walk in the evening. 13. My father (not to work)

on Sunday. 14. He (to work) every day. 15. I (to read) books in the evening. 16. I (not to read) books in the morning. 17. I (to write) an exercise now. 18. I (not to write) a letter now. 19. They (to play) in the yard now. 20. They (not to play) in the street now. 21. They (to play) in the room now? 22. He (to help) his mother every day. 23. He (to help) his mother every day? 24. He (not to help) his mother every day. 25. You (to go) to school on Sunday? 26. She (to work) in a shop now? 27. He (to deliver) letters now? 28. You (to go) to the opera with your friends?

Exercise 227. Put in the Present Continuous or Present Simple of the following verbs.

1. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
2. Pat (not to cook) the dinner at the moment. She (to talk) on the phone. She (to cook) dinner every Monday.
3. I (not to drink) coffee now. I (to write) an English exercise.
4. I (not to drink) coffee in the evening. I (to drink) coffee in the morning.
5. Your friend (to do) his homework now?
6. Your friend (to go) to school in the morning?
7. Look! The baby (to sleep).
8. The baby always (to sleep) after dinner.
9. My grandmother (not to work). She is on pension.
10. My father (not to sleep) now. He (to work) in the garden.
11. I usually (to get) up at seven o'clock in the morning.
12. What your sister (to do) now? — She (to wash) her face and hands.
13. When you usually (to come) home from school? — I (to come) at three o'clock.
14. Where your cousin (to work)? — He (to work) at a hospital.
15. Your sister (to study) at an institute? — No, she (to study) at school.
16. My cousin (to go) to school every day.
17. My mother (not to play) the piano now. She (to play) the piano in the morning.
18. When you (to listen) to the news on the radio?
19. Who (to make) breakfast for you now?
20. You (to read) a magazine and (to think) about your holiday at the moment?
21. They (to be) good dancers but they (not to go) to discos very often.
22. What she (to talk) about right now?

Exercise 228. Put in the Present Continuous or Present Simple of the following verbs.

1. I (to sit) in the waiting room at the doctor's now.
2. I (not to work) in my office now.
3. Eric (to talk) about his holiday plans, but Kenny (not to listen) to him. He (to think) about his new car at the moment.
4. My friend (to live) in St. Petersburg.
5. My cousin (not to live) in Moscow.
6. The children (not to sleep) now.
7. The children (to play) in the yard every day.
8. They (not to go) to the stadium on Monday.
9. She (to read) in the evening.
10. She (not to read) in the morning.
11. She (not to read) now.
12. I (to write) a composition now.

13. I (not to drink) milk now.
14. I (to go) for a walk after dinner.
15. I (not to go) to the theatre every Sunday.
16. He (not to read) now.
17. He (to play) now.
18. He (to play) now?
19. My mother (to work) at a factory.
20. My aunt (not to work) at a shop.
21. You (to work) at an office?
22. Your father (to work) at this factory?
23. You (to play) chess now?
24. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer.
25. How is your brother? — He is not well yet, but his health (to improve) day after day.
26. Listen! Who (to play) the piano in the next room?
27. Henry usually (to wear) glasses and now he (to wear) sunglasses.
28. Who (to listen) to music on his personal stereo over there right now?

Exercise 229. Put in the Present Continuous or Present Simple of the following verbs.

- 1.1 (not to know) what to give my brother for his birthday.
2. They (to want) to publish this book in July?
3. She (to think) he (to drive) dangerously.
4. He (to understand) that he (to eat) noisily, but he always (to forget) about it.
5. Who that man (to be) who (to stand) in the doorway? — You (not to recognize) him? It (to be) John, my cousin.
6. I (to have) no time now, I (to have) dinner.
7. Your family (to leave) St. Petersburg in summer? — Yes, we always (to go) to the seaside. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier.
8. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.
9. What you (to do) here now? — We (to listen) to tape recordings.
10. You (to want) to see my father? — Yes, I ...
11. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now.
12. What magazine you (to read)? — It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? — Yes, I But I (not to know) French.
13. We (to have) an English lesson now.
14. Lena usually (to prepare) her homework at the institute? — No, she As a rule, she (to work) at home. — And what she (to write) now? — Oh, she (to write) an article for our wall newspaper.

Exercise 230. Put in the Present Continuous or Present Simple of the following verbs.

One Sunday Agnes and her mother went to the zoo. Agnes was very excited. She was interested in everything she saw.

"Mother, look," she said. "There (to be) a monkey in this cage. It (to eat) an apple. Now it (to give) a bite to another monkey. I (to think) monkeys (to like) apples very much."

"Yes, dear," said her mother.

"Now I (to want) to go and see the lions and tigers. Where they (to live), mother?"

"In that big house over there. Come along."

Agnes enjoyed herself very much in the lion house. "Mother," she said, "the tiger (to want) a drink: it (to go) to the dish of water there in the corner. And the lion (to look) right at me. You (to think) it (to want) to eat me up? When the lions and tigers (to have) their dinner, mother?"

"The keepers (to bring) them great pieces of meat every day at four o'clock. And they (to make) a big noise before their dinner time, so everybody (to know) they (to be) hungry."

Exercise 231. Put in the Present Continuous or Present Simple of the following verbs.

1. In the evening I often (to go) to see my friends.
2. On Sunday we sometimes (to go) to the cinema or to a disco club.
3. Andrew (to get) up very early as he (to live) far from school. He (to be) never late.
4. It (to be) six o'clock in the evening now. Victor (to do) his homework. His sister (to read) a book. His mother and grandmother (to talk).
5. I (to write) a letter to my grandmother who (to live) in Novgorod. I (to write) to her very often.
6. It (to take) me forty minutes to get to school.
7. Hello, Pete, where you (to go)? — I (to hurry) to school.
8. When your lessons (to begin) on Monday? — They (to begin) at nine o'clock.
9. Where your sister (to be)? — She (to do) her homework in the next room.
10. It usually (to take) me an hour to do my written exercises.
11. Where Boris (to be)? I (to look) for him. — He (to have) dinner.
12. I (to look) for a cassette recorder. You (to have) anything on sale? — Take a look at this little Sonic Walkman. — No, I (not to want) that kind. — Well, this Supersound might interest you. It (to be) a good size, it (to be) stereo and it (to have) a radio to listen to the news.

Exercise 232. Put in the Present Continuous or Present Simple of the following verbs.

1. You (to keep) to any special diet? — Well, I (not to think) it (to be) good to eat a lot of meat.
I usually (to have) meat only once a week. I (to eat) lots of fruit and vegetables.
2. He (to learn) English now because he (to want) to get a better job.
3. The teacher (to know) the girl often (not to argue) with pupils.
4. I (to think) she often (to worry).
5. Barbara's boss (to see) she always (to be) late for work.
6. I (to call) my son in Cedar Falls now. I (to want) to call him every month but it (to be) very expensive.
7. You (to hear) me now? How your job (to go)? — Great! I (to enjoy) it a lot. The only problem I (to have) here (to be) that the food (to be) so good. I (to eat) too much! I (to get) really fat.
8. Ruth (to learn) English now because she (to like) learning languages and she (to want) to impress everybody.
9. Listen to that man! You (to understand) what language he (to speak)?
10. Your English (to get) better? — Yes, I (to think) so.
11. We (to know) he never (to take) risks.

12. They (to think) he (to learn) fast, he (to know) English well and he (to speak) English fluently.
13. Don't disturb him. He just (to work) at his English.
14. I (not to like) to watch TV very often. But at the moment I (to enjoy) my favourite film "Gone with the Wind". And I (to be) very happy.
15. You (to have) any idea where Rick (to be)? I (not to see) him at work now. — He (to visit) his friends in Spain.
16. Hurry up! We (not to have) much time left. — I (to come)!
17. She (to try) to lose weight, I (to think). She always (to have) light lunches.
18. She (to try) to do her best.
19. My little brother (not to play) the piano very well. That (to be) why he (to practise) the piano again.
20. My grandmother (to be) busy. She (to bake) an apricote pie. She (to bake) pies every Sunday.
21. Tom (to be) tired. He (to be) embarrassed because he (to yawn) his head off.
22. I (to be) sad. That (to be) why I (to cry).

3.3 The past tense

3.3.1 Past Simple and Past Continuous

Past simple

FORM

Positive: *past simple* form of verb: ***I arrived***, etc. (regular)

I came, etc. (irregular)

Negative and question form: **did** + infinitive

Short answer: **did**

USE

- Completed actions.

To talk about events and actions in the past that are now finished. The past simple refers to the complete event. The time or approximate time that the event took place is stated or is understood from the context. It may be in the very recent past:

*Your mother **phoned** a few minutes ago.*

*Who **opened** this window?*

or it may be in the more distant past:

*I never **learnt** to swim as a child.*

- Past habit or regular event.

To talk about a regular, repeated or habitual event:

*We **went out** for a meal every evening on holiday.*

*He **got up** at 7 o'clock every morning to go to work.*

or a past habit or situation of some duration:

*He **smoked** for most of his life.*

*She **worked** there for twenty years.*

- Past situation at a point in time.

With stative verbs, to talk about a situation that existed at a certain time in the past.

*In 1950, there **were** fewer than 50 million cars in use around the world.*

*At the time, I **had** a poorly-paid job in the local shop.*

3.3.2 Irregular verbs

(I) All three parts are identical

1. The *PUT*-group

bet	bet	bet	Also R: <i>betted</i>
bid	bid	bid	
burst	burst	burst	
cast	cast	cast	
cost	cost	cost	
cut	cut	cut	
hit	hit	hit	
hurt	hurt	hurt	
knit	knit	knit	Usually R: <i>knitted</i>
let	let	let	
put	put	put	
quit	quit	quit	(Informal) verb Also R:
<i>quitted</i>			
set	set	set	
shut	shut	shut	
split	split	split	
spread	spread	spread	
wed	wed	wed	

(II) Two parts are identical

2. The *LEARN*-group

These verbs can be either regular (*learned*) or irregular (*learnt*). The regular /d/-form is especially General American and the /t/ -form especially Received Pronunciation

burn	burned/burnt	burned/burnt
learn	learned/learnt	learned/learnt
smell	smelled/smelt	smelled/smelt
spell	spelled/spelt	spelled/spelt
spill	spilled/spilt	Spilled/spilt
spoil	spoiled/spoilt	spoiled/spoilt

3. The *SPEND*-group

bend	bent	bent
build	built	built
lend	lent	lent
send	sent	sent
spend	spent	spent

4. The *READ*-group

bleed	bled	bled
breed	bred	bred
feed	fed	fed
flee	fled	fled
hold	held	held
lead	led	led
read /ri:d/	read /red/	read /red/

5. The *SLEEP*-group

Creep	crept	crept
Deal /i:/	dealt /e/	dealt /e/
Dream	dreamt /e/	dreamt /e/ Also R: <i>dreamed</i>
Feel	felt	felt
Keep	kept	kept
Lean /i:/	leant /e/	leant /e/
Leave	left	left
Mean /i:/	meant /e/	meant /e/
Meet	met	met
Sleep	slept	slept
Sweep	swept	swept
Weep	wept	wept

6. The *STRIKE*-group

cling	clung	clung
dig	dug	dug
fling	flung	flung
hang	hung	hung <i>hang</i> = 'execute' is usually R: <i>He was hanged.</i>
sling	slung	slung
spin	spun	spun
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swing	swung	swung
win	won	won
wring	wrung	wrung

7. The *BRING*-group

All past and past participle forms have the vowel / ɔː /. Notice that *caught* and *taught* have –*au*- spellings; the rest –*ou*-.

bring	brought	brought
buy	bought	bought
fight	fought	fought
seek	sought	sought
think	thought	thought
catch	caught	caught
teach	taught	taught

8. The *FIND*-group

All past and Past Participle forms have the diphthong /aʊ/ :

bind /ai/	bound /aʊ/	bound /aʊ/
find /ai/	found /aʊ/	found /aʊ/
grind /ai/	ground /aʊ/	ground /aʊ/
wind /ai/	wound /aʊ/	wound /aʊ/

9. The *GET*-group

get	got	got <BrE> got / gotten <AmE> <i>gotten</i> = ‘acquired’ ‘caused’ ‘come’
lose	lost	lost
shine	shone	shone shine = ‘polish’ can be R, esp <AmE>
shoot	shot	shot

10. The *SELL*-group

sell	sold	sold
tell	told	told

11. The *COME*-group

become	became	become
come	came	come
run	ran	run

12. Other verbs with two forms identical.

beat	beat	beaten
hear	heard	heard
light	lit	lit Also R: <i>lighted</i>
make	made	made
say	said /sed/	said
sit	sat	sat
spit	spat	spat <i>spat</i> is esp <BrE>
	spit	spit
stand	stood	stood
lay	laid	laid
pay	paid	paid

(III) All three forms are different

13. The *MOW*-group.

The past participle can be regular or irregular.

hew	hewed	hewn / hewed
mow	mowed	mown / mowed
saw	sawed	sawn / sawed
sew /sou/	sewed	sewn / sewed
show	showed	shown / showed
sow	sowed	sown / sowed
swell	swelled	swollen / swelled

14. The *SPEAK*-group.

break /ei/	broke	broken
choose /u:/	chose /ou/	chosen /ou/
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
(a)wake	(a)woke	(a)woken Also R: <i>(a)waked</i>
weave	wove	woven

15. The *WEAR*-group.

bear	bore	born / borne Note spelling: ‘She has <i>borne</i> six children and the youngest was <i>born</i> a month ago.’
swear	swore	sworn

tear
wear

tore
wore

torn
worn

16. The *KNOW*-group

blow
grow
know
throw

blew
grew
knew
threw

blown
grown
known
thrown

17. The *BITE*-group

bite
hide

bit
hid

bitten
hidden / hid

18. The *TAKE*-group

shake
take

shook
took

shaken
taken

19. The *WRITE*-group

drive /ai/
ride
rise
write

drove /ou/
rode
rose
wrote

driven /i/
ridden
risen
written

20. The *DRINK*-group

begin
drink
ring
shrink
sing
sink
spring
stink
swim

began
drank
rang
shrank / shrunk
sang
sank
sprang
stank
swam

begun
drunk
rung
shrunk
sung
sunk
sprung
stunk
swum

21. Other verbs with all three parts different

eat

fall
dive

ate /et/ <RP>
/eit/ <GA>
fell
dived <BrE, AmE>
dove <AmE> *only*

eaten

fallen
dived

do	did	done
draw	drew	drawn
fly	flew	flown
forget	forgot	forgotten
give	gave	given
go	went	gone
lie	lay	lain
see	saw	seen

3.3.3 Past continuous

FORM

was/were + *present participle*: *I was studying, etc*

USE

- Used in conjunction with the *past simple* to describe an action or event that started before the event in the past simple and was in progress when the event in the past simple occurred: *They **were watching** a film when we arrived.*
*She **was studying** law when the war started.*
- **To** describe an action, event or situation that was in progress at a specified time in the past:
*In 1982, we **were living** in a small flat in Bristol.*
*In May of last year, she **was studying** hard for her final exams.*
*At 6 o'clock this morning, I **was walking** along the beach.*
- Used with **while** to describe two actions that were in progress at the same time:
*While I **was driving** along this morning, I **was thinking** about what you'd said.*
*He **was cooking** the dinner while she **was talking** to him.*
- **With** adverbials beginning with *all*, e.g. **all night, all morning, all day yesterday**, to show that an action or event was in progress throughout this time:
*I **was watching** television all evening.*
Were you working all weekend?
- **To** describe the background and set the scene for a narrative in the past:
*The wind **was blowing** and the rain **was beating** down. John Snell **was standing** at the bus stop shivering. He **was trying** to imagine being at home sitting by a warm fire. Finally he saw the headlights of the bus approaching from the distance.*

3.3.4 Contrast: Past continuous versus past simple

The past simple describes a complete event in the past. The *past continuous* does not describe the complete event, it describes the **went** in progress, at some time between its beginning and its end.

Stative verbs, that is verbs that describe thoughts, sentiments and **pates**, cannot normally be put into the continuous form.

Look at the difference between these sentences:

***He was cooking** the dinner when I arrived.*

(He started cooking the dinner before my arrival and the cooking was in progress at the

time of my arrival.)

He cooked the dinner when I arrived.

(I arrived and then he cooked the dinner. Two complete events.)

I was reading a book about astrology last night.

(The reading of the book was in progress last night. The past continuous does not describe the complete event so we assume that the book was finished last night.)

I read a book about astrology last night.

(I read the whole book from beginning to end last night.)

It was raining all night.

(The rain was in progress throughout the night. The use of the past continuous emphasizes the continuity and duration of the event.)

It rained all night.

(It rained from the beginning of the night to the end of the night. The rain is viewed as one single, complete event.)

While I was making the dinner, the children were watching television.

(Two activities in progress at the same time.)

While I made the dinner, the children watched television.

(Two complete events that happened at the same time.)

I was having a bath at 8 o'clock.

(The bath started before 8 o'clock and was still in progress at 8 o'clock.)

I had a bath at 8 o'clock.

(This describes the complete event. It started at 8 o'clock.)

Exercise 233. Put the verbs in brackets into the past simple or past continuous.

Here he¹ *was* (be), Davey Stark, the big rock star. It².... (be) the end of an exhausting two-hour concert. The fans³.... (scream) and⁴.... (shout). They⁵.... (want) Davey, their hero. His face⁶.... (pour) with sweat, his hair⁷.... (drip) and his heart⁸.... (thump) violently. But he⁹.... (love) these moments at the end of a concert. He always¹⁰.... (feel) powerful and in control. He¹¹.... (decide) to do one more song for the crowd: one of his most popular. When he¹².... (start) singing, the crowd¹³.... (go) wild. By the end of the song, they¹⁴.... (all/dance) and¹⁵.... (clap) their hands. When Davey¹⁶.... (leave) the stage, he¹⁷.... (be) exhausted but exhilarated. But when he¹⁸.... (get back) to the dressing room, he¹⁹.... (open) the door and²⁰.... (see) that two men²¹.... (wait) for him. They²².... (lock) the door behind Davey. He²³.... (shout) for his bodyguard Bernard, but no-one²⁴.... (come). The two men²⁵.... (tie) his hands behind his back,²⁶.... (blindfold) and²⁷.... (gag) him. Davey²⁸.... (can hear) Bernard in the next room. Bernard²⁹.... (talk) to someone and he³⁰.... (say) terrible things about Davey. He³¹.... (say) that Davey³².... (deserve) it. ³³.... (Deserve) what? What³⁴.... (he/mean)? What³⁵.... (go on)? Why³⁶.... (not someone tell) him what³⁷.... (happen)?

Exercise 234. Put the verbs in brackets into the past simple or past continuous.

1 It¹ *happened* (happen) in June 1985. It².... (be) summer and we³.... (all/lie out) in the garden. My mother⁴.... (read) and my uncle⁵.... (just/doze) in the sun. We children⁶.... (look for) worms and insects. And then he⁷.... (arrive). He⁸.... (be) a tall, handsome man with piercing blue eyes and he⁹.... (look) straight at my mother. Her face¹⁰.... (go) pale and her eyes¹¹.... (open) wide with shock. 'Arthur, I¹².... (think) you¹³.... (be) dead,' she¹⁴.... (say) in a kind of whisper.

2 A: I¹⁵....(phone) you at about 9 o'clock this morning but you¹⁶.... (not answer). What¹⁷.... (you/do)?

B: Well, I ¹⁸.... (hear) the phone but I ¹⁹.... (have) a shower and I ²⁰.... (can not) get out in time to answer it. Anyway, what²¹.... (you /want)?

A: Well, last night I²².... (clear out) that old desk you ²³.... (give) me when I²⁴.... (come across) a pile of old letters with a red ribbon round them.

B: My letters?

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

3 Last night Jake ²⁷.... (wake up) at about 3 a.m. As soon as he ²⁸.... (wake up), he ²⁹.... (listen out) for strange noises but he ³⁰.... (not hear) any. His father³¹.... (snore) in the next room, some central heating pipes ³².... (make) a bit of a noise and a tap ³³.... (drip) in the bathroom. It was all as usual. Jake ³⁴.... (open) the window and ³⁵.... (look) outside. The moon ³⁶.... (be) full and it ³⁷.... (shine) brightly. Jake³⁸.... (think) he ³⁹.... (see) an owl in one of the trees. He ⁴⁰.... (can certainly hear) one. But then he ⁴¹.... (see) something different. A man -no, it ⁴².... (be) a woman. She⁴³.... (wear) white and she ⁴⁴.... (hide) behind a tree. Suddenly she⁴⁵.... (run) towards the house.

3.4 The imperative

3.4.1 Some uses of the imperative to express different functions

1 We don't use the imperative just for giving orders. We can use it e.g. for

- offering ***Have another sandwich*** -prohibiting ***Do not walk on the grass***
- directing ***Take the next turning left*** - warning ***Lookout! A bus is coming!***

2 We can make an imperative more polite or more urgent with *Do*. Compare

- ordinary imperative ***Help yourself!***
- polite imperative ***Do help yourself!***
- negative imperative ***Don't help yourself!***

Exercise 235. Make these imperatives more polite or more urgent

- 1 Have a cup of coffee ***Do have a cup of coffee***
- 2 Make yourself at home
- 3 Stop talking!
- 4 Hurry!
- 5 Try and ring us
- 6 Help me with this letter

3.4.2 The imperative to address particular people

1 When we say e.g. *Wait her!'* we might be addressing one person or several. We are really saying 'You (singular or plural) *wait here!'*

2 If we want to speak to someone in particular, we can:

- add *you* (unstressed) for an instruction ***You wait here for a moment*** (= I want you to)
- add *you* (stressed) to express annoyance ***You keep quiet!***
- use *you* with (or without) a name ***You wait here, Henry*** Or: ***Henry, you wait here***

- add *yourself/yourselves* to verbs like *help, enjoy, behave* ***Help yourself!***
- 3 If we are talking to groups of people, we can use the imperative with:
 - *everybody* ***Everybody keep quiet. Keep quiet, everybody***
 - *somebody/nobody* ***Somebody answer the phone! Nobody say a word!***
 - *Don't ... anybody* ***Don't say a word, anybody! Don't anybody say a word!***

Exercise 236. Write these imperatives again to address particular people
Alternatives are possible

- 1 Enjoy ***Enjoy yourself/Enjoy yourselves***
- 2 Try teaching 40 noisy children every day!
- 3 Make the coffee today! (Meg)
- 4 Turn off that TV!
- 5 Don't turn the lights on!
- 6 Carry this case! (John)
- 7 Sit down !
- 8 Have a short break !
- 9 Dont move!
- 10 (John) Post these letters!
- 11 Don't listen to her!
- 12 Enjoy (children)!

3.4.3 The imperative with question tags

We can make a request by adding a 'tag' like *will you?* to an imperative

- 1 We add *will you?/won't you?/can t you?* to express annoyance ***Stop shouting, will you?***
- 2 We add *would you?/could/can you?* for neutral requests ***Post this for me, would you?***
- 3 We add *will you?/won't you?* for friendly offers ***Take a seat, will you?***

We show our feelings not just by adding a tag, but through stress and intonation

Exercise 237. Rewrite each request as an imperative + tag

- 1 Will you stop whistling? ***Stop whistling, will you?***
- 2 Can't you do something useful?
- 3 Won't you stop asking questions?
- 4 Could you post this letter?
- 5 Would you hold this bag?
- 6 Can you get me some stamps?
- 7 Won't you come in?
- 8 Will you take a seat?

3.4.4 Double imperatives joined by 'and'

When we have two imperatives together, we join them with *and* (Not **to**)

Go and buy yourself a new pair of shoes (Not **Go to buy**)

The only exception is *try* We can say *Try and help* or *Try to help*

Exercise 238. Write double imperatives joined by *and* with the following

- | | | |
|---------------|-----------------------------|-----------------|
| 1 Come/see | <i>Come and see us soon</i> | 3 Sit here/wait |
| 2 Try/lift it | | 4 Wait/see |

Exercise 239. Put in the missing imperatives

ASK AVOID COME AND ASK DO KEEP MIND THINK! DON'T WASTE
THINK!

It's a case of¹ **DO** AS YOU'RE TOLD in our company! I work for a small firm and my boss is so *bossy* that we all call him 'Napoleon'. He doesn't mind a bit. Wherever you look in our building there's a notice of some kind. The first thing you see when you arrive is²

OFF THE GRASS! You come into the building and see³
THE STEPS! The walls are covered with advice. IF IN DOUBT⁴
ME!⁵ MAKING MISTAKES!⁶ ME FIRST!⁷

TIME!. We have learnt to ignore this advice, but lately notices have begun to appear in every part of the building. We have a small kitchen at the back where we make coffee Yesterday there was a new notice over the kitchen sink It said⁸ I was pleased to see it wasn't long before someone added another notice under it which said THOAP!

3.3.1 – 3.3.4 Revision

Exercise 240. Use the Past Simple of the verbs in brackets.

1. What your neighbours (to do) yesterday?
2. Mr. Smith (to fix) his car yesterday morning.
3. His wife (to water) plants in the garden.
4. Their children (to clean) the yard and then they (to play) basketball.
5. In the evening their boys (to listen) to loud music and (to watch) TV.
6. Their little girl (to cry) a little and then (to smile).
7. Her brothers (to shout) at her.
8. Mrs. Smith (to work) in the kitchen.
9. She (to bake) a delicious apple pie.
10. She (to cook) a good dinner.
11. She (to wash) the dishes and (to look) very tired.
12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed.
13. Their mother (to change) her clothes and (to brush) her hair, then she (to talk) on the phone.
14. Her husband (to smoke) a cigarette and (to talk) to his wife.
15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock.
16. They (to visit) their friends.

17. They (to dance) lot there.
18. Mr. and Mrs. Smith (to rest) very ill last night. They really (to have) a wonderful time at their friends.

Exercise 241. Make the following context Past.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a "five". Pete does not get a "five" because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich id drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library id take a book. Then I go home.

Exercise 242. Make the following context Past. (e.g.What my mother told me)

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

Exercise 243. Make the following context Past.

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing rods.

In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming.

They return home late at night, tired but happy.

Exercise 244. Use the Present Simple and the Past Simple of the verbs in brackets.

1. His sister (to study) English every day.
2. She (to study) English two hours ago.
3. You (to come) home at six o'clock yesterday? — No, I Yesterday I (to come) home from school at half past eight. I (to be) very tired. I (to have) dinner with my family After dinner I (to be) very thirsty. I (to drink) two cups of tea. Then I (to rest).
4. I (to go) to bed at ten o'clock every day.
5. I (to go) to bed at ten o'clock yesterday.
6. My brother (to wash) his face pry morning.
7. Yesterday he (to wash) his face at a quarter past seven.
8. I (not to have) history lessons every day.
9. We (not to rest) yesterday.
10. My brother (not to drink) coffee yesterday.

11. My mother always (to take) a bus to get to work, but yesterday she (not to take) a bus. Yesterday she (to walk) to her office.
12. You (to talk) to the members of your family every day? — Yes, I But yesterday I (not to talk) to them: I (to be) very busy yesterday.
13. Your sister (to go) to school every day? — Yes, she
14. Mary (to like) writing stories.
15. Last week she (to write) a funny story about her pet.
16. You (to tell) your mother the truth about the money?
17. You (to wear) your polka-dot dress to work? — Yes, I do. I (to wear) it yesterday.
18. We (to like) to go to the beach. We (to enjoy) swimming in the ocean last weekend.

Exercise 245. Use the Present Simple and the Past Simple of the verbs in brackets.

1. Tom always (to eat) breakfast.
2. Yesterday he (not to eat) breakfast because he (to get) up late.
3. We (to like) to cook but we (not to like) to wash the dishes.
4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember.
5. My friend (to know) Spanish very well.
6. Who (to ring) you up an hour ago?
7. He (to live) on the third floor.
8. It (to take) you long to find his house yesterday?
9. When your lessons (to be) over on Monday?
10. I (to have) dinner with my family yesterday.
11. Her friends (to be) ready at five o'clock.
12. One of her brothers (to make) a tour of Europe last summer.
13. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952.
14. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.
15. Antonio Stradivari (to make) wonderful violins.
16. Who (to paint) the world-known picture "Mona Lisa"?
17. She (to know) all the works of Chopin. She (to enjoy) listening to his waltz last night.
18. Steven's friends (to come) to his birthday party last night and (to give) him wonderful presents. His parents (to cook) a special dinner for him. His girlfriend (to promise) to come, but she (not to be) there. He (to try) to phone, but he couldn't get through. He (to be) really upset. Only she (not to wish) him a Happy Birthday.

3.5 Tenses with the perfect aspect

3.5.1 Present perfect simple

FORM

have ('ve) / has ('s) + past participle: I've decided, etc.

USE

The *present perfect* shows a relationship between past time and present time. It can be used in the following ways:

A To describe an action that happened at an indefinite time before **the** present. For example:

- To refer to things that people have done and experiences they have had. Its connection with the present is that the experience is part of that person in the present.

*He's **taught** English in five different countries.*

***Have** you **been** round the National Gallery?*

***I've been** to Spain but **I haven't been** to Italy.*

- When there is very specific evidence in the present of the event that took place in the past:

*Oh, you've **had** a haircut.*

*I see they've **knocked down** the old cinema in the centre of town.*

- Often in news reporting. The use of the present perfect makes the event seem more immediate and of direct relevance to the present.

*At least twenty people **have been killed** in a motorway crash.*

*The Prime Minister **has announced** that taxes are to increase from the beginning of next year.*

- After the construction to be (in the present) + *ordinal or superlative*.

*This is the first time **I've been** to London.*

*She is the most honest person I've ever **met**.*

B With adverbials.

Used with adverbials that show a connection between the past and the present, e.g. *so far, up to now, lately, already, yet, just*.

*She's already **done** her homework.*

***I've seen** Jane a lot lately.*

*These letters **have** just **arrived**.*

C With a time reference.

Used with reference to a period of time that is still continuing in the present, e.g. *this morning, this afternoon, today, this week, this month, this year, this century*.

***I've read** two books this week.*

*They've **been** on holiday twice this year.*

D In clauses of time and condition.

Can be used in clauses of time and condition when, at a certain point in the future, the event will be in the past.

I'll give you back your ring when I've found it.

I'll go swimming with you on Monday if I've recovered from this cold.

Do you think I could borrow that book after you've finished reading it?

E With *since, for* and *how long* to describe the duration of an activity or situation that started in the past and continues up to the present and possibly into the future:

*She's **been** away from home for six months.*

*Hello, I **haven't seen** you for ages.*

*He's **lived** there since he was a child.*

*How long **have** you **had** this problem?*

3.5.2 Present perfect continuous

USE

A To refer to an activity which has been taking place in the recent period up to the present. The activity may have finished shortly before the moment of speaking or finish at the

moment of speaking in the present.

'You look tired. What **have** you **been doing**?'

'I've **been playing** football.'

'Have you had a good evening?'

'Well, I've **been watching** this film on television but it's rubbish so I think I'll turn it off now.'

They've **been going out** a lot recently.

B With *since*, *for* and *how long* to refer to an activity which started in the past and continues up to the present and possibly into the future. Also used with phrases starting with *all* (*all day*, *all night*, *all morning*), phrases which emphasize the duration of the activity:

They've **been studying** English for three years.

John's **been looking** for a job since he finished university.

How long have you **been feeling** so depressed?

She's **been working** all day.

3.5.3 Contrast: present perfect simple versus present perfect continuous

A With no time reference:

I've **been reading** that book. (Describes the activity. The book is not finished.)

I've **read** that book. (Describes the completion of an event. The book is finished.)

She's **been running**. (Describes the activity of running.)

She's **run** three miles. (This describes the completion of the three miles. We cannot say ~~She's been running three miles.~~)

He's **written** a book about windsurfing. (Completed at an unspecified time in the past.)

He's **been writing** a book about windsurfing. (Describes his recent activity.)

B With a time reference.

We can use both the *present perfect simple* and the *present perfect continuous* to describe an activity that started in the past and continues up to the present and possibly into the future.

They've **been studying** English for three years.

They've **studied** English for three years.

(Both these sentences are correct. The present perfect continuous puts more emphasis on the continuity of the activity.)

We can use the *present perfect simple* and the *present perfect continuous* with **lately** and **recently**.

I've **been working** really hard lately. (The activity of working is important.)

I've **done** a lot of work lately. (The completion of a lot of work is important.)

Exercise 246. Put the verbs in brackets into the present perfect simple or present perfect continuous.

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

TB: So why do you think your company ¹ *has been* (be) so successful?
 MR: Well, our products ².... (fill) a large gap in the market and I think one of the most important things is that we ³.... (always listen) to our clients and we ⁴.... (act) on their comments and suggestions.
 TB: And what's a typical day for you?
 MR: Well, take today for example. I ⁵.... (interview) candidates for a marketing executive post.
 TB: And how many ⁶.... (you/interview)?
 MR: Er, I ⁷.... (interview) four so far. And I ⁸.... (talk) to clients on the phone on and off all day. I seem to spend a lot of time on the phone. I ⁹.... (discuss) some new ideas with them for the transportation and delivery of our products.
 TB: Mm, it sounds like a very busy day.
 MR: Oh, that's only part of it. I ¹⁰.... (have) two meetings, one with Union representatives and one with departmental heads. And I ¹¹.... (also work) on a proposal for a new marketing strategy. TB: And it's not two o'clock yet!
 MR: NO, but of course I ¹².... (be) here since seven o'clock this morning.
 TB: Gosh. And, I hope you don't mind my mentioning this Ms Rodwell, but some rumours ¹³.... (circulate) about your possible engagement to Mr Grimaldi, the banker.
 MR: No, there will be no engagement, though it's true that Mr Grimaldi and I ¹⁴.... (see) each other. That's no secret.
 TB: When you get the time, I suppose. And is it also true that you ¹⁵....(learn) Russian with a view to introducing your products there?
 MR: Yes, I have, but I ¹⁶.... (not learn) much yet; there's still a long way for me to go.

Exercise 247. Put the verbs in brackets into the present perfect simple or present perfect continuous.

1 A: You look hot. What' *have you been doing*? (you/do)?
 B: I ².... (run).
 A: Running! In this heat? How far ³.... (you/run)?
 B: About four miles.

2 A: What's the problem? You look a bit preoccupied.
 B: Yes, I ⁴.... (think) about Helen.
 A: Why? Is there something wrong with her?
 B: Well, she ⁵.... (act) so strangely lately.
 A: In what way?
 B: Well, some days when she arrives at work, I know that she ⁶.... (cry). And she ⁷.... (make) private calls when we're all out at lunch. I just think that something's going on.
 A: ⁸.... (you/talk) to her about it yet?
 B: Yes, a few times, and each time she ⁹.... (say) that there's nothing wrong, but I'm not so sure.

3 A: Where ¹⁰.... (you/be), Simon?
 B: I ¹¹.... (talk) to Mark on the phone. He says he ¹².... (try) to phone us all day.
 A: Well I ¹³.... (be) in most of the day but I ¹⁴.... (not hear) the phone.
 B: That's strange. But anyway, he ¹⁵.... (have) a phone call from Jackie's mother and Jackie ¹⁶.... (be) in some kind of accident. It's nothing very serious but she's got to stay in hospital overnight.

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

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

3.5.4 Contrast: Present Perfect Simple versus Past Simple

I've been to Spain and Italy. (indefinite time)

I went to Spain a couple of years ago and *I visited* Italy a few times as a child. (specific time)

Have you been busy this morning? (It is still the morning now.)

Were you busy this morning? (This morning is now the finished past.)

Have you had a good holiday? (You have just returned.)

Did you have a good holiday? (Your holiday finished some time before the question.)

She's starred in a lot of major films. (She is still alive and acting.)

She starred in a lot of major films. (Her acting career is finished or she's dead.)

He's *been* in the army for fifteen years. (And he is still in the army now.)

He *was* in the army for fifteen years. (But he is no longer in the army. The time period of fifteen years finished in the past.)

Exercise 248. Put the verbs in brackets into the past simple, present perfect simple or present perfect continuous.

Andrew and Michael, two friends, are talking.

A: Hello, I ¹ *haven't seen* (not see) you for ages.

M: NO, it must be about two years since we last ².... (meet). What ³.... (you/do) with yourself? A: I ⁴.... (do) all sorts of things. Life ⁵.... (be) very busy lately. I ⁶.... (start) a new job at the sailing centre.

M: Really! Doing what?

A: Well, I ⁷.... (teach) beginners' courses to school groups this term but when those ⁸.... (finish), I'll be teaching more advanced groups on holiday courses.

M: That sounds great. What about your old job at the tourist office then?

A: Well, I ⁹.... (work) there for ten years and I quite ¹⁰.. (enjoy) the job but I ¹¹....(want) to do something different. I ¹².... (always/enjoy) sailing in my spare time so I ¹³.... (think) it would be nice to do it for a job.

M: So how long ¹⁴.... (you/be) at the sailing centre?

A: For about two months now. I'm sure I ¹⁶.... (do) the right thing. It's a really enjoyable job. And what about you?

M: Well, I'm still at the Rembrandt Hotel. I ¹⁶.... (work) there for fifteen years now. But I ¹⁷... (have) a promotion, so that's good. They ¹⁸.... (give) me the job of head receptionist.

A: Oh, that's good news.

M: Yes it ¹⁹.... (make) me feel much better about work. I mean, I ²⁰.... (do) a lot of different jobs at the hotel but I ²¹.... (never have) a job with this much responsibility before. I ²².... (work) on the reception desk for four years when I ²³.... (start) at the hotel - that was before they ²⁴.... (move) me into the office- but I ²⁵.... (be) only a junior receptionist then so I just ²⁶.... (do) what I ²⁷.... (be told) to do.

A: So when ²⁸.... (you/get) the new job?

M: A month ago, after I ²⁹.... (pass) my intermediate exams in Spanish and German at the

college. Did you know I³⁰.... (do) language evening classes at the college for a while now?
 A: No, I didn't realize.
 M: Yes, I³¹.... (decide) that I³².... (cannot get) any further at work without learning some languages.
 A: And so you did! What a good idea.

Exercise 249. Put the verbs into the present perfect simple or past simple.

News¹ *has just come in* (just come in) that there² ... (be) an air crash somewhere off the south coast of England. There³ ... (be) 120 passengers and crew on the plane and it is understood that no survivors⁴ ... (be found). Apparently the plane⁵ ... (go) mysteriously out of control and⁶ ... (plunge) into the sea. Relatives of most of the passengers and crew⁷ ... (now be informed) and many of them⁸ ... (set off) for the sea rescue base, but they⁹ ... (not be given) much hope. Most of the passengers¹⁰ ... (be) on business.

Despite the problems that the government¹¹ ... (have) in the last two years, it¹² ... (somehow manage) to stay in power. There¹³ ... (be) a number of scandals involving government ministers, including one rumour about the Prime Minister himself. It is said that he¹⁴ ... (promise) gifts to certain Members of Parliament in exchange for their vote before he¹⁵ ... (be elected) leader. In spite of all this, the government¹⁶ ... (maintain) its position in Parliament and¹⁷ ... (claim) that this¹⁸ ... (be) the most successful term of office that a government¹⁹ ... (ever have). This is rather surprising as they²⁰ ... (come) to power with only a small majority.

3.5.1 – 3.5.4 Revision

Exercise 250. Put the following sentences into the Present Perfect. Translate the sentences into Ukrainian.

1. The pupils are writing a dictation.
2. My friend is helping me to solve a difficult problem.
3. I am learning a poem.
4. She is telling them an interesting story.
5. Kate is sweeping the floor.
6. The waiter is putting a bottle of lemonade in front of him.
7. I am eating my breakfast.
8. We are drinking water.
9. He is bringing them some meat and vegetables.
10. You are putting the dishes on the table.
11. They are having tea.
12. She is taking the dirty plates from the table.
13. The children are putting on their coats.
14. Susan is making a new dress for her birthday party.
15. She is opening a box of chocolates.
16. I am buying milk for milk shakes.
17. James is ordering a bottle of apple juice.
18. We are looking for more CDs with good music.
19. You are recording your favourite film on his video recorder.
20. I am translating a difficult article from German into Russian.

Exercise 251. Use the Present Continuous or the Present Perfect of the verbs in brackets.

1. What are you (to do) here? — I am (to write) a letter to my friends.
2. Who has (to write) this article?
3. What language are you (to study)?
4. We have already (to learn) a lot of English words.
5. What is she (to teach) them?
6. Who has (to teach) you to do it?
7. He has just (to do) something for us.
8. Have you (to find) the book?
9. What are you (to look) for?
10. What are you (to talk) about?
11. We have just (to talk) about it.
12. He has just (to say) something about it.
13. She is (to tell) them some interesting story.
14. He has (to tell) us nothing about it.
15. She has (to tell) them some stories about dogs.
16. We have (to have) two lessons today.
17. They are (to have) a meeting.
18. She has not (to speak) yet.
19. They have (to ask) me several questions.
20. He has already (to learn) the rule.
21. I am (to write) an exercise.
22. What is he (to do)? — He is (to read) a newspaper.
23. Have you (to read) any stories by Jack London?
24. I (to answer) the telephone right now.
25. He (to fix) his car and now he (not to have) any trouble with the brakes anymore.
26. You just (to hear) tomorrow's weather forecast?

Exercise 252. Use the Present Continuous or the Present Perfect of the verbs in brackets.

1. What's the matter? Why he (to stop)?
2. My cousin (to look) for a job, but he (not to find) a job yet.
3. It (to be) impossible for her to feel at home here.
4. What you (to study) now?
5. They just (to give) you a pay rise?
6. Sophie is busy. She (to knit) a sweater for her grandson.
7. You only (to have) a piece of cake? You (not to eat) much.
8. People (to plant) carrots and tomatoes now.
9. You (to go) to plant tomatoes this year?
10. Johnny, who finally (to find) a new job, (to give) a big party.
11. How long you (to be) sick?
12. You (to see) any good movies recently?
13. What you (to look) forward to?
14. Nancy (to look) forward to this weekend.
15. She (to go) to read Shakespeare and she (not to go) to think about work.
16. Mike (to leave) for work yet?
17. They (to pay) their electric bill this month?
18. How long you (to know) each other?

19. Your car (to make) strange noises. Is anything wrong?
20. The boy (to do) his homework and (to take) a karate lesson now.
21. I (to have) dinner with my friends at the moment and I am very happy to see them again.
22. Jay never (to travel) overseas.
23. We always (to have) a dog and a cat. We love pets.
24. Larry never (to own) a sports car.

Exercise 253. Translate the following sentences into English concentrating on the use of the Present Perfect and the Present Continuous.

1. Вона все ще друкує свою статтю.
2. Ми її давно не бачили.
3. Бабуся з дідусем вже відвідали своїх онуків.
4. А зараз вони сидять у вітальні і розмовляють про них.
5. Ти коли-небудь був в Африці?
6. Він все зробив для неї. А зараз він збирається купити їй будинок.
7. Концерт ще не почався, і ми сидимо в залі і обговорюємо свої проблеми.
8. Почекай мене! Я не узяла гроші.
9. Я тільки що поснідав.
10. Він вже поснідав.
11. Ми ще не снідали.
12. Вони все ще п'ють чай в їдальні.
13. Я вже зробив свої уроки.
14. Він все ще робить свої уроки.
15. У нас сьогодні було три уроки.
16. У них тільки що були збори.
17. Вона ще не читала цю книгу.
18. Вона все ще читає.
19. Хто це написав?
20. Що ви йому написали?
21. Я тільки що була у зубного лікаря і відчуваю себе набагато краще.
22. Він говорить неправду. Він не зробив уроки.
23. Чому він не обідає? — Він все ще розмовляє з своїм другом по телефону.
24. Куди зникла ця ледача кішка? — Вона он там, спить перед каміном.

Exercise 254. Use the Past Simple or the Present Perfect of the verbs in brackets.

1. Helen speaks French so well because she (to live) in France.
2. She (to live) there last year.
3. The rain (to stop) and the sun is shining in the sky again.
4. The rain (to stop) half an hour ago.
5. Mary (to buy) a new hat.
6. I (to buy) a pair of gloves yesterday.
7. The wind (to blow) off the man's hat, and he cannot catch it.
8. The weather (to change), and we can go for a walk.
9. The wind (to change) in the morning.
10. We (to travel) around Europe last year.
11. My father knows so much because he (to travel) a lot.
12. I (to see) Pete today.

13. She (to see) this film last Sunday.
14. Alex (to meet) his friend two hours ago.
15. I just (to meet) our teacher.
16. The children already (to decide) what to do with the books.
17. Yesterday they (to decide) to help their grandmother.
18. I (not to see) you for a long time. I (to see) you in town two or three days ago, but you (not to see) me. I (to be) on a bus.

Exercise 255. Use the Past Simple or the Present Perfect of the verbs in brackets.

1. Last night I (to feel) tired and (to go) to bed very early.
2. Where you (to spend) your holidays?
3. You ever (to spend) your holidays in the Crimea?
4. While travelling in the Crimea I (to meet) your friend.
5. I never (to visit) that place.
6. He (to visit) that place last year.
7. I just (to get) a letter from Tom.
8. You (to take) any photographs while travelling in the south?
9. He (to be) abroad five years ago.
10. You (to be) in the Caucasus last year?
11. They (to leave) England when he (to be) still a child.
12. He (not yet to come) back.
13. He (to go) already?
14. When you (to see) him last?
15. I (not to see) him for ages.
16. His health (to improve) greatly since I (to see) him last.
17. You (to pass) your driving test yet? — Yes, I (to pass) it in May, but I (not to buy) a car yet.
18. He already (to move). He (to find) a nice flat before Christmas and he (to be) there two years.

Exercise 256. Use the Past Simple or the Present Perfect of the verbs in brackets.

1. I (not yet to eat) today.
2. He (not to eat) yesterday.
3. You (to play) the piano yesterday?
4. You (to play) the piano today?
5. What you (to prepare) for today?
6. Look at this birdhouse. Mike (to make) it himself. He (to make) it last Sunday.
7. Where you (to put) my pen? I cannot find it.
8. You (to see) Mary today?
9. When you (to see) Mary? — I (to see) her last week.
10. Your mother (to promise) to take you to the theatre?
11. Look at my new dress! I (to make) it myself.
12. He is not at school today, he (to fall) ill. — When he (to fall) ill? — He (to fall) ill yesterday.
13. I already (to do) my homework. Now I can go for a walk.
14. I (to do) my homework yesterday.
15. He just (to come) home.
16. He (to come) home a minute ago.

17. Nick (to play) football yesterday.
18. She already (to come) from school. Now she is doing her homework.
19. I (to read) this book last year.
20. I (to read) this book this year.
21. I never (to be) to Washington.
22. You ever (to be) to New York?
23. You ever (to see) the eruption of a volcano?
24. I (to invite) Linda to the party. — When you (to see) her? — I (not to see) her for age's.
I (to call) her an hour ago.

Exercise 257. Use the Past Simple or the Present Perfect of the verbs in brackets.

1. She just (to go) out.
2. She (to leave) the room a moment ago.
3. We (not yet to solve) the problem.
4. When it all (to happen)?
5. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly.
6. Show me the dress which you (to make).
7. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes.
8. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind.
9. When you (to open) the window? — I (to open) it ten minutes ago.
10. The sun (not to rise) yet, but the sky in the east is getting, lighter every minute.
11. I (to see) you walking along the street the other day with a heavy bag.
12. I (not to read) the newspaper today.
13. It is very late, and trams (to stop) running: we must find a taxi to get home.
14. How many times you (to be) to St. Petersburg?
15. At last I (to translate) this article: now I shall have a little rest.
16. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure.
17. My watch was going in the morning, but now it (to stop).
18. The lecture (not yet to begin) and the students are talking in the classroom.

Exercise 258. Use the Past Simple or the Present Perfect of the verbs in brackets.

1. It (to be) very cold yesterday.
2. When you (to meet) him?
3. I (not to see) him since 1987.
4. How many mushrooms you (to gather)?
5. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere.
6. The new school (to begin) working last year.
7. At last I (to do) all my homework: now I shall go out.
8. The building of the house (to begin) early in April.
9. The rain (to stop) but a cold wind is still blowing.
10. We already (to solve) the problem.
11. He (to come) a moment ago.
12. I never (to speak) to him.
13. He just (to finish) his work.
14. You (to make) any spelling mistakes in your dictation?

15. What books you (to read) when you (to live) in the country?
16. They (not yet to come) from the south.
17. He (to be) ill last week, but now he (to recover).
18. If everybody (to read) this new novel, let's discuss it.
19. You (to book) tickets? — Yes, I ... I (to book) them several days ago.
20. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much.
21. You (to read) all the books on this shelf?
22. I (not to see) my cousin since last year.
23. Why you (to put) these things in the wrong place?
24. Why you (to leave) the door open? You will catch cold sitting in the draught.
25. "We (not to meet) for such a long time!" said my friend. "Yes, indeed," I answered, "and we both (to grow)."

Exercise 259. Put the verbs in brackets into the correct tense: the Present Perfect, the Present Continuous, the Present Simple or the Past Simple.

1. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) your composition? — I (to finish) it two days ago.
2. I say, Tom, let's have dinner. — No, thank you, I already (to have) dinner.
3. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining.
4. Please give me a pencil, I (to lose) mine.
5. I (not to meet) Peter since Monday.
6. Nina just (to finish) work.
7. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago.
8. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte.
9. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"?
10. My watch (to stop). There (to be) something wrong with it.
11. You (to see) Jack today? — Yes, I (to see) him at the institute.
12. You (to hear) the new symphony by M.? — Yes, I... — When you (to hear) it? — I (to hear) it last Sunday.
13. You (to change) so much. Anything (to happen)?

Exercise 260. Put the verbs in brackets into the correct tense: the Present Perfect, the Present Simple, the Present Continuous, the Past Simple or the Past Continuous.

1. With whom you (to discuss) this question yesterday?
2. I (to see) this film this week. I like it very much.
3. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner.
4. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked.
5. They (to go) to the Hermitage last week.
6. They (to be) to the Hermitage twice this week.
7. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework.
8. When your friend {to return} from the south? — She (to return) yesterday. — You (to

- go) to the station to meet her? — No, I ..., I (to be) too busy.
9. Your brother (to return) from the north? — Yes, he (to come) a few days ago.
10. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 1993.
11. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.
12. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything.
13. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried.
14. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?"
15. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again.
16. You (to work) right now? — Yes, I (to prepare) for the English exams.
17. Have a look! That (to be) the Golden Gate Bridge on your left. — Oh, it (to be) beautiful. I just (to take) a picture of it.
18. Where you (to learn) the news?
19. They already (to think) of everything? They (to buy) a lot of food? — Yes, Mark just (to order) ten bottles of Coke and four kinds of mineral water. He (to mention) peanuts, but he (not to order) any. He (to think) of tea and fancy cakes. The shop (to charge) everything to Mark's credit card.
20. Why you (to shiver)? — I (to shiver) because I (to be) cold.
21. I (to sprain) my ankle again.
22. A world-famous violinist (to play) on tonight's concert.
23. The children (to play) with their train set the whole evening yesterday.

3.5.5 Past Perfect Simple

The *past perfect simple* is used to refer to a past time which preceded the past time already being referred to.

It is used in combination with other past tenses to clarify the sequence of events in a past narrative.

FORM

has ('d) + *past participle*: *I **had finished***, etc.

USE

- In sentences which have a **when** + *past simple* clause. It is used to make it clear that the event in the past perfect came before the event in the past simple.

*When I got to the station, the train **had left**.* (The train left before I got to the station.)

Compare with:

When I got to the station, the train left.

(The train left as I arrived or immediately after my arrival.)

- In **when** clauses.

It is used when we need to make it clear that the event in the **when** clause was completed before the event in the past simple started.

*When I **had read** the letter, I started to cry.*

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

Compare with:

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

We can also use the past perfect in this way with **as soon as**, **the moment**, **immediately**.

As soon as I **had told** her the news, I regretted it.

- Note that as the action in a **when** + *past simple clause* happens just before the other past simple clause, it is not generally necessary to use the past perfect in the **when** clause. We only do this when we need to make it clear that the event in the **when** clause was completed before the event in the past simple clause started.

- In **after** clauses:

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

We can also say:

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

The use of the past perfect merely emphasizes the fact that the event in the **after** clause preceded the other event. It is correct to use either the past perfect or the past simple in **after** clauses.

- As the equivalent of the *present perfect*. The present perfect looks back from the present and the past perfect looks back from the past.

Ann and Michael have just got married.

It was June 1991. Ann and Michael **had just got married**.

Jeremy's 21 now and he's been in a wheelchair since he was 10. Jeremy was 21 and he **had been** in a wheelchair since he was 10. (Note that we use **was** in the *since* clause in both sentences.)

- As the equivalent of the *past simple*. We use it when we want to narrate events looking back from a point in the past. Unlike the present perfect, the past perfect can be used with a specific time reference.

Jane MacDonald is now 28. She started working for the company when she was eighteen. She quickly climbed the career ladder and is now the youngest managing director the company has ever appointed.

Jane MacDonald was then 28. She **had started** working for the company when she was eighteen. She **had quickly** climbed the career ladder and was now the youngest managing director the company had ever appointed.

Notes

- * The verb in the *when* clause remains in the past simple when the main verb is in the past perfect: *She had started working for the company when she **was** eighteen.*

- * For reasons of style, the narration is not likely to continue for very long in the past perfect. The story usually returns quite quickly to the main time reference point, which is in the past simple.

- * If we narrate the events in the order in which they occurred, there is no need for the past perfect. E.g. *Jane MacDonald started working for the company when she **was** eighteen. She quickly **climbed** the career ladder and **became** the youngest ever managing director at the age of 28.*

- * In reported speech.

A statement or question in the present perfect is usually put into the past perfect in reported speech.

I've had a lovely time.

She said she **had had** a lovely time.

A statement or question in the past simple can be put into the past perfect or remain in the past simple in reported speech.

I tried to phone you earlier.

He said that he **had tried** to phone me earlier.

or He said that he tried to phone me earlier.

- After *if*, *wish*, *if only*.

If I **had known** you were at home, I would have called you.

*I expect you wish you **had** never **met** him.
If only they **had** **stayed** at home.*

Exercise 261. Put the verbs in brackets into the *past simple* or *past perfect simple*.

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

B: How ²....(that/happen)?

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

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

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

A: So what ¹¹.... (she/do)?

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

A: Oh no, how awful!

3 It ¹⁷.... (be) a beautiful morning. It ¹⁸.... (rain) in the night and so the ground ¹⁹.... (be) fresh and clean and it ²⁰.... (smell) wonderful. None of the Taylor family ²¹.... (be) awake though. They ²².... (all go) to bed very late the night before. Their Australian cousin ²³.... (arrive) unexpectedly that evening and they ²⁴.... (sit up) talking most of the night. Although it ²⁵.... (be) now 8 o'clock in the morning, they ²⁶.... (only be) in bed for about two hours.

Exercise 262. Put the verbs in brackets into the *past simple* or *past perfect*.

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

3.5.6 Past Perfect Continuous

FORM

had ('d) been + present participle: *I **had been** running*, etc.

USE

The *past perfect continuous* is the equivalent of the *present perfect continuous*. The present perfect continuous describes an activity looking back from the present and the past perfect continuous describes an activity looking back from the past.

I'm very tired. I've been working all day.

*I was very tired. I **had been working** all day.*

Why are you so wet? What have you been doing?

*Why were you so wet? What **had** you **been doing**?*

The dog from next door has been barking for two hours.

*It was 1 o'clock and the dog from next door **had been barking** for two hours.*

'It's been raining here for days,' she said.

*She said it **had been raining** there for days.*

(Present perfect continuous becomes past perfect continuous in reported speech.)

Exercise 263. Rewrite the following passage starting with *It was 10 o'clock at night*. Make all the necessary tense changes.

It's 10 o'clock at night. The offices of 'The Daily News' are buzzing with excitement. The deadline for the paper is in half an hour and they are frantically trying to finish the front page. Everyone has been working all evening without a break. Some of the journalists have been at the office since early in the morning. They have all been trying to get an exclusive story, to find out something that no other journalist has discovered. The main story is a big one. The Prime Minister has resigned. Everyone knows that his government has had lots of problems in the last year but his resignation is nonetheless a big surprise. Rumours have been going round all day about the real reasons for the announcement. Some say that he has been involved in some financial scandal. Others say that he has been seeing another woman. All the papers have been working all day to get the best story. And they've been doing their best to find out what the other papers have said. The whole day has been very tense. Suddenly the editor asks everyone to be quiet. There is a telephone call from the Prime Minister's office.

It was 10 o'clock at night. The offices of 'The Daily News' were buzzing with excitement.

3.5.5 – 3.5.6 Revision

Exercise 264. Use the Past Simple or the Past Perfect of the verbs in brackets.

1. Tom (to return) from the cinema at five o'clock.
2. Tom (to return) from the cinema by five o'clock.
3. I (to finish) my homework at seven o'clock.
4. I (to finish) my homework by seven o'clock.

5. He (to think) that he (to lose) the money.
6. Ann (to tell) me that she (to see) an interesting film.
7. When I (to come) home, mother already (to cook) dinner.
8. When father (to return) from work, we already (to do) our homework.
9. When the teacher (to enter) the classroom, the pupils already (to open) their books.
10. Kate (to give) me the book which she (to buy) the day before.
11. Nick (to show) the teacher the picture which he (to draw).
12. The boy (to give) the goats the grass which he (to bring) from the field.
13. Mother (to see) that Nick (not to wash) his hands.
14. The teacher (to understand) that Lena (not to do) her homework.
15. I (to know) that my friend (not yet to come).
16. When I (to wake) up yesterday, father already (to go) to work.
17. Nick (to think) that his father (not yet to come) home.
18. Mary (to tell) us that she (to cook) a good dinner.
19. Yesterday I (to find) the book which I (to lose) in summer.
20. When we (to come) to the station, the train already (to leave).

Exercise 265. Use the Past Simple or the Past Perfect of the verbs in brackets.

1. By two o'clock the teacher (to examine) all the students.
2. On my way to school I (to remember) that I (to leave) my report at home.
3. All my friends (to be) glad to hear that I (to pass) all the examinations successfully.
4. Poor Oliver (to lie) unconscious on the spot where Sikes (to leave) him.
5. He (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him.
6. All the passengers (to see) at once that the old man (to travel) a great deal in his life.
7. By the time we (to come) to see him, he (to return) home.
8. During the holidays my friend (to visit) the village where he (to live) in his childhood.
9. When they (to enter) the hall, the performance already (to begin).
10. When I came home, my mother (to tell) me that she (to receive) a letter from grandfather.
11. Where you (to work) before you (to enter) the institute?
12. He (to study) French before he (to enter) the university.
13. Lenny (to say) that he (to get) his education in Cape Town.
14. The boy (to want) to act the main part in the play because he (to organize) the theatre.
15. Lanny (not to know) who (to attack) him in the darkness.
16. The girl (to be) glad that she (to find) a seat near the window.
17. Suddenly he (to remember) that he (not to ring) her up in the morning.
18. By the time the train (to reach) the city, he (to make) friends with many passengers.
19. When my uncle (to leave), he (to hurry) to the station to book a ticket.
20. She (to think) that Gert and Lanny (to quarrel).

Exercise 266. Put the verbs in brackets into the correct tense: the Past Simple, the Past Continuous or the Past Perfect.

1. By eight o'clock yesterday I (to do) my homework and at eight I (to play) the piano.
2. By six o'clock father (to come) home and at six he (to have) dinner.
3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV.
4. When I (to meet) Tom, he (to eat) an ice cream which he (to buy) at the corner of the street.

5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood.
6. When I (to see) Ann, she (to sort) the flowers which she (to pick) in the field.
7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces.
8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and the pupils (to write) a dictation.
9. When I (to come) home, my sister (to read) a book which she (to bring) from the library.
10. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning.
11. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school.
12. When I (to look) out of the window, the children (to play) with a ball which Pete (to bring) from home.
13. By ten o'clock the children (to settle) comfortably on the sofa and at ten they (to watch) a TV film.

Exercise 267. Put the verbs in brackets into the correct tense: the Past Simple, the Past Continuous or the Past Perfect.

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) full of people as many people (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to St. Petersburg the day before and (to wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that two boys just (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Sergei. He (to show) us to our seats and we (to agree) to meet in the snack bar during the interval. He (to ask) me if I (to play) football in my childhood.

Exercise 268. Put the verbs in brackets into the correct tense: the Past Simple, the Past Continuous or the Past Perfect.

1. There (to be) two men in the room. One of them (to write) something while the other (to read) a newspaper.
2. He (not to tell) me that he (to receive) a telegram from her.
3. I (to ask) him if he (to know) where she (to live). I (to say) I (not to know) her address.
4. He (to ask) me if I (can) give him your address.
5. She (to say) that he (to give) her the wrong address.
6. I (to ask) him where he (to put) my letter.
7. He (to tell) us that they (to spend) all the money.
8. I (to sit) in an armchair and (to think) of my coming trip across the North Sea when the door suddenly (to open) and an old friend of mine whom I (not to see) for a very long time (to enter) the room.
9. She (to come) to see us just at the time when we (to have) dinner. It (to be) the first time I (to see) her.
10. I (to see) him just as he (to leave) the hotel.
11. I (not to see) him before we (to meet) at the concert.
12. He (to leave) the house before I (to have) time to ask him anything.
13. After spending several days in Paris he (to feel) lonely and (to want) to return home.
14. I (to think) he already (to go) home.
15. I (to find) the old man in the garden. He (to talk) to some children who (to stand)

around listening to him.

16. He (to speak) a language we never (to hear) before.

17. He (to tell) me he (to learn) it from the newspaper.

18. He (to enter) the room, (to take) something from the desk and (to go) out.

Exercise 269. Put the verbs in brackets into the correct tense: the Past Simple, the Past Continuous or the Past Perfect.

1. I (to return) to the hotel only late at night as I (to lose) my way in the fog. When I (to come) up to my room, I (to see) Pete who (to stand) at the door of the room. He (to wait) for me as he (to lose) his key and could not get in.

2. When I (to wake) up, it (to be) already ten o'clock. I (to call) my brother. Nobody (to answer). He already (to leave).

3. I (to go) up to the open window. The rain (to stop) and the sun (to shine) brightly. The birds in the garden (to sing). The morning (to be) fine.

4. When the rain (to stop) I (to look) out of the window and (to see) John who (to stand) under a tree waiting for me.

5. When I called at his house, they (to tell) me that he (to leave) an hour before.

6. When I came to the station, I (not to) find my friend there as I (to be) five minutes late and the train (to leave).

7. He (to want) to visit the place where he (to live) in his childhood.

8. The telegram (to come) some minutes after he (to leave).

9. She (to look) very tired as she (to work) hard.

Exercise 270. Put the verbs in brackets into the correct tense: the Present Perfect, the Past Simple, the Past Continuous or the Past Perfect.

1. He (to come) home late yesterday.

2. She is very glad: she (to finish) her composition at last.

3. He (to translate) the whole text by eleven o'clock.

4. I never (to be) to Rome.

5. Last year we (to work) very much.

6. When I (to have) breakfast, I went to school.

7. I (not to see) you for ages! I am very glad to see you.

8. When you (to see) the "Swan Lake"?

9. My sister already (to graduate) from the institute.

10. He repaired the toy which his brother (to break) the day before.

11. I (to see) an interesting TV programme this week.

12. You ever (to be) to Trafalgar Square?

13. They (to cook) the whole day yesterday.

14. I just (to see) Jack.

15. She (to wash) the dishes from five till six.

16. Look! She (to draw) a very nice picture.

17. At this time yesterday I (to talk) to my friend.

18. The TV programme (to begin) before I (to come) home.

19. I (not to eat) ice cream since summer.

20. I understood that she (not to read) my letter.

21. She (to do) the rooms when I (to come) home.

22. It's all right: she (to find) the way out of the situation.

Exercise 271. Put the verbs in brackets into the correct tense: the Present Perfect, the Past Simple, the Past Continuous or the Past Perfect.

1. Last summer we (to live) in the country and (to go) to the river every day.
2. My sister (to spend) a lot of money yesterday.
3. She is so upset: she (to lose) the key to the front door.
4. By the 1st of September all the children (to return) from the country.
5. Columbus (to discover) America 500 years ago.
6. Columbus (not to know) that he (to discover) America.
7. I already (to read) five English books.
8. He (to discuss) the problem with a lot of people before he (to take) a decision.
9. Mother (to bake) a delicious cake! Sit down at the table and let's eat it!
10. She (to read) an English book the whole evening yesterday.
11. I never (to be) to Greece.
12. They (to tell) me yesterday that you (to get) an excellent mark.
13. When you (to receive) a letter from your friend?
14. Our grandmother (to cook) dinner from twelve till three yesterday.
15. Look! What beautiful flowers she (to buy)!
16. They (to travel) along the coast of Africa last year.
17. We (not to see) each other for ages.
18. They (to eat) all the apples which I (to bring).
19. When the children (to have) dinner, they (to go) for a walk.
20. You ever (to be) to the Niagara Falls?
21. At this time yesterday they (to sit) on the sofa and (to listen) to their grandmother who (to tell) them fairy tales.
22. My friend just (to ring) me up from London.
23. I (to stand) at the tram stop when it (to begin) raining.
24. We (not to skate) since last winter.

Exercise 272. Put the verbs in brackets into the correct tense: the Present Perfect, the Past Simple, the Past Continuous or the Past Perfect.

1. She is very happy: her son (to finish) school.
2. My brother (to train) at the stadium from six till eight yesterday.
3. My sister (to buy) a pair of nice model shoes this month.
4. I (not to dance) for ages.
5. When Nick (to come) from school, his friends (to play) in the yard.
6. When your sister (to go) to London?
7. My friend just (to recover) after a serious illness.
8. I never (to be) to the Bahamas.
9. At this time yesterday we (to talk) about you.
10. I (to speak) to my friend yesterday.
11. Look! Kate (to wash) all the dishes.
12. Your mother (to return) from work? Can I speak to her?
13. She (to do) her flat the whole day on Saturday.
14. The cat (to drink) all the milk which I (to give) it.
15. You ever (to be) to Piccadilly Circus?
16. He (not to read) Turgenev since he was a pupil.
17. They (to reach) the river by sunset.
18. I (not yet to receive) an answer to my letter.
19. Only when she was going to bed, she remembered that she (to forget) to ring up her

- friend. 20. We already (to study) seven English tenses.
 21. He (to spend) two weeks in Scotland two years ago.
 22. I (to buy) a lovely fashionable dress. Now I shall look smart at the party.
 23. He (to learn) English before he (to go) to the USA.
 24. When she (to spend) all her money, she (to go) home.

3.6 The future tense

3.6.1 The be going to future

We can express the future with **be going + to-infinitive**. This is often referred to as the *going to* or *be going to future*.

FORM

verb **to be + going + to-infinitive**: *I'm going to stay*, etc.

USE

- To express intention. The speaker had the intention before the time of speaking.
I'm going to visit Bob tomorrow.
- To make a prediction based on present evidence:
The sun's going down. It's going to be dark in half an hour.

3.6.2 Present Continuous as future

We can use the *present continuous* to refer to the future. A future time reference must be stated or be clear from the context.

USE

- To describe arrangements. We use it to talk about the future when the plans have been made. It is quite informal and is used to describe personal arrangements such as social activities rather than official plans. As it refers to personal arrangements, the subject of the verb should be a person or people and not a thing.
I'm meeting Charlotte for lunch tomorrow.

3.6.3 Contrast: be going to future versus *present continuous as future*

- a) *I'm going to visit my aunt in hospital tomorrow.*

b) *I'm visiting my aunt in hospital tomorrow.*

Both these sentences are correct and the difference between them is slight.

Sentence (a) places more emphasis on the *intention* and sentence

(b) places more emphasis on the *arrangement*.

We do not generally use the present continuous with activities that do not involve the making of an arrangement or plan. We can say: 'I'm going to write a letter to my parents tonight' (the intention is important) but we do not say, 'I'm writing a letter to my parents tonight' (no arrangement is required).

We tend to avoid using verbs of motion, e.g. **to go** and **to come** in the **be going to** future and prefer instead to use the present continuous with these verbs. E.g. **We're going to the theatre tonight.**

- a) *Look at that helicopter coming down. It's **going to land** in a minute.*

- b) *Look at that helicopter coming down. ~~It's landing in a minute.~~*

Sentence (a) is correct but sentence (b) is not possible. We do not use the present continuous to make a prediction based on present evidence.

- We can only use the present continuous as future with a future time reference or where the future time reference is clear from the context. Where this is not the case, we use the **be going to** future. He's **having** a swim. (= now, if there is no time reference)

He's **going to have** a swim, (in the future)

- Verbs not normally used in the continuous are not used in the present continuous as future.

We cannot say: ~~*I'm needing some help next week.*~~

We can sometimes use verbs not normally used in the continuous with the **be going to** future. This does not happen very often as these verbs do not describe events that we normally predict or intend. We can say:

***I'm going to need** some help next week.*

Exercise 273. Rewrite the dialogue substituting the verbs in the 'be going to' future with the *present continuous* as future where this is possible.

A: ¹*Are you going to come* to the meeting tomorrow about the proposed staff cuts?

B: Oh yes, definitely.

A: Have you read the report about the cuts?

B: No, not yet. ²*I'm going to read* it tonight. What does it say?

A: Well, ³*there are going to be* quite a few cuts in this department.

B: Oh no. I wonder ⁴*who's going to lose* their jobs.

A: I don't know. I think ⁶*they're going to ask* people if they want to take voluntary redundancy.

B: Well, I certainly don't want that. ⁶*We're going to move* into a new flat next month and the rent's quite high. I don't know ⁷*what's going to happen* if I lose my job.

A: Oh, don't worry about it too much. I'm sure ⁸*everything's going to be* all right. Look, why don't we go out for a drink after work?

B: I can't. ⁹*I'm going to meet* some friends for a meal and then ¹⁰*we're going to go* to the cinema.

A: Well, what about tomorrow night? ¹¹*Are you going to go out* then?

B: No, ¹²*I'm not going to do* anything.

A: So let's go out after the meeting.

B: OK. Good idea.

¹ *Are you coming*

3.6.4 Future with will

This is also referred to as the future simple or simple future tense. FORM **will ('ll) + bare infinitive**: *I will (I'll) go*, etc. Short form of **will not**: **won't**
USE

- To make a statement of fact or a prediction about the future:

*Mary **will be** here tomorrow.*

Tonight's programme **will be** very interesting.

- To make formal announcements of future plans and to present weather forecasts. It is therefore often used in newspapers and on the television and radio.

The new President **will move** into the White House tomorrow.

Rain **will continue** throughout the day.

- To express hopes, expectations, thoughts about the future. Used after verbs like: *assume, believe, doubt, expect, hope, reckon, suppose, think and be sure /afraid* and with adverbs like *perhaps, possibly, probably, definitely*.

I expect they'll **be** here soon.

Do you think she'll **bring** her boyfriend with her?

- In sentences containing clauses of condition or time:

If I get that job, I'll **go** out and celebrate.

I'll **phone** you when I get there.

- To express an intention when the decision is made at the time of speaking.

A: There isn't any milk left.

B: Oh, isn't there? I'll **get** some in town. I'm going there later on.

- To express the idea of willingness: **I'll do it for you, I promise**, (promise)

Will you **open** the window, please? (request)

I'll **look after** the children for you. (offer)

He **won't come** with me. (refusal)

Yes, I'll **come** with you. (agreement)

I'll definitely **tell** him the truth this time. (determination)

Stop that or I'll **call** the police. (threat)

- To make offers or suggestions or to ask for suggestions, advice, instructions.

Use **Shall I / we** ... in the question form.

Shall I help you with that? (offer)

Shall we invite them round for dinner? (suggestion)

What **shall I do**?

Shall we come round after dinner?

Note

The use of **shall**

- * In spoken English, **shall** is most often used in the question form with I or we to make offers or suggestions or to ask for suggestions, advice, instructions.

Shall I come with you?

What **shall we do** tomorrow?

- * **Shall** is occasionally used to express strong determination about oneself or someone else.

I **shall go** anyway. I don't care what you think.

I **shan't** let him bully me.

You **shall have** whatever you want.

- * **Shall** can be used in the same way as **will** in the first person but **will** is more common. In spoken English, the contraction **'ll** is the most common.

Shall is used more frequently in formal written English than in informal written or spoken English.

We **shall make** every effort to answer your enquiry as soon as possible.

I **shall be** at the airport to meet you in person.

- * Short form of **shall not**: **shan't**.

Exercise 274. Complete the following sentences with will/'ll or shall/'ll and a verb from the following list.

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

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

3.6.4 Revision

Exercise 275. Put in the Future Simple of the following verbs.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow.
2. He (to give) me a complete examination.
3. The nurse (to lead) me into one of the examination rooms.
4. I (to take) off my clothes and (to put) on a hospital gown.
5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello".
6. I (to stand) on his scale so he can measure my height and my weight.
7. He (to take) my pulse.
8. Then he (to take) my blood pressure.
9. After he takes my blood pressure, he (to take) some blood for a blood analysis.
10. He (to examine) my eyes, ears, nose and throat.
11. He (to listen) to my heart with a stethoscope.
12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG).
13. After the checkup I (to go) home and (to wait) for Dr. Setton's call.
14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

Exercise 276. Put in the Present Continuous, Present Simple or Future Simple of the following verbs.

1. I (to play) chess tomorrow.
2. I (not to play) chess tomorrow.
3. You (to play) chess tomorrow?
4. He (to play) chess every day.
5. He (not to play) chess every day.
6. He (to play) chess every day?
7. They (to play) chess now.
8. They (not to play) chess now.
9. They (to play) chess now?
10. Nick (to go) to the park now.
11. Nick (to go) to school every day.
12. Nick (to go) to school tomorrow.
13. I (to miss) your excellent cooking!
14. You ever (to buy) presents?
15. You (to think) it (to be) easy or difficult to choose the right

presents for people? 16. What present (to receive) your mother for her next birthday?
 17. A. The weather (to be) unpredictable these days.
 B. Well, maybe it (to be) warm and sunny.
 A. It (to get) cold, and look at those clouds. I (to think) it (to be) cold and damp.
 B. You (to be right). It (to get) cold. My feet (to freeze). You (to know), it might snow.
 A. You never (to know). They (say) fog (to cover) the area early tomorrow morning. It (to clear) and (to become) sunny by noon. So it might be beautiful this afternoons, too.
 B. You (to kid)? I (to freeze). Where (to be) the bus? We (to wait) for the bus now. We always (to wait) for the bus. And tomorrow we (to wait) for the bus, too.

Exercise 277. Put in the Present Continuous, Present Simple or Future Simple of the following verbs.

1. You (to come) to my place next Sunday? 2. You (to read) this book next week? 3. You (to read) books Every day? 4. You (to read) a book now? 5. I (not to see) him tomorrow. 6. What you (to do) tomorrow? 7. What your friend (to do) tomorrow? 8. Where you (to go) next summer? 9. Where you (to go) every morning? 10. Where you (to go) now? 11. Look! Mary (to dance). 12. She (to dance) every day. 13. She (to dance) tomorrow? 14. He (to go) to the theatre tomorrow. 15. We (to go) to school in the morning. 16. Look! Kate (to go) to school. 17. You (to help) your mother tomorrow? 18. I (not to play) the guitar now. 19. My brother (to play) the guitar every evening. 20. They (not to take) care of the garden next summer. 21. You (to like) apples? 22. You (to eat) apples tomorrow? 23. Nick (to read) many books. 24. Mother (to work) every day. 25. He (not to sleep) now. 26. Your brother (to go) to the exhibition next Sunday? 27. We (not to go) to the zoo tomorrow. 28. I (not to learn) the poem now. 29. She (to live) in San Francisco. 30. My father (to shoot) very well. 31. He is very strong. Look! He (to carry) a very heavy box.

Exercise 278. Put in the Present Continuous, Present Simple or Future Simple of the following verbs.

1. My sister (not to like) coffee. 2. When you (to go) to bed every day? 3. What he (to read) now? 4. What he (to read) every day? 5. What he (to read) tomorrow? 6. You (to give) me this book tomorrow? 7. Where she (to be) tomorrow? 8. Where she (to go) tomorrow? 9. She (to go) to the country with us tomorrow? 10. They (to stay) at home tomorrow. 11. What you (to do) now? I (to see) that you (not to read). 12. When you (to finish) your homework? It (to be) very late, it (to be) time to go to bed. 13. How you usually (to spend) evenings? 14. What you (to do) in the country next summer? 15. They (not to drink) tea now. I (to think) they (to watch) TV. 16. What your father (to drink) in the evening? 17. When you (to get) up every day? — I (to get) up at seven o'clock. 18. My brother usually (not to get) up at seven o'clock. As a rule, he (to get) up at six o'clock, but tomorrow he (to get) up at seven o'clock. 19. Why she (to come) home so late tomorrow? 20. We (to go) to the country the day after tomorrow. 21. Our friends always (to go) to the country for the weekend. 22. Look! The kitten (to play) with its tail. 23. Your parents (to watch) TV now? 24. My sister (not to rest) now. She (to help) mother in the kitchen. She (to help) mother in the kitchen every day.

Не забувайте вживати **теперішній** час замість майбутнього в додаткових реченнях часу і умови після союзів **if, when, as soon as, before, after, till (until)**.

Exercise 279. Put the verbs in brackets into the correct tense (Present or Future).

1. Before you (to cross) the park, you will come to a supermarket.
2. When you (to cross) the park, you will see the hospital.
3. If you (to translate) this article into Russian, I shall use it in my report.
4. If she (to be) in St. Petersburg now, she will meet you at the railway station.
5. If you (not to hurry), you will miss the train.
6. If it (to rain), we shan't go to the country.
7. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum.
8. What will you be doing when he (to come) to your place?
9. Don't forget to pay for your dinner before you (to leave) the canteen.
10. I shall be able to translate this article if you (to give) me a dictionary.
11. You will have to work hard at home if you (to miss) the lesson.
12. Where will you go when you (to come) to London?
13. The child won't be healthy if you (not to give) him much fruit.
14. I shan't have dinner before mother (to come) home.
15. What will you do if you (not to finish) your homework tonight?
16. What will he do if his TV set (to break)?

Exercise 280. Put the verbs in brackets into the correct tense (Present or Future)

1. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk.
2. He (to go) to the Public Library very often when he (to be) a student.
3. As soon as I (to return) from school, I (to ring) you up.
4. You (to pass) many towns and villages on your way before you (to arrive) in Moscow.
5. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets.
6. After I (to finish) school, I (to enter) the University.
7. When he (to return) to St. Petersburg, he (to call) on us.
8. If I (to see) him, I (to tell) him put their letter.
9. We (to gather) at our place ten my brother (to come) back from Africa.
10. I (to sing) this song with you if you (to tell) me the words.
11. I hope you (to join) us when we (to gather) in our country house the next time.
12. What you (to do) when you (to come) home?
13. When they (to cross) the road, they (to see) the hotel.
14. Before she (to get) to the theatre, she (to go) past the shopping center.
15. What we (to do) if it (to rain) tonight?
16. What she (to do) if she (to see) her best friend again?
17. If the bus (to be) very crowded, you (to be) exhausted by the time you (to get) to work.
18. If it (to be) very cold tonight, our car (not to start) in the morning.

Exercise 281. Put the verbs in brackets into the correct tense (Present or Future)

1. If the weather (to be) nice, we probably (to go) to the beach.
2. If he still (to have) a cold and (not to feel) better, he (not to go) to a disco.
3. If you (to decide) to forget about your diet, you (to eat) wedding cake tomorrow.
4. If I (to drink) too much champagne at my friend's wedding, I (to get) a bad headache.

5. If they (to go) to California next year, they (to visit) his friend in San Francisco.
6. If she (not to work) properly, her boss (to fire) her and (to hire) my sister.
7. I (to see) you before you (to start)?
8. What he (to do) when he (to come) home?
9. Where they (to go) if the weather (to be) fine?
10. He (to ring) me up when he (to return) home.
11. If it (to rain), we (to stay) at home.
12. She (to walk) home if it (not to be) too cold.
13. I am sure he (to come) to say goodbye to us before he (to leave) St. Petersburg.
14. Please turn off the light when you (to leave) the room.
15. If we (to be) tired, we (to stop) at a small village halfway to Moscow and (to have) a short rest and a meal there.
16. If you (to miss) the 10.30 train, there is another at 10.35.
17. She (to be) all the arrangements about it before she (to fly) me.
18. Before he (to start) for London, he (to spend) Seek or two at a health resort not far from here.

Exercise 282. Put the verbs in brackets into the correct tense (Present or Future)

1. My grandmother is superstitious. She always says to me: "If you (to spill) salt, you should throw a little salt over your left shoulder. If you (not to do) this, you (to have) bad luck. If you break a mirror, you (to have) bad luck for seven years."
2. I (not speak) to him until he (to apologize).
3. Peter (to introduce) us to his friends as soon as we (to meet) him.
4. We (to go) to the station to meet Sergei when he (to come) to St. Petersburg.
5. Don't go away until mother (to come) back. Give her the note as soon as she (to come).
6. You (to go) to the library with us? — No, I I (to stay) here and (to help) Jane with her grammar. I (to come) to the library after I (to finish).
7. Ring me up before you (to come).
8. I (to speak) to Mary if I (to see) her today.
9. If you (to ask) me a difficult question, I (to be) nervous. If I (to be) nervous, I (to make) a mistake. If I (to like) a mistake, the other students (to laugh) at me. If the other students (to laugh) at me, I (to be) embarrassed. And if I (to be) embarrassed, I (to cry). So please don't ask me a difficult question!

Exercise 283. Put the verbs in brackets into the correct tense: the Present Simple, the Present Continuous or the Future Simple.

1. Don't go out: it (to rain) heavily.
2. Take your raincoat with you. I am afraid it (to rain) in the evening and you (to get) wet through if you (not to put) on your raincoat.
3. Every spring birds (to come) to our garden and (to sing) in the trees.
4. Listen! Somebody (to sing) in the next room.
5. It usually (not to snow) at this time of the year.
6. What the weather (to be) like now? It (to snow)? — No, it
7. We (to go) out of town to ski on Sunday? — Yes, we ... if it (to snow) this week and if there (to be) a lot of snow everywhere.
8. What you (to do) tomorrow? — We (to go) out of town if the weather (not to change) for the worse. You (to come) with us? — With pleasure if only I (not to have) too much work to do at home.

9. It (to be) cold in autumn. It often (to rain). A cold wind often (to blow).
10. The weather (to be) fine today. It (to be) warm, the sun (to shine) brightly. A soft wind (to blow). Small white clouds (to sail) in the sky.
11. If we (to have) televisions at our supermarket, they (to inform) customers about things in the store.
12. If we (to play) music, it (to produce) the right atmosphere.
13. If we (to put) in cameras, they (to stop) people stealing things.
14. If we (to employ) more assistants, they (to help) our customers.

Exercise 284. Translate the following sentences into English, concentrating on the use of the Present Simple and the Future Simple.

1. Він зробить вправи з англійської мови, якщо у нього не буде інших справ.
2. Якщо я не допоможу йому, він не напише контрольну роботу завтра.
3. Він не піде в бібліотеку сьогодні увечері.
4. Якщо він не піде в бібліотеку, він буде вдома.
5. Ми будемо вдома завтра.
6. Якщо ми будемо вдома завтра, ми подивимося цю програму по телевізору.
7. Її не буде завтра вдома.
8. Якщо її не буде завтра вдома, залиште нею записку.
9. Завтра погода буде хороша.
10. Якщо завтра погода буде хороша, ми поїдемо за місто.
11. Коли вона приходить в школу, вона знімає пальто.
12. Коли вона прийде в школу, вона зніме пальто.
13. Як тільки він згадає цю смішну сцену, він починає сміятися.
14. Як тільки він пригадає цю смішну сцену, він почне сміятися.
15. Я прийду додому о шостій годині.
16. Коли я прийду додому, я подзвоню вам.
17. Вона подзвонить нам увечері.
18. Якщо вона подзвонить вам, попросить її принести мені книгу.
19. Я побачу Тома завтра.
20. Як тільки я побачу Тома, я розкажу йому про це.
21. Я поїду до Парижа наступного тижня.
22. Перед тим, як я поїду до Парижа, я подзвоню вам.

Exercise 285. Use the Past Simple of the verbs in brackets.

1. What your neighbours (to do) yesterday?
2. Mr. Smith (to fix) his car yesterday morning.
3. His wife (to water) plants in the garden.
4. Their children (to clean) the yard and then they (to play) basketball.
5. In the evening their boys (to listen) to loud music and (to watch) TV.
6. Their little girl (to cry) a little and then (to smile).
7. Her brothers (to shout) at her.
8. Mrs. Smith (to work) in the kitchen.
9. She (to bake) a delicious apple pie.
10. She (to cook) a good dinner.
11. She (to wash) the dishes and (to look) very tired.
12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed.
13. Their mother (to change) her clothes and (to brush) her hair, then she (to talk) on the

phone.

14. Her husband (to smoke) a cigarette and (to talk) to his wife.

15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock.

16. They (to visit) their friends.

17. They (to dance) lot there.

18. Mr. and Mrs. Smith (to rest) very ill last night. They really (to have) a wonderful time at their friends.

Exercise 286. Make the following context Past.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a "five". Pete does not get a "five" because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich id drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library id take a book. Then I go home.

Exercise 287. Make the following context Past. (e.g.What my mother told me)

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

Exercise 288. Make the following context Past.

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing rods.

In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming.

They return home late at night, tired but happy.

Exercise 289. Use the Present Simple and the Past Simple of the verbs in brackets.

1. His sister (to study) English every day.

2. She (to study) English two hours ago.

3. You (to come) home at six o'clock yesterday? — No, I Yesterday I (to come) home from school at half past eight. I (to be) very tired. I (to have) dinner with my family After dinner I (to be) very thirsty. I (to drink) two cups of tea. Then I (to rest).

4. I (to go) to bed at ten o'clock every day.

5. I (to go) to bed at ten o'clock yesterday.

6. My brother (to wash) his face pry morning.

7. Yesterday he (to wash) his face at a quarter past seven.
8. I (not to have) history lessons every day.
9. We (not to rest) yesterday.
10. My brother (not to drink) coffee yesterday.
11. My mother always (to take) a bus to get to work, but yesterday she (not to take) a bus. Yesterday she (to walk) to her office.
12. You (to talk) to the members of your family every day? — Yes, I But yesterday I (not to talk) to them: I (to be) very busy yesterday.
13. Your sister (to go) to school every day? — Yes, she
14. Mary (to like) writing stories.
15. Last week she (to write) a funny story about her pet.
16. You (to tell) your mother the truth about the money?
17. You (to wear) your polka-dot dress to work? — Yes, I do. I (to wear) it yesterday.
18. We (to like) to go to the beach. We (to enjoy) swimming in the ocean last weekend.

Exercise 290. Use the Present Simple and the Past Simple of the verbs in brackets.

1. Tom always (to eat) breakfast.
2. Yesterday he (not to eat) breakfast because he (to get) up late.
3. We (to like) to cook but we (not to like) to wash the dishes.
4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember.
5. My friend (to know) Spanish very well.
6. Who (to ring) you up an hour ago?
7. He (to live) on the third floor.
8. It (to take) you long to find his house yesterday?
9. When your lessons (to be) over on Monday?
10. I (to have) dinner with my family yesterday.
11. Her friends (to be) ready at five o'clock.
12. One of her brothers (to make) a tour of Europe last summer.
13. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952.
14. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.
15. Antonio Stradivari (to make) wonderful violins.
16. Who (to paint) the world-known picture "Mona Lisa"?
17. She (to know) all the works of Chopin. She (to enjoy) listening to his waltz last night.
18. Steven's friends (to come) to his birthday party last night and (to give) him wonderful presents. His parents (to cook) a special dinner for him. His girlfriend (to promise) to come, but she (not to be) there. He (to try) to phone, but he couldn't get through. He (to be) really upset. Only she (not to wish) him a Happy Birthday.

Exercise 291. Use the present Simple, the Past Simple or the Future Simple of the verbs in brackets.

1. I (to go) to bed at ten o'clock every day.
2. I (to go) to bed at ten o'clock yesterday.
3. I (to go) to bed at ten o'clock tomorrow.
4. I (not to go) to the cinema every day.
5. I (not to go) to the cinema yesterday.
6. I (not to go) to the cinema tomorrow.
7. You (to watch) TV every day?
8. You (to watch) TV yesterday?

9. You (to watch) TV tomorrow?
10. When you (to leave) home for school every day?
11. When you (to leave) home for school yesterday?
12. When you (to leave) home for school tomorrow?
13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.
14. You (to have) a PT lesson yesterday? — No, I ...
15. What you (to buy) at the shop yesterday? — I (to buy) a book.
16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

Exercise 292. Use the Present Simple, the Past Simple or the Future Simple of the verbs in brackets.

1. He (to turn) on the television to watch cartoons every morning.
2. He (to turn) on the television to watch cartoons yesterday morning.
3. He (to turn) on the television to watch cartoons tomorrow morning.
4. I always (to go) to the Altai Mountains to visit my relatives there.
5. I (to be) very busy last summer and I (not to go) there.
6. I (not to go) there next year because it (to cost) a lot of money and I can't afford it.
7. They (to enjoy) themselves at the symphony yesterday evening?
8. Who (to take) care if the child in the future?
9. How often you (to go) to the dentist's?
10. We (not to have) very good weather, but we still (to have) a good time during our short stay in London.
11. She (to do) all the washing in their house.
12. He even (not to know) how to use the washing machine.
13. Two years ago they (to be) rich and money (to be) never a problem.
14. You (to think) you (to be) happy in your new neighbourhood?
15. When the cabbage soup (to be) ready?
16. The customs officers at JFK airport in New York (to arrest) that young man when he (to arrive).
17. I (to like) to get on with my friends, so I often (to do) what they (to want).
18. When (to be) your birthday?
19. When you (to get) your watch?
20. Who (to create) Mickey Mouse?

Exercise 293. Put the verbs in brackets into the correct tense: the Present Continuous, the Present Simple, the Past Simple or the Future Simple.

1. Kate (to cook) dinner every day. 2. Kate (to cook) dinner tomorrow. 3. Kate (to cook) dinner now. 4. Kate (to cook) dinner yesterday. 5. I (not to eat) ice cream every day. 6. I (not to eat) ice cream now. 7. I (not to eat) ice cream tomorrow. 8. I (not to eat) ice cream yesterday. 9. He (to spend) last summer in the country. 10. He (not to spend) last summer in the country. 11. He (to spend) last summer in the country? 12. Where he (to spend) last summer? 13. She (to help) mother yesterday. 14. She (not to help) mother yesterday. 15. She (to help) mother yesterday? 16. How she (to help) mother yesterday? 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer. 20. You (to go) abroad last summer?
21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What

your brother (to do) tomorrow? 24. What your brother (to do) yesterday?

Exercise 294. Put the verbs in brackets into the correct tense: the Present Continuous, the Present Simple, the Past Simple or the Future Simple.

1. Nellie (to leave) for Moscow tomorrow. 2. I (to be) in a hurry. My friends (to wait) for me.
3. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 4. You (to go) to London next summer? 5. I (to know) she (to have) a happy life, and she (to live) a long time. 6. A week ago they (not to know) what to think. 7. She (to worry) a lot at the moment, but the problems (not to be) very great. 8. Last Tuesday he (to be) upset and (to have) no idea where to go. 9. Could you tell me the way to Trafalgar Square? I (to go) the right way? 10. Various kinds of sports (to be) popular in Russia. 11. Both children and grown-ups (to be) fond of sports. 12. What (to be) the matter with her? She (to be) so excited. — I (not to know). 13. Where you (to go)? — I (to go) to the Dynamo stadium to see the match which (to take) place there today. 14. You (to know) that a very interesting match (to take) place last Sunday? 15. He (to go) to the south a week ago. 16. When I (to be) about fifteen years old, I (to enjoy) playing football. 17. Our football team (to win) many games last year. 18. Where (to be) Boris? — He (to play) chess with his friend. 19. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team.

Exercise 295. Put the verbs in brackets into the correct tense: the Present Continuous, the Present Simple, the Past Simple or the Future Simple.

1. My friend (to go) to the library every Wednesday.
2. He (not to go) to the country yesterday.
3. Why you (to go) to the shop yesterday?
4. We (to grow) tomatoes next summer.
5. What you (to do) now?
6. He (to sleep) now.
7. Where your father (to work) last year?
8. You (to go) to the south next summer?
9. He (not to watch) TV yesterday.
10. Yesterday we (to write) a paper.
11. I (to buy) a very good book last Tuesday.
12. My granny (not to buy) bread yesterday.
13. What you (to buy) at the shop tomorrow?
14. Don't make noise! Father (to work).
15. We (to go) on a tramp last Sunday.
16. Your brother (to go) to the country with us next Sunday?
17. Granny (not to cook) dinner now.
18. We (to cook) our meals on a fire last summer.
19. My sister (to wash) the dishes every morning.
20. When you (to go) to school?
21. What you (to prepare) for breakfast tomorrow?
22. You (to invite) your cousin to stay with you next summer?
23. How you (to help) your sister last summer?
24. I (to send) a letter to my friend tomorrow.
25. Every morning on the way to school I (to meet) my friends.
26. His grandfather (to listen) to rock'n' roll music. That (to be) strange! He always (to

listen) to classical music.

Exercise 296. Put the verbs in brackets into the correct tense: the Present Continuous, the Present Simple, the Past Simple or the Future Simple.

1. Max (not to be) here. He (to wash) his car. He (to wash) it every weekend.
2. He (not to play) the piano tomorrow.
3. We (to see) a very good film last Sunday.
4. Your mother (to cook) every day?
5. We (to make) a fire last summer.
6. I (to spend) last summer at the seaside.
7. Where you (to spend) last summer?
8. Where he (to spend) next summer?
9. What mother (to do) now? — She (to cook) dinner.
10. I (not to play) computer games yesterday.
11. Last Sunday we (to go) to the theatre.
12. I (to meet) my friend yesterday.
13. I (to write) a letter to my cousin yesterday.
14. You (to write) a dictation tomorrow?
15. I (not to write) a report now.
16. Mother (to cook) a very tasty dinner yesterday.
17. Tomorrow Nick (not to go) to school.

Exercise 297. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous.

1. Where your brother (to work)? — He (to work) at an institute.
2. Your grandmother (to sleep) when you (to come) home yesterday?
3. What your brother (to do) tomorrow?
4. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow.
5. Where Kate (to go) when you (to meet) her yesterday?
6. Look at these children: they (to skate) very well.
7. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday.
8. My brother can skate very well. He (to skate) every Sunday.
9. What you (to do) now? — I (to wash) the dishes.
10. What you (to do) at three o'clock yesterday? — I (to have) dinner.
11. You (to have) dinner now?
12. Every day the boss (to enter) the office at nine o'clock.
13. Yesterday the boss (to enter) the office at half past nine.
14. When the boss (to come) tomorrow?
15. At six o'clock yesterday we (to listen) to a very interesting lecture.
16. When I (to enter) the office, the secretary (to type) some letters
17. My-friend (to ring) me up at eight o'clock yesterday.
18. Look! My friends (to play) football.
19. Kate (not to write) letters every day.
20. You (to see) your friend yesterday?
21. Your father (to go) on a business trip last month?

22. What Nick (to do) yesterday?
23. When Nick (to get) up every morning
24. Where your mother (to go) tomorrow?
25. I (to invite) my friends to come to my place tomorrow.
26. A disco, which (to take) place at the club last weekend, (to keep) people awake half the night.

Exercise 298. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous.

1. I (to apply) for a visit visa and (to want) to make two journeys to your country while the visa (to be) valid.
2. They (to listen) to the news on the radio when the telephone (to ring).
3. I (to look) for a nice pair of gloves.
4. My train (to leave) in half an hour — OK, I (to drive) you to the station in my car.
5. I (to check) the battery? — Yes, please.
6. Nowadays cars (to get) more and more expensive.
7. He (to get) a higher salary.
8. A father and his son (to travel) home in a car. It (to snow) and a strong wind (to blow). As they (to go) over a bridge they (to hear) a loud bang and the father (to lose) control of the car. They (to be) injured and their lives (to be) in great danger. A helicopter (to take) the father and the boy to hospital and they (to be) saved. Now, the happy father (to look) at his son and (to say) to him: "I never (to drive) my car when it (to snow). I (to promise) you. It (to be) very dangerous to drive when it (to be) so slippery."

3.6.5 Contrast: be going to versus will

Intention

The **be going to** and **will** futures can both be used to express an intention about the future.

- **be going to:** the intention is premeditated. The decision was made before the time of speaking or writing and plans have probably already been made.

A: YOU know it's Emily's birthday on Friday, don't you?

B: Yes, I'm **going to buy** her a present this afternoon.

- **will:** the intention is unpremeditated. The decision is made at the time of speaking or writing.

A: YOU know it's Emily's birthday on Friday, don't you?

B: Actually I'd forgotten. Thanks for reminding me. **I'll buy** her a present this afternoon.

Prediction

The **be going to** and **will** futures can both be used to make predictions about the future.

- **be going to:** the prediction is based on some form of evidence that exists in the present.

It is often used to predict what is about to happen but it can be used to predict something that is not in the immediate future.

*Oh look! That car is **going to crash**.*

*That child eats too much. He's **going to be** really overweight one day.*

- **will:** to express beliefs, hopes, thoughts, assumptions and doubts about the future:

***It'll be** a difficult year for the new Prime Minister.*

*I'm sure you'll **enjoy** yourself there.*

Statement of future fact

The **be going to** and **will** futures can both be used to make statements about the future but the emphasis is slightly different.

a) *The number of students **will fall** over the next five years.*

b) *The number of students **is going to fall** over the next five years.*

Sentence (a) is a statement of future fact or of the speaker's beliefs.

Sentence (b) is also a statement of future fact but it emphasizes that the speaker is thinking of *present* trends. It makes the speaker seem more involved and is thus more informal.

Expression of willingness

Will is often used to express willingness.

Be going to does not have this meaning.

I'll help you as much as I can. (expression of willingness: a promise)

I'm going to help you as much as I can. (expression of intent)

Summary

- **Be going to** always indicates a link with the present.
 - a) present intention/plans/preparations
 - b) present evidence of a future event
- When we use **will**, the emphasis is more on the future than on its link with the present.
- **Will** is more formal than **be going to** and is therefore used more extensively in written English.

Exercise 299. Put the verbs into the be going to future or the shall / will future. If both tenses are possible, choose the one that is most appropriate for the context.

With the verbs **to go** or **to come** use the *present continuous* as future instead of the **be going to** future.

Two friends, Jack and Dave, are talking.

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

D: Yes, we ².... (have) a quiet day on Saturday and then on Sunday we ³.... (take) a bus up into the mountains and do some walking. And we ⁴.... (probably book into) a hotel there for the night. What about you? ⁵.... (You / do) lots of work as usual?

J: Well, no. Mark phoned last night about coming down this weekend.

D: Really?

J: Yes, he ⁶.... (come) on Friday.

D: Oh, I'd like to see him. I think I ⁷.... (phone him up) tonight and arrange something.

J: Well, we're planning to spend the day on the beach on Saturday. We ⁸.... (do) some swimming and sunbathing. I just hope the weather ⁹.... (be) warm enough. And then on Saturday night we ¹⁰.... (see) that new film with Tom Cruise.

D: Well, as I've got nothing planned, I ¹¹... (join) you at the beach on Saturday then, if that's O.K.

J: Of course it is. I ¹².... (pick you up) from your flat some time after breakfast.

D: Oh thanks. ¹³.... (I / bring) a picnic?

J: Yes. Why not? I tell you what: Mark and I ¹⁴.... (make) some sandwiches and ¹⁵.... (you / bring) some salad and fruit? D: Yes, fine. I ¹⁶.... (do) that. Good. That ¹⁷.... (save) us all the cost of eating out. And what about the film? What time ¹⁸.... (you / see) that?

J: We ¹⁹.... (see) the early showing at 6.00 and then we ²⁰... (try out) that new disco in town.

D: Right. Well, I think I²¹.... (spend) the evening at home with Sarah.
 J: O.K. So I²².... (see) you on Saturday morning, probably at around 10 o'clock.
 D: Fine.

3.6.6 Present Simple as future

USE

- We use the present simple to refer to the future in clauses of time and condition, e.g. after *if*, *unless*, *when*, *as soon as*, *until*, *before*, *after*, *by the time*.

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

*Please wait here until I **get** back.*

*And after everything, anything, whatever, *It is important*, etc.*

*Everything that you **say** will be recorded.*

*You will do whatever I **ask** you to.*

- We can use the present simple to refer to future events when the event is part of a fixed timetable, e.g. a travel timetable, a holiday itinerary, other organized events, an official trip by a member of the government. The event or the timing of the event is fixed by some official body, organization or timetable.

*The flight **leaves** at 6 o'clock in the morning.*

*You **spend** the first night of the trip in a hotel in London.*

Exercise 300. Where possible, put the verbs in brackets into the *present simple*.
 Where this is not possible, use the *will future*.

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

The coach¹ *leaves* (leave) here at 9.00 a.m., and we².... (arrive) at the field study centre before lunch. When we³.... (get) there, you⁴.... (be shown) to your rooms and⁵.... (be given) time to unpack. Lunch⁶.... (be served) in the dining-room at 12.30 precisely so make sure you⁷.... (not get) there late. When lunch⁸... (finish), it⁹.... (be) time to get ready for our first activity: a walk down to the beach to look at the rock pools. Nets, magnifying glasses and containers¹⁰.... (be provided) by the centre. If the weather¹¹.... (be) fine, we¹².... (stay) on the beach for the whole of the afternoon. Otherwise, we¹³.... (go back) to the centre after an hour or two and watch a video on seashore life. You¹⁴.... (be expected) to keep a written record of everything that you¹⁵.... (find) and we¹⁶.... (look) at all the records when we¹⁷.... (get back) to school at the end of the week. Mr McNeill, the field study supervisor, is very knowledgeable and I'm sure that he¹⁸.... (help) you to identify anything that you¹⁹.... (not recognize). Supper²⁰.... (be served) at 6.00, and at 8.00 there²¹.... (be) an evening activity. On the first night, Mr McNeill²².... (plan) to go on a moonlit walk with us to look for bats. It is important that you²³.... (stay) together on this walk. Please don't wander off. It²⁴.... (not be) easy for us to find you if you²⁵.... (get lost) in the dark. Behave sensibly and I'm sure you²⁶.... (all have) a wonderful time.

3.6.7 Future Continuous

FORM

will be + *present participle*: *I'll be coming*, etc.

USE

- To describe an activity that will be in progress at a point in the future:

*This time tomorrow **we'll be sitting** on the plane.*

- To describe an activity that will cover the whole of a future time period:

***I'll be working** in the office all evening.*

- To describe a future event without expressing deliberate intention:

SUE: *Oh dear, I haven't given Derek that book back.*

JOE: *That's all right. I'll be **seeing** him at the music club tonight so I'll give it to him for you.*

Here, the activity of seeing Derek is not an express intention but will happen when Joe goes to the music club.

*I'll be **revising** for my exams this weekend so I think I'll stay in on Saturday night.*

The intention expressed here is to stay in on Saturday night. The plan to revise is relevant to this decision.

- To describe what we assume someone else is doing at this moment:

*Don't phone her now. It's 4 o'clock and she'll **be collecting** the children from school.*

Note

The future continuous is not used with verbs that do not normally take the continuous form.

Contrast: future continuous versus will future

will future: expresses intention, belief, hope, assumption and willingness

future continuous: indicates future activity or event but does not express intention or willingness

I'll come and visit you tomorrow.

intention/promise

I'll be coming to visit you tomorrow

future activity in normal

so I can bring the magazines then.

course of events

Will you come to the meeting tonight?

request

Will you be coming to the meeting tonight?

casual question about future event

Exercise 301. Put the verbs in brackets into the will future or the future continuous. Complete any short answers with will or won't.

1 A: Would you like to come over for lunch on Saturday?

B: Well unfortunately, I ¹ *'ll be working* (work) all day Saturday.

A: Oh, that's a shame. Well, you ² (have to come over) another day. I ³ (talk) to Andy about it and I ⁴ (phone) you on Sunday. ⁵ (you/be) in then?

B: Yes, definitely. I ⁶ (recover) from my week's work.

2 A: ⁷ (you/go) to the meeting tonight? If so, I ⁸ (give) you a lift there,

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

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

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

3 A: DO you ever think about what you ¹⁴ (do) in ten years' time?

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

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

B: And so ²² you.

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

B: Perhaps.

4 A: Oh dear, I've run out of stamps. I²⁵.... (not be able to post) these letters now.

B: Well, I²⁶.... (go) to the post office later on. I²⁷.... (take) the letters and post them for you. A: Oh thank you. I²⁸.... (give) you the money for the stamps.

5 A: So I²⁹.... (wait) for you when you get to the station. I³⁰.... (not come) onto the platform but I³¹.... (see) you by the ticket office.

Bb: O.K., that's fine. I³².... (carry) a heavy suitcase so I think we³³.... (have to get) a taxi from the station.

3.6.8 Contrast: Future Continuous versus Present Continuous as future

present continuous as future: used for plans. The intention is not important.

future continuous: can also be used to refer to plans. It is not generally used when we first tell someone about a plan. It is often used to refer to a plan when this plan is relevant to the main future event in the sentence.

We're **spending** the summer on the coast. (Telling someone about our plans)

A: Have you ever been sailing?

B: No, but we'll **be spending** the summer on the coast so I might try it then. (Referring to the arrangement to spend summer on the coast in connection with the main idea of the sentence - to try sailing)

A: Will you **be using** your bike tomorrow?

B: No, I won't.

A: Well, I wonder if I could borrow it for the afternoon. (Asking about plans in order to make a request for the future that is connected to those plans.)

Exercise 302. Put the verbs in brackets into the *present continuous* or the *future continuous*.

It is often the case that either tense is correct. Choose the tense that you think is the most appropriate.

1 A: Will you be seeing (you/see) Tony at work tomorrow?

B: Yes, I will.

A: Do you think you could give him a message for me?

2 A: Where (you/go) this summer?

B: We (go) to the Pyrenees for a couple of weeks in July to do some walking.

3 A: Have you read the notes for the meeting?

B: No not yet, but I (sit) on the train for three hours tomorrow so I can do it then.

4 A: Can you post this letter for me on your way to work?

B: I'm sorry but I (not walk) past the post box this morning because Emma (give) me a lift to work. I'll post it for you later on though.

5A: What.... (you/do) tonight? (you/come round) to Rita's with us?

B: NO, I don't think so. I (see) quite a lot of her at our play rehearsals next week.

6 A: I must collect my new glasses from the optician.

B: Do you want me to collect them? I (go) past there later on anyway.

Exercise 303. Put the verbs in brackets into the correct tense: the Future Simple, the Future Continuous or the Future Perfect.

1. I (to do) my homework tomorrow.
2. I (to do) my homework at six o'clock tomorrow.
3. I (to do) my homework by six o'clock tomorrow.
4. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.
5. When I come home tomorrow, my family (to have) supper.
6. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come.
7. Don't come to my place tomorrow. I (to write) a composition the whole evening.
8. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening.
9. What you (to do) tomorrow?
10. What you (to do) at eight o'clock tomorrow?
11. You (to play) volleyball tomorrow?
12. You (to do) this work by next Sunday?
13. When you (to go) to see your friend next time?
14. How many pages you (to read) by five o'clock tomorrow?

3.6.9 Future Perfect Simple and Continuous

To talk about the past from a point in the future. It is the equivalent of the present perfect with the reference point in the future. The present perfect looks back from now: the future perfect looks back from the future.

FORM

Future perfect simple: **will have + past participle:**
I'll have finished, etc.

Future perfect continuous: **will have been + present participle:**
I'll have been working, etc.

USE

- We use the *future perfect simple* to say that, at a certain time in the future, something will be completed and be in the past. It is often used with *by* + time reference.

I'll have finished this book by tomorrow. I'll have told him the news by the time you get here.

- We use the *future perfect simple* and *continuous* with *for* to talk about the duration of an activity or state up to a time in the future.

We'll have lived here for two years in January.

She'll have been working here for ten years soon.

- We use the *future perfect continuous* to describe an activity leading up to a time in the future.

They might be tired when you see them because they'll have been working hard.

Exercise 304. Put the verbs in brackets into the present simple, future simple, future perfect simple or future perfect continuous.

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

3.6.10 Other ways of referring to the future

As well as all the tenses we use to refer to the future, we can also use a range of verbs and expressions to show that we are talking about the future. These verbs and expressions are often more precise than a future tense and they are used widely, particularly in written English.

- **BE TO (am/is/are/was/were + to-infinitive)**

Used for formal plans, official arrangements, instructions and prohibitions:

*The British Ambassador **is to meet** the President at the White House on Friday.*

*The factory **is to close** for three weeks for repairs.*

*She **is to become** the youngest Member of Parliament in our history.*

*You're **to be** there by eight o'clock.*

*You're **not to cross** the road without me.*

- **BE DUE TO / ABOUT TO / ON THE POINT OF**

be due + to-infinitive: used for arrangements that are to take place at a fixed time. Often used with timetables and official itineraries.

*The plane's **due to arrive** in half an hour.*

*Clare's **due to have** her operation in three weeks' time.*

be (just) about + to-infinitive: used to refer to something that will happen very soon, in the immediate future:

*Don't start talking to them now: they're **about to leave**.*

be (just) on the point of + gerund or noun: used to refer to something in the very immediate future:

*It is understood that the Chancellor **is on the point of announcing** his resignation.*

- **CERTAIN VERBS + TO-INFINITIVE**

We can say:

*They **are going to build** a new shopping centre in town.*

We can also use a verb that refers to the future and say:

They **plan** **to build** a new shopping centre in town.
intend
are proposing
hope
have agreed
have promised

*Note that **intend** and **propose** can also be followed by a gerund:

They **intend/propose building** a new shopping centre in town.

We often use a verb that refers to the future, instead of a future tense, particularly in written English.

Exercise 305. Rewrite the sentences using be (not) to, due to, about to, on the point of, plan/intend/propose/hope/agree/promise(not)to

You may use a verb or expression more than once.

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

3.2 – 3.5 Revision

Exercise 306. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. My friend (to like) pies. He (to eat) pies every day. When I (to meet) him in the street yesterday, he (to eat) a pie. He (to tell) me that he (to buy) that pie at the corner of the street. Look at my friend now! He (to eat) a pie again.
2. I always (to come) to school at a quarter to nine.
3. Yesterday I (to come) to school at ten minutes to nine.

4. Tomorrow Nick (not to go) to the cinema because he (to go) to the cinema yesterday. He already (to be) to the cinema this week. Look! He (to cry).
5. What your brother (to do) now?
6. My father (to work) in an office. It (to be) Sunday now. He (not to work), he (to read) at home.
7. I (not to see) you for a while! You (to be) busy at work? — I (to have) an awful week, you (to know).
8. What he (to do)? — He (not to do) anything really. He just (to look) at some magazines.
9. We (to have) rather a difficult time at the moment. — I (to be) sorry to hear that.
10. Something awful (to happen). Her little daughter (to swallow) a coin.

Exercise 307. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. We (to bring) a lot of berries from the wood. Now we shall make jam.
2. Look! Jane (to swim) across the river.
3. What you (to do) at six o'clock yesterday?
4. You ever (to see) the Pyramids?
5. I (to go) to the Caucasus two years ago.
6. We (to go) to school every day.
7. Nick (to do) his homework by seven o'clock yesterday.
8. You (to help) your father tomorrow?
9. When Nick (to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen.
10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise book.
11. Yesterday grandfather (to tell) us how he (to work) at the factory during the war.
12. When Mr. and Mrs. Smith (to arrive) home, they (to discover) that someone (to break) into their house. Their video recorder and television (to disappear). They (not to know) what they (to do) to deserve this bad luck.
13. The man (to get) off the bus without paying while the conductor (to collect) fares upstairs.

Exercise 308. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Don't go to Nick's place now, he (to work). He (to finish) his homework at seven o'clock. If you (to come) after seven, he (to be) very glad.
2. Pete (to go) to the cinema? — Yes, I (to think) so. He usually (to play) in the yard at this time, and now he (not to be) there.
3. He (to read) a book at five o'clock yesterday.
4. You (to go) for a walk with me? — I (to be) sorry, I can't. I (to do) my homework. I (not yet to write) the English exercise. If you (to wait) for me, I (to go) with you in half an hour. I (to want) to go for a walk very much, because I (not to go) for a walk yesterday.
5. Yesterday the children (to do) all their homework before mother (to come) home, and when she (to come), they (to play) with the cat.
6. I (to lose) my key when I (to play) in the yard yesterday.
7. Ring me up as soon as you (to come) home.

8. Where you usually (to take) books for reading?

Exercise 309. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Mike (to eat) ice cream every day. Look, he (to eat) ice cream now. When I (to see) him in the morning, he (to eat) ice cream, too. He (to say) he (to eat) one ice cream already by that time. I think he (to fall) ill if he (to eat) so much ice cream.
2. They (to walk) along the street and (to talk). Suddenly Nick (to stop) and (to say): "Oh, what shall we do? I (to lose) the key to the door." "If you (not to find) it," said Pete, "we (to have) to wait for mother in the street."
3. When I (to come) to the station yesterday, I (to learn) that my train already (to leave).
4. What he (to do) when you (to see) him yesterday?
5. I (to give) you this book as soon as I (to finish) reading it.
6. When the ship (to cross) the ocean, a great storm (to break) out.

Exercise 310. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Let's go for a walk. The rain (to stop) and the sun (to shine).
2. If you (to help) me, I (to do) this work well.
3. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later.
4. What you (to read) now? — I (to read) -Tom's book. I (to be) in a hurry! Tom soon (to come) and I (to want) to finish reading the book before, he (to come).
5. As soon as you (to see) your friend, tell him that I (to want) to see him.
6. When I (to come) home yesterday, my brother (to sleep).
7. When you (to come) to see us? — I (to come) tomorrow if I (not to be) busy.
8. I (not to like) apples.
9. He (to come) home at five o'clock yesterday.
10. I (to ring) you up as soon as I (to come) home tomorrow.
11. I (to show) you my work if you (to like).
12. He (to come) home by six o'clock yesterday.
13. Pete certainly (to help) you with your English if you (to ask) him.
14. This little boy never (to see) a crocodile.
15. Send me a telegram as soon as you (to arrive).

Exercise 311. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Yesterday I (to put) five apples into the vase. Where they (to be) now? — I (to, eat) them. You (to bring) some more tomorrow? — Yes, if you (not to make) noise when granny (to sleep).
2. You ever (to be) to the Hermitage?
3. What Nick (to do) when you (to ring) him up yesterday? — He (to play) the piano. He (to tell) me that he already (to write) his composition.
4. Why she (to sleep) now? It (to be) too early. She never (to sleep) at this time.
5. You (to go) to the library tomorrow? — No, I already (to be) to the library this week. I (to be) there on Monday. As a rule, I (to go) to the library every Wednesday. But yesterday

I (not to go) there, because I (not to read) the book. I (to read) it now. I (to go) to the library on Saturday if I (to finish) the book by that time.

6. As soon as I (to receive) a letter, I shall go to Moscow.

Exercise 312. Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Autumn (to come). It (to be) November now. It (to get) colder, the days (to get) shorter. It often (to rain). Soon it (to be) very cold.

2. When I (to do) my homework yesterday, I quickly (to run) to the yard, because my friends (to wait) for me there.

3. We (to have) a good time last summer.

4. What you (to learn) for today? — I (to be) sorry, I (not to prepare) my lesson. I (to be) ill yesterday and (not to know) what to do. I (to prepare) my lesson tomorrow. — If you (not to prepare) your lesson tomorrow, you (to get) a bad mark.

5. What you (to do) at five o'clock yesterday?

6. Mike always (to do) his homework in the evening, but today he (to begin) doing it as soon as he comes from school, because his father (to promise) to take him to the theatre.

7. When Mary (to come) home, her brother (to read) the book which she (to bring) him two days before.

Exercise 313. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

1. Hello! Where you (to go)? — Nowhere in particular. I just (to take) a walk.

2. Our students (to do) all kinds of exercises and now they (to be) sure that they (to know) this rule well. They (to hope) they (to make) no mistakes in the test paper.

3. The expedition (to cover) hundreds of kilometres, but they still (to be) far from their destination.

4. You (to go) to Great Britain next year?

5. Yesterday Nick (to say) that he (to read) much during his summer vacation.

6. At the age of twenty my father (to combine) work and study.

7. A great number of students (to study) in the reading room when I (to enter) it last night.

8. The storm (to rage) the whole night, and the sailors (to try) to do their best to save the ship.

9. Mike's friends could hardly recognize him as he (to change) greatly after his expedition to the Antarctic.

10. When I (to enter) the hall, the students (to listen) to a very interesting lecture in history.

Exercise 314. Put the verbs in brackets into the correct tense: the Present Simple, the Past Simple, the Future Simple; the Present Continuous, the Past Continuous; the Present Perfect, the Past Perfect.

It was eight o'clock in the morning and time for me to go to work. I (to look) out of the window. It (to rain) hard. "You (to get) wet through if you (to go) out now," said my mother. "No, I ...," I answered, "I (to take) an umbrella." We (to have) five umbrellas in the house, but when I (to want) to take one, I (to find) that there (to be) not one that I could use: they all (to be) torn or broken. So I (to take) them all and (to carry) them to the umbrella maker, ^saying that I would call for the umbrellas on my way home in the evening. When I (to go) to have lunch in the afternoon, it still (to rain) very hard. I (to go)

to the nearest cafe, and (to sit) down at a table. A few minutes later a young woman (to come) in and (to sit) down at the same table with me. When I (to finish) my lunch and (to be) ready to leave, I absent-mindedly (to take) her umbrella and (to start) for the exit. She (to stop) me saying that I (to take) her umbrella. I (to return) the umbrella with many apologies. In the evening I (to go) to the umbrella maker, (to take) my five umbrellas and (to get) on the tram to go home. It so happened that the woman I (to meet) at the cafe (to ride) in the same tram. When she (to see) me with my five umbrellas, she (to say): "You (to have) a successful day today, (to have not) you?"

Exercise 315. Translate the following sentences into English concentrating on the use of the Present Simple, the Present Continuous or the Present Perfect Continuous.

1. a) Мій тато працює в інституті.
b) Мій тато працює в інституті з 1995 року.
2. a) Моя бабуся готує обід.
b) Моя бабуся готує обід з двох годин.
3. a) Моя сестра спить.
b) Моя сестра спить з п'яти годин.
4. a) Мама прибирає квартиру.
b) Мама прибирає квартиру з ранку.
5. a) Дідусь дивиться телевізор.
b) Дідусь дивиться телевізор з шести годин.
6. a) Мій дядько пише вірші.
b) Мій дядько пише вірші з дитинства.
7. a) Вона читає.
b) Вона читає з ранку.
8. a) Вони грають у волейбол.
b) Вони грають у волейбол з трьох годин.
9. a) Ми вивчаємо англійську мову.
b) Ми вивчаємо англійську мову з 1998 року.

Exercise 316. Translate the following sentences into English concentrating on the use of the Present Continuous or the Present Perfect Continuous.

1. a) Вона все ще вивчає Іспанську мову.
b) Вона вже два роки вивчає Іспанську мову.
2. a) Вони все ще живуть на дачі.
b) Вони вже чотири місяці живуть на дачі.
3. a) Вона все ще розмовляє по телефону.
b) Вона розмовляє по телефону вже двадцять хвилин.
4. a) Мій брат все ще вирішує цю важку задачу.
b) Він вирішує цю задачу вже півгодини.
5. a) Вона все ще пише лист бабусі.
b) Вона вже цілу годину пише цей лист.
6. a) Вони все ще ловлять рибу.
b) Вони ловлять рибу вже п'ять годин.
7. a) Дідусь і бабуся все ще грають в лото.
b) Вони грають в лото вже дві години.
8. a) Вони все ще сперечаються.
b) Вони сперечаються вже дві години.

9. а) Вона ще спить.
б) Вона спить вже дві години.
10. а) Він ще робить уроки.
б) Він робить уроки вже три години.
11. а) Хлопчики все ще грають у футбол.
б) Вони грають у футбол вже сорок хвилин.
12. а) Дівчатка ще переодягаються.
б) Вони переодягаються вже півгодини.
13. а) Артисти все ще репетирують цю сцену.
б) Вони репетирують цю сцену вже три години.
14. а) Діти все ще бігають у дворі.
б) Вони вже три години бігають у дворі.
15. а) Він все ще пише свою нову книгу.
б) Він пише свою нову книгу вже два роки.
16. а) Він все ще вивчає монолог Гамлета.
б) Він вивчає монолог Гамлета вже два дні.
17. а) Ми все ще ремонтуємо нашу квартиру.
б) Ми ремонтуємо нашу квартиру вже півмісяця.

Exercise 317. Put the verbs in brackets into the correct tense: the Present Simple, the Present Continuous, the Present Perfect, the Present Perfect Continuous.

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books.
2. What you (to do) here since morning?
3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together.
4. He (to run) now. He (to run) for ten minutes without any rest.
5. What they (to do) now? — They (to work) in the reading room. They (to work) there for already three hours.
6. Where he (to be) now? — He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time.
7. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990.
8. This is the factory where my father (to work). He (to work) here for fifteen years.
9. You (to find) your notebook? — No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it.
10. You (to play) with a ball for already three hours. Go home and do your homework.
11. Wake up! You (to sleep) for ten hours already.
12. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it.
13. She already (to do) her home work for two hours; but she (not yet to do) half of it.
14. I (to wait) for you since two o'clock.
15. What you (to do)? — I (to read). I (to read) for already two hours. I already (to read) sixty pages.
16. It is difficult for me to speak about this opera as I (not to hear) it.
17. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents.
18. The weather (to be) fine today. The sun (to shine) ever since we got up.
19. Every day I (to wind) up my watch at 10 o'clock in the evening.
20. Come along, Henry, what you (to do) now? I (to wait) for you a long time.

21. Where your gloves.(to be)? — I (to put) them into my pocket.
22. I (to stay) with some American friends in Chicago. I (to stay) with them for two weeks now. I (to have) a great time here. I (to take) the opportunity to improve my English. I already (to see) the towering skyscrapers of Chicago which are reflected in the rippling water of Lake Michigan. I just (to take) a picture of Chicago's Sears Tower which (to rise) 1,707 feet and (to provide) a panoramic view from the skydeck.
23. I (to go) to give that cat some food. I (to be) sure it (to starve). — But Jane already (to feed) the cat. You needn't do it.

Exercise 318. Put the verbs in brackets into the correct tense: the Present Simple, the Present Continuous, the Present Perfect, the Present Perfect Continuous.

1. Ми знаємо одне одного вже чотири роки.
2. Я завжди хотів вивчати англійську мову.
3. Де Ніна? — Вона вже дві години удома.
4. Де діти? — Вони все ще граються у дворі.
5. Мій брат вже три роки інженер.
6. Мій друг знає Англійську з дитинства.
7. Я вже півгодини спостерігаю за тобою.
8. Ваш брат ще хворий? — Ні, він вже видужав. Він вже три дні займається фізикою. Він хоче отримати відмінну оцінку на іспиті.
9. Мені вже давно хочеться прочитати цю книгу.
10. Я вже двадцять хвилин намагаюся знайти мій старий зошит.
11. Вони вже десять років живуть в Нью-Йорку.
12. Моя тітка — артистка. Вона завжди любила театр.
13. Ваш тато вже повернувся з півночі? — Так, він вже два тижні удома.
14. Я вже три дні про це думаю.
15. Моя сестра п'є каву з молоком. А я завжди віддавав перевагу чорній каві.
16. Ми дуже раді вас бачити. Ми на вас чекали цілий місяць.
17. Ви все ще читаете цю книгу? Скільки часу ви її вже читаете?
18. Моя сестра займається музикою вже п'ять років.
19. Я шукаю тебе весь вечір. Де ти був весь цей час?
20. Вони пишуть твір вже дві години.

3.6.11 The future-in-the-past

The future-in-the-past can be expressed by

was going to, was about to, was to, was to have + past participle, was on the point of, was due to and (in more limited contexts) ***would***.

These forms can refer to events which were planned to take place and which did take place:

*/ couldn't go to Tom's party as I **was about to go** into hospital.* or refer to an outcome that could not be foreseen:

*Little did they know they **were to be reunited ten years later*** However, the future-in-the-past can also be used to describe events which were interrupted *{just...when}*

*We **were just going to leave** when Jean fell and hurt her ankle.* or to describe events which were hindered or prevented (*...but*):

I was to see/was going to see/was to have seen Mr Kay tomorrow, but the appointment has been cancelled. Note the possible ambiguity of:
 / *was going to see Mr Kay.* (the meeting did or did not take place) compared with:
 / *was to have seen Mr Kay.* (I did not see him)

Future-in-the-past: typical contexts

The future-in-the-past is often used in narrative to describe 'events that were destined to happen':

*Einstein was still a young man. His discoveries had not yet been published, but they **were to change** our whole view of the universe.*

Would can also express future-in-the-past in such contexts: *We had already reached 9,000 feet. Soon we **would reach** the top.*

Conjugation of the verb to write in the <i>Future-in-the Past Simple Tense</i>	
(He knew that) I should write he would write she would write it would write we should write you would write they would write	(He thought that) I should not write he would not write she would not write it would not write we should not write you would not write they would not write
Conjugation of the verb to write in the <i>Future-in-the Past Continuous tense</i>	
(He said that) I should be writing he would be writing she would be writing it would be writing we should be writing you would be writing they would be writing	(He supposed that) I should not be writing he would not be writing she would not be writing it would not be writing we should not be writing you would not be writing they would not be writing
Conjugation of the verb to write in the <i>Future-in-the Past Perfect Tense</i>	
(He was sure that) I should have written he would have written she would have written it would have written we should have written you would have written they would have written	(He guessed that) I should not have written he would not have written she would not have written it would not have written we should not have written you would not have written they would not have written

Exercise 319. Make the following sentences Past.

1. I am afraid I shall be late.
2. Do you think we shall pick all the apples in three days?
3. He hopes you will often visit him.
4. They expect he will be at home in a few days.
5. Are you afraid we shan't be in time?
6. She promises that she will finish the work in a week.
7. I think Henry will help us.

Exercise 320. Use the Future Simple or the Future-in-the Past Simple of the verbs in brackets.

1. I know we (not to be) late.
2. I knew we (not to be) late.
3. I want to know whether he (to be) at home.
4. I wanted to know whether he (to be) at home.
5. "When you (to be) ready?" he asked
6. He' asked when I (to be) ready.
7. I can't say whether Bob (to do) the work perfectly, but he (to do) his best.
8. He asked me whether he (to see) Olga there.
9. Are you sure that we (to have) time to do that?
10. I was afraid he (to say): "I don't think I (to be) able to come."
11. I did not know what he (to speak) about.

Exercise 321. Use the following sentences as subordinate clauses. The sentences in brackets are to be used as main clauses for the sentences.

(I supposed; He believed; She was sure; We were told; I heard; She said; He understood; She imagined; The letter said.)

• **E.g.** My brother **will** be sleeping.

I **supposed** that my brother **would** be sleeping.

1. He will solve the problem in no time.
2. The new film will be on in many cinemas.
3. The teacher will have corrected our papers by the beginning of the lesson.
4. She will not like this TV programme.
5. The train will arrive on time.
6. The children will be playing in the yard.
7. All the newspapers will publish this information.
8. They will win the game.
9. I shall go to the south.
10. My sister will not forget to ring me up.
11. I shall have done my homework by nine o'clock.
12. The tourists will not return by sunset.
13. My friends will be waiting for me.
14. My friend will have returned by that time.
15. They will be working the whole evening.

Exercise 322. Translate the following sentences into English concentrating on the use of tense-aspect forms in the main sentences.

1. Я знаю, що він скоро прийде.

2. Я знав, що він скоро прийде.
3. Я думаю, що вона спатиме в цей час.
4. Я думав, що вона спатиме в цей час.
5. Вона думає, що зробить всю роботу до п'ятої години.
6. Вона думала, що зробить всю роботу до п'ятої години.
7. Я був упевнений, що до десятої години він вже вивчить вірш.
8. Я знав, що до дев'ятої години мама вже приготує вечерю і о дев'ятій годині вся сім'я сидітиме за столом. Я боявся, що прийду надто пізно.
9. Вона боялася, що її друг не прийде.
10. Вони написали, що скоро приїдуть.
11. Я був упевнений, що зустріну його на станції.
12. Я думаю, що тато скоро напише нам лист.
13. Вам сказали, що в грудні ми писатимемо контрольну роботу?
14. Він зрозумів, що ніколи її не забуде.
15. Я вважаю, що вони пригадають про нас.
16. Він говорить, що знає цю людину.

Tense-Aspect Forms of the Active Voice				
	<i>Present</i>	<i>Past</i>	<i>Future</i>	<i>Future in-the-Past</i>
Simple (Indefinite)	He writes letters <i>every day</i>	He wrote a letter <i>yesterday</i>	He will write a letter <i>tomorrow</i>	(He said that) he would write a letter <i>the next day</i>
Continuous (Progressive)	He is writing a letter <i>now</i>	He was writing a letter <i>at 5 o'clock yesterday</i>	He will be writing a letter <i>at 5 o'clock tomorrow</i>	(He said that) he would be writing a letter <i>at 5 o'clock the next day</i>
Perfect	He has already written a letter	He had written a letter <i>by 5 o'clock yesterday</i>	He will have written a letter <i>by 5 o'clock tomorrow</i>	(He said that) he would have written a letter <i>by 5 o'clock the next day</i>
Perfect Continuous (Perfect Progressive)	He has been writing a letter <i>since morning</i>	He had been writing a letter <i>for two hours when I came</i>	He will have been writing a letter <i>for two hours when I come</i>	(He said that) he would have been writing a letter <i>for two hours when I came</i>

3.1 – 3.6 Revision

Exercise 323. Put the verbs in brackets into the correct tense.

1. When morning came, the storm already (to stop), but the snow still (to fall).
2. Yesterday by eight o'clock he (to finish) all his homework, and when I (to come) to his place at nine, he (to read).
3. I (to wait) for permission to go abroad for already three weeks, but I (not to receive) the visa yet.
4. Everybody (to be) at the door of the museum, but my friend (not yet to come).
5. We (to drink) tea when the telephone (to ring).
6. Johnny noticed that everybody (to look) at him, and he (to feel) shy.
7. Light (to travel) more quickly than sound.
8. When I (to come) to Pete's house last Sunday, he (to read) a new book. He (to say) he (to give) it to me soon. Today I (to take) it from him. Now I (to read) it. I (to finish) it by Friday. If you like, I (to give) it to you on Saturday when you (to come) to see me.
9. When will he come? We (to wait) for him for already half an hour.
10. On leaving the hall the students (to thank) the professor who (to deliver) the lecture.
11. We already (to cover) about ten miles when Peter, who (to look) out of the window for the last five or ten minutes, suddenly exclaimed: "Here is the station!"

Exercise 324. Put the verbs in brackets into the correct tense.

1. He (to be) here five minutes ago, but you (to be) out. He (to ask) me to tell you that he (to come) again tonight.
2. You (to read) "The Murder of Roger Ackroyd" by Agatha Christie? — No, I (not yet to read) it. But I (to hear) that it (to be) a very interesting book. I (to read) it as soon as I (to get) it.
3. When we (to come) to the station, the train already (to arrive). The passengers (to hurry) to occupy their seats in the carriages.
4. The concert (to be) a greater success than we (to expect). We were very glad.
5. He (to tell) me that if no one (to come) to meet me at the station, I (can) leave the suitcases in the cloakroom and go to the hotel where he (to reserve) a room for me.
6. Lanny (to return) home after seven years of absence. During these seven years he (to study) in Cape Town where his people (to send) him. Lanny was glad at the thought that he (to do) what they (to hope) he (to do) and that soon he (to be) among his people again.

Exercise 325. Put the verbs in brackets into the correct tense.

1. We could not go out because it (to rain) hard since early morning.
2. She (to teach) at our school for twenty years now.
3. Ring me up as soon as you (to come) home.
4. He (to begin) to write his composition at three o'clock. It is already eleven, and he still (to write) it. He says he (to finish) it by twelve.
5. We (to help) our librarian to put the books in the right order for already three days, but we (to arrange) only half the books.
6. What you (to do) when I (to come) in?
7. When I (to come) to his house, they (to tell) me that he (to leave) an hour before.

8. On checking up his answers he (to find) out that he (to make) several mistakes.
9. When I (to leave) home, the snow already (to stop), but a strong wind (to blow).
10. You (to read) this book? — Yes, I (to read) an hour.
2. She (to live) in Moscow for ten years when her sister (to come) to live with her.
3. Our teacher (to come). Now he (to speak) with our monitor.
4. They (to speak) when I (to look) at them.
5. What you (to do) here? — I (to prepare) for my report. — How long you (to prepare) for it? — Oh, I (to work) since morning.
6. He (to teach) at school for five years when the war (to break) out.
7. She (to study) English since last year.
8. You ever (to be) to London? — Yes, I (to be) there last summer.
9. What your friend (to do) now? — She (to have) dinner. She usually (to have) dinner at this time.
10. I (to buy) a new dress. I (to show) it to you tomorrow when you (to come) to my place.
11. So you begin working tomorrow! And who (to take) care of your children when you (to go) to work?
12. Hello, Peter! Where you (to go)? — I (to go) to the library.
13. I (to walk) about an hour when I (to see) a little house not far from the river.
14. When he (to read) the newspaper, he (to give) it to his brother.
15. He (to leave) for Rostov in 1990 and since then he (to live) there.
16. At this time tomorrow we (to discuss) your report.
17. Now she (to read) the book which I (to give) her yesterday.

Exercise 326. Put the verbs in brackets into the correct tense.

1. How long you (to wait) for me? I am really very sorry.
2. Yesterday I (to meet) a friend of mine whom I (not to see) for a long time.
3. Ring me up at eleven o'clock, I (not yet to sleep).
4. You (to be) late for the concert if you (not to take) a taxi.
5. The sun (to set) a long time ago, and it (to begin) to get really cold.
6. When I (to come) home yesterday, my sister already (to return) and (to sit) at the fireplace looking through some old photographs.
7. He (to smoke) three cigarettes and (to look) through all the books on the shelf, when at last he (to hear) his friend's steps approaching the door.
8. The first person whom Andrew (to see) as he (to enter) was his old nurse. She (to sit) on the sofa. During the last five years she greatly (to change) and now (to look) a very old woman.
9. She is going to read the letter she just (to receive).
10. He just (to approach) the door, when she (to enter).
11. He (to write) the composition for three hours and he (to say) he soon (to finish) it as he (to think) over the conclusion now.
12. Where is the baby? - The nurse (to put) it to bed.
13. He said he (to work) for a long time without achieving good results.
14. Hardly¹ I (to go) out when I (to remember) that I (to forget) to take my umbrella.

¹ We usually use the Past Perfect and the inverted word-order after *hardly*

Exercise 327. Put the verbs in brackets into the correct tense.

1. The students (to write) the paper by dinnertime.
2. They (to sail) down the river for many hours before they (to come) to the village.

3. I (not to be) to my home town for five years.
4. The rain (to stop) by the time we (to reach) home.
5. The message (to arrive) five minutes after he (to leave) the house.
6. It (to be) nearly eleven o'clock when we (to begin) doing this work.
7. At last the reply from my grandmother (to come), and my mother (to tell) me that she (to come) soon.
8. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed?
9. Peter (to read) by the fireplace when the door (to open) and the maid (to enter). The cook (to follow) her.
10. When the mother (to satisfy) herself that the children (to sleep) peacefully in their beds, she (to take) out the Christmas presents and carefully (to put) them into the stockings which (to hang) at the beds.
11. If you (to ring) me up tomorrow, I (to tell) you all about it.
12. The lesson (not yet to begin), and the children (to talk) loudly in the corridor.
13. I (to live) in St. Petersburg since 1991.
14. By the fifteenth of January the students (to pass) all the examinations.

Exercise 328. Put the verbs in brackets into the correct tense.

1. Where is Nick? — He (not to be) at home, he (to go) to the cinema. Wait for him, he (to come) in half an hour.
2. It was very late. I (to go) to bed and (to fall) asleep when my father (to return) home.
3. I'll join you when I (to drink) my tea.
4. When I (to come), he (to live) in the same old house where I first (to meet) him. He (to tell) me he (to wait) for me for already some time.
5. The pupils (to do) a lot of exercises before they (to learn) to write dictations well.
6. I could not hear a sound: they (to stop) talking.
7. On entering the drawing room he (to find) that his two friends (to get) up and (to wait) for him.
8. The sportsmen (to train) since early morning; now they (to go) over the high jump, as they (not to be) satisfied with their results.
9. Five minutes (not to pass) when the train for which we (to wait) (to appear) in the distance.
10. Tomorrow father (to come) late. We (to do) all our homework and (to drink) tea when he (to; come).
11. When Mrs. Smith (to come) home yesterday, she (to see) that her daughter (to cook) supper and (to wait) for her with the table laid.

Exercise 329. Put the verbs in brackets into the correct tense.

1. He said he (to listen) to the same stories for a long time.
2. By the evening he (to translate) ten pages.
3. You ever (to be) to the new stadium? — Yes, I (to be) there last Saturday.
4. The old lady was happy: she (not to see) her son for three years.
5. What you (to do) yesterday?
6. How many pages you (to translate) for today?
7. The day (to be) cold and it (to rain). When I (to reach) home, my raincoat (to be) all wet. I (to take) it off, (to shake) the water off it, (to hang) it up and (to go) into the living room. My children (to play) on the carpet. When they (to see) me, they (to jump) up and (to run) up to me. 8. I (to hear) this song several times already, but I cannot remember the words. I (to write) them down as soon as I (to hear) this song again.

9. Hardly¹ he (to open) the suitcase, when he (to find) the tie which he (to think) he (to lose) long before.
10. Shut the door! The room (to be) full of smells which (to come) from the kitchen. Mother (not to like) kitchen smells in the room.
11. Last night he (to finish) the book which he (to begin) writing a year ago.

¹ We usually use the Past Perfect and the inverted word-order after **hardly**.

Exercise 330. Put the verbs in brackets into the correct tense.

1. When the train (to stop), I (to look) out of the window but (not to see) any of my friends there. I (to send) them a telegram and hoped that they (to meet) me. As I (to discover) later, they (to receive) it ten minutes before the train arrived and could not meet me.
2. We were greatly surprised not to find Ann at home. It turned out that her sister (to forget) to give her our message, and Ann (to leave) the house fifteen minutes before we (to come).
3. I decided not to put on my raincoat as it (to stop) raining already and the sun (to shine) brightly.
4. The young people entered the theatre. The performance already (to begin), and they (to have) to wait till the first act (to be) over. Nina never (to be) here before and she (to like) the theatre very much.
5. I did not recognize Helen as I (not to see) her for a very long time and she greatly (to change).
6. When the teacher told the boy to recite the poem, the boy (to burst) into tears: he (not to remember) anything, though he (to try) to learn his lesson so hard.
7. Jane usually works in the library. She (to work) there now. She already (to gather) the necessary material and now she (to write) her report.
8. When we (to come) to the station, our train already (to leave), and we (to have) to wait for two hours before another one (to come).
9. I was anxious to see the place where I (to spend) my childhood.
10. Victor asked me to explain the new rule to him, as he (to miss) the previous lesson.
11. John Gray (to visit) Russia in 1989 and (not to be) here since that time.
12. The sight of the school building brought back the old days to us. Here we (to spend) many years together. We (to learn) to read and write; here we (to experience) our first joys and sorrows. We recollected our first day at school, how we (to come) to our first lesson looking alarmed and excited.

Exercise 331. Put the verbs in brackets into the correct tense.

- Ann:* Hello, Kate. I am so glad you (to come) at last. Where you (to spend) the morning?
- Kate:* I (to be) in the bookstore choosing new books in English.
- Ann:* It (to rain) still? It (to be) rather dark in the room.
- Kate:* No, the rain (to stop), but the wind (to blow). On my way to your place I (to meet) Mary. You (to know) her?
- Ann:* Of course I I (to know) her since childhood. When we (to be) children, we often (to play) together. Where you (to meet) her? I (not to see) her for a long time. What she (to look) like?
- Kate:* She (not to change) a bit. She (to go) to the library when I (to meet) her.
- Ann:* What she (to tell) you?
- Kate:* She (to tell) me she recently (to return) from a very interesting trip and that she (to travel) a lot and (to see) many interesting things. She (to want) to see all her friends soon.
- Ann:* Oh, then she (to come) to see me, too, I (to think).

Kate: Yes, that (to be) a pleasant meeting, I (to be) sure. But what (to be) the time? My watch (to stop) and I (not to know) the exact time.

Ann: It (to be) ten minutes to three.

Kate: Oh, then let's begin working at once. At four o'clock I must go. My mother (to wait) for me at the metro station at a quarter past four.

Exercise 332. Translate the following sentences into English concentrating on the use of tense-aspect forms.

1. Він був щасливий: він написав відмінний твір.
2. Я шукаю тебе весь вечір.
3. Я раптом пригадав, що нічого не їв з ранку.
4. На щастя, дощ вже перестав, коли ми вийшли.
5. Скільки років ви працюєте в цій школі?
6. Об одинадцятій годині ми ще працювали.
7. Об одинадцятій годині ми вже працювали три години.
8. Я вже три рази говорив тобі, що треба переписати вправу.
9. Я вже цілу годину читав після обіду, коли прийшов тато.
10. Я не прийду. Я писатиму твір весь вечір.
11. Де ти був з минулої п'ятниці?
12. Я вже два тижні живу у друзів.
13. Я вже два тижні жив у друзів, коли отримав лист.
14. Скільки днів ви вже читаете цю книгу?
15. Тільки коли вона була в поїзді, вона пригадала, що залишила книгу удома.
16. Вони живуть в цьому будинку вже п'ять років.
17. Моя сестра була хвора вже декілька днів, коли я дізналася про це.
18. Ти знав, що він не написав твір?
19. Ми не одержуємо від неї листів вже декілька місяців.
20. Скільки років ви вже працюєте на цьому заводі?
21. Він вже пішов, коли Олена включила радіо.
22. Я працюю над цією проблемою вже три місяці.
23. Ви повинні відпочити. Ви дуже багато працювали сьогодні.

Exercise 333. Translate the following sentences into English concentrating on the use of tense-aspect forms.

1. Що робить твій брат? — Він працює в інституті. — А що він зараз робить? — Він читає газету. Я завжди приношу йому газети, коли він приходить з роботи.
2. Було вже темно, коли ми підійшли до будинку; дув сильний вітер, і ставало все холоднішим і холодніше.
3. Що ви робитимете завтра о восьмій годині вечора? — Завтра до восьми годин я вже закінчу всі свої уроки, і о восьмій годині гратиму на роялі.
4. Вони читали Діккенса англійською, і знають багато його творів.
5. Наступила зима, і тепер ми знову часто ходитимемо на каток.
6. Коли Тому вийшов з будинку, всі хлопці грали у футбол, а Біл і Джон рахували круглі камінчики, які вони принесли з річки.
7. Вона була здивована: вона ще ніколи не бачила стільки кольорів.
8. Коли я прокинувся, мама вже встала і готувала чай.
9. Я вже півгодини прагну пригадати її ім'я, але дотепер ще не пригадав.
10. Коли він прийшов додому, ми вже пішли в кіно.
11. Вона сказала, що йде дощ і нам краще сидіти удома.

12. Вона жила в цьому будинку вже п'ять років, коли приїхав її брат.
13. Вона думала, що буде гарна погода.
14. Хіба ти не розумієш, що весною буде вже три роки, як я ношу цей капелюшок?
15. Невже вони грають в шахи з самого ранку?
16. Вони йшли по дорозі вже дві або три години, коли раптом пішов дощ.
17. Я знаю, що вона працює над цією статтею вже три тижні.
18. Коли я повторила своє питання, він сказав, що не чув мене вперше, але я ясно бачила, що він добре чув мене обидва рази.
19. Ну, уклала ти свої речі, нарешті? Таксі вже десять хвилин чекає біля дверей.
20. Ми сидимо тут вже дві години, а я все ще не розказав тобі про свою поїзтку.
21. Де Мері? — Вона в бібліотеці, вона готується до доповіді. Вона вже працює три години.
22. Він думав, що його друзі працюють разом.

3.7 The Passive

3.7.1 Forms and uses of the passive

FORM

To be in the appropriate form + *past participle*.

- The passive is not used in the present perfect continuous, the past perfect continuous or the future continuous for reasons of style.
- We can use the passive in all other tenses and in other verb forms.

	Active	Passive
Infinitive	to do	to be done
Perfect infinitive	to have done	to have been done
Participle and Gerund	doing	being done
Perfect Participle/Gerund	having done	having been done

USE

- We use the passive form when the receiver of the action is more important than the performer of the action or when the performer of the action is not someone specific. The use of the passive avoids sentences with a vague subject like 'Someone' or 'Some people'.

*The local cinema **was closed down** three years ago.*

*Very few typewriters **are being sold** these days.*

*Children should **be warned** not to speak to strangers.*

*The 10.30 flight to Greece **has been delayed**.*

- The use of the passive is a way of avoiding placing responsibility for a particular action on any specific person or organisation.

*Due to the company's need to increase production, the lunch break **will be reduced** from one hour to forty-five minutes.*

*(The managers will probably prefer to say this than to say, *We/The company / The anagement will. reduce the lunch break ...*)*

*I am sorry that your letter **was mislaid***

*(The speaker may prefer not to say, *I am sorry that I mislaid your letter.*)*

- The passive is often used to avoid a change of subject in a sentence.

*When they got to the police station, they **were immediately questioned**.*

*I went by train and **was met** at the station by my aunt.*

- We can use *by + the performer of the action* after a verb in the passive if we want to say who or what did it. This places emphasis on the performer of the action.

We often use *by + agent* after the passive form of these verbs: *build, compose, damage, design, discover, invent, make, write*.

The play was written by a previously unknown author.

St. Paul's Cathedral was designed by Christopher Wren.

The book tells how he was often beaten by his cruel father.

The petition was signed by all the people in the street.

We were stopped by the police on our way home.

- The passive is often used with verbs of saying and believing in these constructions:

It + passive + *that* clause

It is expected that many more people will die from starvation in the next decade.

There + passive + *to be*

There are believed to be many thousands of homeless teenagers living on the streets of the capital.

Subject + passive + *to*-infinitive

She is considered to be the best singer in the group.

- The passive is often used in notices, news reports and descriptions of processes.

*Customers **are advised** to buy their tickets in advance.*

*Two escaped prisoners **were recaptured** this morning when they tried to board an aircraft.*

ENGLISH SPOKEN HERE

*The oranges **are treated** with wax and then **stored** in large boxes before **being shipped** abroad.*

Notes

* Some languages often use an impersonal pronoun where English uses the passive. **One** as an impersonal pronoun is only occasionally used in formal English now. **You** is a more informal personal pronoun and is used more frequently than **one**.

***One** often sees / **You** often see large cruise ships coming into this port.*

* **Get** is often used with certain past participles: *get engaged, get married, get lost, get killed, get dressed, get elected, get hit, get drunk*.

Exercise 334. Rewrite the sentences, putting the underlined verbs into the passive. Make any other changes necessary.

- 1 They should have given us this information ages ago.
This information should have been given to us ages ago.
- 2 Do you want someone to wake you up in the morning?
Do you want to be woken up in the morning?
- 3 I don't like someone telling me what to do.
- 4 The windows are really dirty: no-one's cleaned them for weeks.
- 5 After the company made him redundant, he became very depressed.
- 6 I would like them to have given me the chance to explain my point of view, but they weren't interested.
- 7 I'm hoping they will choose me for the college football team.
- 8 People believe that many more people will die of skin cancer over the next ten years.
- 9 If it hadn't rained so much, we would have finished the job on time.
- 10 We can't take the car: the people at the garage are repairing it.

Exercise 335. Rewrite the texts putting the underlined verbs into the passive and making any other changes that are necessary. Use by + agent where appropriate.

1 Fire almost completely destroyed the Royal Hotel last night. By the time someone called the Fire Brigade, the hotel was already blazing. Ambulances took fifteen people to hospital suffering from severe burns. They say that seven of them are in a serious condition. People think that a discarded cigarette started the fire.

The Royal Hotel was almost completely destroyed by fire last night. By the time the Fire Brigade was/were called, ...

2 The company is sorry to announce that the situation has forced it to introduce a range of cost-cutting measures as from the beginning of the new year. Unfortunately, we can no longer provide free tea and coffee. Someone is going to install new coin-operated drinks machines in every department and you can purchase a wide range of drinks from these. We will also stop overtime payments after the end of this month and we will expect all members of staff to complete their duties within their contract hours. You must no longer make personal calls from office phones and we request you to use the payphone in the basement for this purpose.

3 Jane is talking to her friend Greg about her holiday.

G: So, how was the holiday?

J: Oh, it was fantastic. They organized everything so well. As soon as we arrived at the airport, our courier met us and took us to the hotel. Someone had cleaned all the rooms beautifully and put fresh flowers on the tables.

G: Oh, how lovely. And what about the food?

J: It was excellent. They freshly prepared it all in the hotel and they even made the bread in the hotel kitchen. They served the bread rolls hot every morning with breakfast.

G: Mm, it does sound good. I must say, I'd like someone to cook my meals for me for a couple of weeks. And what about the surrounding area? Was that nice?

J: Oh, beautiful. There were trips every day and they showed us all the local sights. There was so much history to see. You'd love it there, honestly.

4 Last month the Council put forward a plan to make the seafront traffic free. Many of the shop and restaurant owners support the plan as they believe that a more pleasant environment will improve their trade. However, the hotel owners are less enthusiastic and say that the traffic restriction will make access to their car parks very difficult. There have also been protests from some local residents who complain that the closure of the seafront road will make their journeys around the town much longer.

Exercise 336. Put the verbs in brackets into the correct tense and form. Some of the verbs should be in the passive and some in the active.

Animals on the roads

More cars and lorries¹ *are being driven* (drive) on our roads every year and, sadly, as a result of this, more and more wild animals² ... (kill) by vehicles. Roads often³ ... (cross) the routes that⁴ ... (take) by animals when they are migrating, breeding or feeding. Every spring, many thousand of toads⁵ ... (kill) as they⁶ ... (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains can⁷ ... (often see) lying on the roadside. Many badgers and hedgehogs⁸ ... (hit) by cars at

night as they ⁹ ... (move around) in search of food. Rabbits sometimes seem to ¹⁰ ... (hypnotize) by the headlights of cars and ¹¹ ... (not move) quickly out the way. Birds ¹² ... (sometimes hit) too as they ¹³ ... (fly) low over roads.

¹⁴ ... (can anything do) to protect these animals from the dangers of the road? Well, in 1969 a toad tunnel ¹⁵ ... (build) in Switzerland and was a great success. Since then, other tunnels ¹⁶ ... (construct) elsewhere in Europe, not just for toads but for badgers and salamanders too. In Florida, where the rare Florida panther ¹⁷ ... (live), panther tunnels ¹⁸ ... (build) under the highway and fencing ¹⁹ ... (put up) beside the highway to guide the animals safely into these underpasses. Road signs warning drivers to ²⁰ ... (look out) for particular animals ²¹ ... (often see) in the US and it is to ²² ... (hope) that they ²³ ... (become) a more common sight on the roads of Europe.

Tense-aspect forms of the <i>Passive Voice</i>				
	Present	Past	Future	Future in-the- Past
Simple (Indefinite)	Letters are written <i>every day</i>	The letter was written <i>yesterday</i>	The letter will be written <i>tomorrow</i>	(He said that) the letter would be written <i>the next day</i>
Continuous (Progressive)	The letter is being written <i>now</i>	The letter was being written <i>at 5 o'clock yesterday</i>		
Perfect	The letter has already been written	The letter had been written <i>by 5 o'clock yesterday</i>	The letter will have been written <i>by 5 o'clock tomorrow</i>	(He said that) the letter would have been written <i>by 5 o'clock the next day</i>
Perfect Continuous (Perfect Progressive)				

3.8 The causative

FORM

have/get + *object* + *past participle*

USE

- We use the causative **have** or the causative **get** when we are not concerned about the person doing the action.

The subject of the verb **have** or **get** causes the action to take place.

*We **have/get** the windows cleaned once a month.*

(We have an agreement with the window cleaner that s/he cleans the windows once a month and we pay him/her.)

*You should **have/get** your eyes tested.* (You should arrange for an eye test.)

- We occasionally use the causative **have** or **get** with *by* + *agent*.

*We **had/got** the house decorated by a local firm of decorators.*

3.8.1 Contrast: have and get

The causative **have** and the causative **get** are very similar and often interchangeable.

However, the causative **get** is more concerned with the arranging that is required in order for something to be done.

*I **had** the car serviced this morning.* (I caused this to happen but I may or may not have taken the car to the garage myself.)

*I **got** the car serviced this morning.* (This is almost the same but there is an assumption here that I took the car to the garage.)

When we are concerned with the process of something happening and not the preparatory arrangements, we use the causative **have** and not the causative **get**.

*I like **having** my hair done.*

*They stayed with us while they were **having** their flat decorated.*

We do not generally use the causative **get** in the present perfect or past perfect.

*Oh, you've **had** your hair done.* (NOT ~~You've got your hair done.~~)

Notes

* We also sometimes use **get** + *object* + *past participle* to say that we did something ourselves. When we use it in this way, it suggests that there was a lot to be done or that it was difficult but that we managed to finish it.

*I **got** all my work done yesterday.*

* We occasionally use the causative **have** and **get** when the subject of **have/get** does not cause the action to happen but is an unwilling victim. It is generally used in this way with verbs denoting crimes.

*I **had/got** my bag stolen last week.*

Exercise 337. Rewrite the sentences using **have** or **get** + *object* + *past participle*.

- 1 There's a photographer over there. Why don't we ask her to take our picture?
*Why don't we **have/get** our picture taken?*
- 2 I've finally decided to arrange for someone to pierce my ears.
*I've finally decided to **have/get** my ears pierced.*
- 3 I think there's a leak in the roof. We should arrange for someone to repair it.
- 4 Do you know what time it is? I'm afraid someone hasn't repaired my watch yet.

- 5 Someone is going to redecorate the kitchen for us next month.
- 6 If I were you, I'd ask someone to cut that tree down. It shuts out all the light.
- 7 I'm having a bit of trouble with my eyes at the moment so someone's going to test them next week.
- 8 I love someone massaging my shoulders.
- 9 The dentist hasn't checked my teeth this year.
- 10 The baby was crying when I arrived because someone was washing her hair.
- 11 I didn't recognize her at first because someone had cut her hair.
- 12 He looks much younger. I think someone's dyed his hair.
- 13 I don't know if I've passed the course because the tutors haven't marked all my work yet.
- 14 The dentist took two of my teeth out. After that, I decided to stop eating sweets.
(After...)
- 15 That wasps' nest in the garden is dangerous. You must ask someone to remove it.

3.8.2 The causative compared with the active and passive

1 We use the **active** to describe jobs we do ourselves or when we know who's doing a job:

I'm servicing the car. Jack is servicing the car.

2 We use the **passive** to say that a job is being done for us, but we don't know or don't want to say who is doing it:

The car is being serviced. (We're focusing on the car)

3 We use the **causative** to stress the fact that we are 'causing' someone to do a job for us:

I'm having the car serviced. I have had my car serviced. I'm going to have my hair cut.

Not *I'm going to cut my hair* which means I'm going to cut it myself.

We often use the causative with verbs that have to do with services: e.g.

build, clean, decorate, develop (a film), mend, photocopy, press, print, repair, service.

Exercise 338. Supply the correct forms of the verbs in brackets.

- 1 What are you doing? - I.....'m *cleaning*.....the car. (clean)
- 2 Where's your car? - It.....at the moment. I'll collect it in an hour.(clean)
- 3 I never find time to clean the car myself, so I.....(clean)
- 4 Did you decorate the room yourselves? - No, we.....(decorate)
- 5 We can't use the living room. It.....at the moment. (decorate)
- 6 You.....They look quite worn. (must/repair your shoes)
- 7 My shoes.....It was an expensive job! (just repair)
- 8 The heel came off my shoe and I.....it myself. (repair)
- 9 'I'd like this film.....' I said. 'Certainly,' the assistant said. (develop and print)
- 10 'Can I use the photocopier.....this document?' I asked. (photocopy)
- 11 Who.....the children's clothes, in this house? - Who do you think? I do! (mend)
- 12 What's happened to my report?- It.....at the moment. (photocopy)

Exercise 339. Today is Wednesday. Look at the notes Maria wrote yesterday and early today. Then write: a what she had done yesterday; b what she is having done today; c what she is going to have done tomorrow.

Tuesday

best skirt cleaned

two trees planted

car serviced

1a *..She had her best skirt cleaned yesterday*

b *..She's having her eyes tested today*

c *..She's going to have a tooth extracted tomorrow*

2a ..

b ..

c ..

3a ..

b ..

c ..

Wednesday(today)

eyes tested

a film developed

some furniture delivered

Thursday

a tooth extracted

two teeth filled

hair done

3.7 – 3.8 Revision

Exercise 340. Translate into English concentrating on the use of the Past Simple Active or the Past Simple Passive.

Я розказав — Мені розказали

Я показав — Мені показали

Вона привела — Її привели

Ми запитали — Нас запитали

Ми відповіли — Нам відповіли

Ми послали — Нас послали

Вони дали — Їм дали

Він допоміг — Йому допомогли

Він порадив — Йому порадили

Він забув — Його забули

Він пригадав — Його пригадали

Ми запросили — Нас запросили

Ми поправили — Нас поправили

Він вилікував — Його вилікували

Він покликав — Його покликали

Exercise 341. Translate into English concentrating on the use of the the Present, the Past or the Future Simple Passive.

Мені розказали — Мені розказують — Мені розкажуть

Мені показали — Мені показують — Мені покажуть

Її привели — Її приводять — Її приведуть

Нас запитали — Нас питають — Нас запитають

Нам відповіли — Нам відповідають — Нам відповідять

Нас послали — Нас посилають — Нас пошлють

Їм дали — Їм дають — Їм дадуть

Йому допомогли — Йому допомагають — Йому допоможуть

Йому порадили — Йому радять — Йому порадять

Його забули — Його забувають — Його забудуть
Його пригадали — Його згадують — Його пригадають
Нас запросили — Нас запрошують — Нас запросять
Нас поправили — Нас поправляють — Нас поправлять
Його покликали — Його звуть — Його покличуть

Exercise 342. Use the Present Simple Passive of the verbs in brackets.

(USUALLY) 1. The postbox (to empty) every day.

2. The stamps (to postmark) at the post office.
3. The letters (to sort) into the different towns.
4. The mail (to load) into the train.
5. The mailbags (to unload) after their journey.
6. The bags (to take) to the post office.
7. The letters (to sort) into the different streets.
8. The letters (to deliver).

Exercise 343. Use the Past Simple Passive of the verbs in brackets.

(YESTERDAY) 1. The postbox (to empty) yesterday.

2. The stamps (to postmark) at the post office.
3. The letters (to sort) into the different towns.
4. The mail (to load) into the train.
5. The mailbags (to unload) after their journey.
6. The bags (to take) to the post office.
7. The letters (to sort) into the different streets.
8. The letters (to deliver).

Exercise 344. Use the Future Simple Passive of the verbs in brackets.

(TOMORROW) 1. The postbox (to empty) tomorrow.

2. The stamps (to postmark) at the post office.
3. The letters (to sort) into the different towns.
4. The mail (to load) into the train.
5. The mailbags (to unload) after their journey.
6. The bags (to take) to the post office.
7. The letters (to sort) into the different streets.
8. The letters (to deliver).

Exercise 345. Use the Present Simple, the Past Simple or the Future Simple Passive of the verbs in brackets.

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the Great Fire in London.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. St. Petersburg (to found) in 1703.
8. Bread (to eat) every day.
9. The letter (to receive) yesterday.

10. Nick (to send) to Moscow next week.
11. I (to ask) at the lesson yesterday.
12. I (to give) a very interesting book at the library last Friday.
13. Many houses (to build) in our town every year.
14. This work (to do) tomorrow.
15. This text (to translate) at the last lesson.
16. These trees (to plant) last autumn.
17. Many interesting games always (to play) at our PT lessons.
18. This bone (to give) to my dog tomorrow.
19. We (to invite) to a concert last Saturday.
20. Lost time never (to find) again.
21. Rome (not to build) in a day.

Exercise 346. Put the verbs in brackets into the correct tense.

1. At the station they will (meet, be met) by a man from the travel bureau.
2. She will (meet, be met) them in the ball upstairs.
3. The porter will (bring, be brought) your luggage to your room.
4. Your luggage will (bring, be brought) up in the lift.
5. You may (leave, be left) your hat and coat in the cloakroom downstairs.
6. They can (leave, be left) the key with the clerk downstairs.
7. From the station they will (take, be taken) straight to the hotel.
8. Tomorrow he will (take, be taken) them to the Russian Museum.

Exercise 347. Translate the following sentences into English concentrating on the use of the Present Simple Active and the Present Simple Passive.

1. Я завжди хвалю моїх друзів.
2. Мене завжди хвалять вдома.
3. Щосуботи тато показує дідуся мої оцінки.
4. Щосуботи татові показують мої оцінки.
5. Ми часто згадуємо вас.
6. Нас часто згадують в селі.
7. Мені дають сік кожний ранок.
8. Кожний ранок я даю кішці молоко.
9. Він щодня розказує нам що-небудь цікаве.
10. Йому щодня розказують що-небудь цікаве.
11. Я часто посилаю листи друзям.
12. Мене часто посилають на південь.
13. Мене часто запрошують в кіно.
14. Моїй сестрі часто допомагають в школі.
15. Я іноді забуваю узяти щоденник.
16. Він пише багато листів.
17. Книги А. Крісті читають з цікавістю.
18. Собаки люблять кістки.
19. Собак люблять в багатьох сім'ях.
20. Коли у вашій сім'ї п'ють чай?
21. Де бережуть старі листи?
22. Чому ці правила завжди забувають?
23. Чому ви завжди забуваєте ці правила?
24. Де живуть ваші друзі?

25. Де купують хліб?
26. Коли задають питання?

Exercise 348. Translate the following sentences into English concentrating on the use of the Past Simple Active and the Past Simple Passive.

1. Я порадив моєму другові вступити до спортивної секції.
2. Мені порадили вступити до спортивної секції.
3. Я показав доктору мої зуби.
4. Мене показали доктору.
5. Я дав своєму собаці шматок цукру.
6. Мені дали на обід суп.
7. Вчора я попросив вчителя допомогти мені.
8. Вчора мене попросили допомогти однокласнику.
9. Минулого літа я навчив сестру плавати.
10. Минулого літа мене навчили плавати.
11. Вчора нам задавали багато питань на уроці.
12. Я відповів на всі питання.
13. Вчитель поставив мені хорошу оцінку.
14. Удома мене похвалили.
15. Ці листи принесли вранці.
16. Мій портфель купили минулого року.
17. Ці горіхи з'їли вчора.
18. Де ви купили цю книгу?
19. Де купили цю книгу?
20. Коли зварили обід?
21. Коли розбили чашку?
22. Коли ти розбив чашку?
23. Що йому обіцяли?
24. Коли полагодили машину?
25. Коли виправили помилку?

Exercise 349. Translate the following sentences into English concentrating on the use of the Future Simple Active and the Future Simple Passive.

1. Нові ковзани куплять завтра.
2. Міша попросить мене допомогти йому.
3. Мішу попросять розказати про свою подорож.
4. Доктор попросить мене відкрити рот.
5. Доктора попросять вилікувати мене.
6. Завтра я принесу новий фільм.
7. Завтра принесуть новий фільм.
8. Мій друг допоможе мені з математикою.
9. Моєму другові допоможуть з німецькою.
10. Я куплю морозива.
11. Квитки принесуть завтра.
12. Диктант писатимуть в наступний вівторок.
13. Маму попросять не турбуватися.
14. Мамі дадуть чашку кави.
15. Мама подякує доктору.
16. Телеграма буде відправлена зараз же.

17. Килим повісять на стіну.
18. Книги покладуть на полку.
19. Коли пошлють лист?
20. Коли перевірять контрольну роботу?
21. Як робитимуть цю роботу?

Порівняйте:

The doctor was sent — Доктора послали

The doctor was sent for — За доктором послали

Запам'ятайте цю жартівливу міні-розповідь:

He was talked about.

He was sent for.

He was waited for.

He was looked at.

He was listened to.

He was laughed at.

Запам'ятайте ці речення:

The house wasn't lived in.

The bed wasn't slept in.

Exercise 350. Make the following sentences Passive concentrating on the use of prepositions.

• **E.g.** We often **speak about** her. — She **is** often **spoken about**.

1. The senior students laughed at the freshman.
2. The group spoke to the headmistress yesterday.
3. The young mothers looked after their babies with great care.
4. Nobody lived in that old house.
5. They sent for Jim and told him to prepare a report on that subject.
6. We thought about our friend all the time.
7. The doctor will operate on him in a week.
8. The teacher sent for the pupil's parents.
9. They looked for the newspaper everywhere.
10. Nobody slept in the bed.
11. The neighbour asked for the telegram.
12. Everybody listened to the lecturer with great attention.

Exercise 351. Translate the following sentences into English concentrating on the use of the Present Simple, the Past Simple and the Future Simple Passive.

1. Її часто посилають на пошту.
2. Минулого року її послали до Кембріджа.
3. Його пошлють до Гарварду.
4. За нею завжди посилають.
5. За нею послали вчора.
6. За мною пошлють завтра.
7. Їх завжди запрошують на день народження Ганни.
8. Влітку Колю відвезуть на дачу.
9. Про цей фільм багато говорили.
10. В музеї нам показали багато прекрасних картин.
11. Цю книгу дуже часто запитують.

Exercise 352. Use the required passive tense-aspect forms in the following sentences.

• **E.g.** Mother *waters* the flowers in the evening. —
The flowers *are watered* in the evening (by Mother).

1. Irene's husband brought her some beautiful shells from the south.
2. The explorers gave the newspaper reporters a long interview.
3. Mr. Wilson will teach you English.
4. The doctor ordered me a month's rest from studying.
5. Tom gave Nick a book for his birthday.
6. Our mother tells us stories every evening.
7. Lydia will show you a new book of pictures.
8. A boy showed her the way.
9. They will send us a box of fruit.
10. Five or six small children followed them.
11. In summer the boys often drive the horses to the fields.
12. Ivan Susanin led the Poles into the thickest part of the forest.
13. The waves carried the boat away.
14. We shall do the translation in the evening.
15. They water the flowers regularly.
16. You promised me these books long ago.
17. Bessie's father gave her a complete set of Walter Scott's works.
18. A marble pavillion protects the house.
19. The boys will paint the roof of the house.
20. Tom Sawyer whitewashed the fence.
21. Her daughters gave her three beautiful dishes as a birthday present.

Exercise 353. Turn the following active constructions into Passive making all necessary changes.

1. She took a long time to write the composition, but at last she **wrote** it.
2. Don't put the cup there: somebody will **break** it.
3. Why weren't you at the birthday party? — They didn't **invite** me.
4. We met many difficulties, but all the same we **finished** the work in time.
5. We shall **leave** you behind if you are not quick.
6. I **spent** all my money on books last month.
7. I don't think we shall **do** all this work today: there is too much of it.
8. It's a very funny thing that when I start doing this, somebody always **stops** me.
9. Don't leave these sweets on the table: somebody will **eat** them.
10. The elephant **broke** the branch of the tree.
11. The bee's **attacked** the bear when it tried to take their honey.

Exercise 354. Make the following sentences Passive.

1. You must take the box to the station.
2. You can cross the river on a raft.
3. The workers can finish the building of the house very soon.
4. You must return the books the day after tomorrow.
5. You must do three of these exercises tomorrow.
6. You can find the book you need in any library.

7. We must send these letters at once.
8. I can easily forgive this mistake.
9. You can find such berries everywhere.
10. You must do this work very carefully.
11. The doctor says they must take her to hospital.
12. You can do the work in three days.
13. The students must return all the library books before each summer vacation.
14. Monkeys can climb even the tallest trees.

Exercise 355. Translate the following sentences into English concentrating on the use of the Passive Infinitive after Modal Verbs.

1. Руки треба мити перед кожною їдою.
2. Кімнати потрібно регулярно провітрювати.
3. Кішку треба годувати рибою.
4. Собаку можна годувати м'ясом і овочами.
5. Дитині треба давати фрукти.
6. Книги треба покласти в шафу.
7. Цю картину можна повісити над каміном.
8. Як можна перекласти це слово?
9. Куди можна поставити чемодани?
10. Можна кішку залишити у дворі?
11. На що потрібно звернути увагу?
12. Потрібно записати твій номер телефону.
13. Потрібно зміряти Ваш кров'яний тиск.
14. Його треба запросити на мій день народження.
15. Їй можна запропонувати нову роботу.

Exercise 356. Use the required passive tense-aspect forms of the verbs in brackets.

1. The rule explained by the teacher at the last lesson (to understand) by all of us.
2. The poem was so beautiful that it (to learn) by everybody.
3. I hope the invitation (to accept) by everybody.
4. The letter (to post) in half an hour.
5. It seems to me that music (to hear) from the next room.
6. At the last competition the first prize (to win) by our team.
7. The question (to settle) as soon as they arrived.
8. Your report must (to divide) into two chapters.
9. Soon he (to send) to a sanatorium.
10. The book (to discuss) at the next conference.
11. The composition must (to hand) in on Wednesday.
12. Yesterday he (to tell) to prepare a speech.
13. The article (to publish) last week, if I am not mistaken.
14. The lectures (to attend) by all of us.
15. A taxi (to call) fifteen minutes ago, so we are expecting it any moment.
16. The young man (to introduce) to me only a couple of hours ago, but it seems to me that I've known him for years.

Exercise 357. Use the required active or passive tense-aspect forms of the verbs in brackets.

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow.
3. He (to give) me this book next week.
4. The answer to this question can (to find) in the encyclopedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) by the Danube into two parts: Buda and Pest.
8. Yuri Dolgoruki (to found) Moscow in 1147.
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

Exercise 358. Turn the following sentences into the passive voice.

1. He stole a lot of money from the shop.
2. By six o'clock they had finished the work.
3. At twelve o'clock the workers were loading the trucks.
4. By three o'clock the workers had loaded the trucks.
5. We send our daughter to rest in the south every year.
6. They will show this film on TV.
7. They are building a new concert hall in our street.
8. I bought potatoes yesterday.
9. We shall bring the books tomorrow.
10. They are repairing the clock now.
11. They sell milk in this shop.
12. I have translated the whole text.
13. They broke the window last week.
14. When I came home, they had eaten the sweets.
15. We shall do the work in the evening.
16. He wrote this book in the 19th century.
17. They were playing tennis from four till five.
18. They have made a number of important experiments in this laboratory.
19. Livingstone explored Central Africa in the 19th century.
20. By the middle of autumn we had planted all the trees.
21. They will stage this play at the beginning of next season.
22. They have forgotten the story.
23. Has anybody explained the rules of the game to you?
24. They haven't brought back my skates.

Exercise 359. Turn the following sentences into the passive voice.

1. He will introduce me to his friends.
2. They are building a bridge over the river.
3. I haven't yet translated the article.
4. We were looking at the man with great surprise.
5. You will speak about the film at the lesson.
6. The headmistress sent for the pupil's parents.
7. Has the secretary typed the letters? — No, she is typing them now.
8. We asked him about his holidays.

9. They have already discussed the novel.
10. He did not give me his address.
11. She showed him the way to the metro station.

Exercise 360. Turn the following sentences into the passive voice.

1. The doctor prescribed her new medicine.
2. They often speak about him.
3. Everybody laughed at this funny animal.
4. We have been looking for you the whole morning.
5. We shall insist on strict discipline.
6. They teach three foreign languages at this school.
7. We received this letter after his departure.
8. Have dogs ever attacked you?
9. Bees gather honey from flowers.
10. The storm drove the ship against a rock.
11. Who discovered the circulation of blood?
12. They are selling delicious fruit ice cream there now.
13. The old man showed us the way out of the wood.
14. They offered her some interesting work.

Exercise 361. Turn the following sentences into the passive voice.

1. The children have scattered about a lot of things.
2. The girl has put all the books into the bookcase.
3. Snow will cover the fields in winter.
4. They will hand in the homework tomorrow.
5. I don't think we shall finish all the preparations today.
6. She always invites me to her dinner parties.
7. She showed me the dress which her daughter had made.
8. They did not invite her to the party.
9. I did not leave the window open.
10. They'd not turn off the light.
11. I have invited some friends to tea.
12. She has given me an English book.
13. Have you written the letter yet?
14. They have told us a lot of interesting things.
15. The students have written the test paper without mistakes.
16. We discussed the matter some days ago.
17. Someone wants you on the phone.
18. She found my book on the windowsill.
19. They have built excellent shelters for tourists in these mountains.
20. Have you given the exercises to all the students?
21. The boy was angry because his mother did not allow him to go to the stadium.
22. Why have you put my books on this table?

Exercise 362. Turn the following sentences into the passive voice.

1. One of my friends took me to the cinema last week.
2. We shall finish this work in time.
3. They built this house in 1960.

4. They were selling new children's books in that shop when I entered it yesterday.
5. A large group of young people joined us on our way to the station.
6. A young teacher started a school in this village.
7. They are translating this article now.
8. Galsworthy wrote "The Forsyte Saga."
9. Thousands of people attended this meeting.
10. He has just interrupted me.
11. The teacher has explained it to us.
12. We turn on the light when it is dark.
13. The students finished their translation in time.
14. Helen washed the dishes.
15. Betty often took her younger brother for a walk.
16. Mother has made some coffee.
17. Have you ironed your dress yet?
18. Nina mispronounced this word.
19. They have told her the truth.
20. She promised us an interesting entertainment.
21. One uses chalk for writing on the blackboard.
22. I shall finish my work about seven o'clock.
23. Somebody has opened the door.
24. The waitress brought in the coffee.

Exercise 363. Turn the following sentences into the passive voice.

1. They looked for the girl everywhere.
2. They did not listen to the boy.
3. She looks after the patients well.
4. They asked for our address.
5. My father looked through these papers this morning.
6. He will give my brother English lessons.
7. A friend of his has shown me an interesting magazine.
8. His friend told him everything.
9. The students greeted the famous lecturer warmly.
10. They have recently built a huge plant in the town of N.
11. We must finish the work by tomorrow.
12. When I fell ill, my mother sent for the doctor.
13. They showed Helen the nearest way to the theatre.
14. He gave his patient some good advice.
15. Mary has told me the news.
16. The people looked at the little boy with interest.
17. They examined the paper attentively.

Exercise 364. Turn the following sentences into the active voice. Where no agent is mentioned one must be supplied.

1. The room was cleaned and aired.
2. Have all these books been read?
3. Whom were these letters written by?
4. The letter has just been typed.
5. She showed me the picture which had been painted by her husband.
6. I shall not be allowed to go there.

7. He has been told everything, so he knows what to do now.
8. All the questions must be answered.
9. The door has been left open.
10. Betty was met at the station.
11. The girl was not allowed to go to the concert.
12. She said that the new timetable had not yet been hung up on the notice board.
13. The chicken was eaten with appetite.
14. It was so dark, that the houses could not be seen.
15. The light has not yet been turned off.
16. The boy was punished for misbehaving.
17. By three o'clock everything had been prepared.
18. The dictation was written without mistakes.
19. Whom was the poem written by?
20. Her dress was washed and ironed.
21. I was not blamed for the mistakes.
22. The papers had been looked through and corrected by the next lesson.
23. This house was built last year.
24. The letter has just been sent.
25. This article will be translated at the lesson on Tuesday.
26. When will this book be returned to the library?

Exercise 365. Turn the following sentences into the active voice. Where no agent is mentioned one must be supplied.

1. Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary.
2. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver.
3. The work was finished in time.
4. The child is taken care of.
5. This book must be read by every student.
6. This film can be seen at our cinema.
7. Spartan children were taught by their parents to endure all hardships.
8. Which article was translated by your brother?
9. They were being taught drawing at that lesson.
10. This name was seldom mentioned in his novels.
11. I am often told about it.
12. This man has been much spoken of.
13. When was it done?
14. What museums were visited last year?
15. Have your compositions been handed in?
16. What has been said is true.
17. After the facts had been thoroughly explained to her, she no longer felt worried.
18. He was fined for crossing the street in the wrong place.
19. The Greeks were attacked by the Persians from the sea.
20. This mountain has never been climbed before.
21. She told me that those newspapers had been carefully put away where they would not be lost.
22. Why have these cups been put here in this cupboard?
23. Nick was told to go home at once.

Exercise 366. Use the correct tenses and passive forms of the following verbs.

1. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting.
2. He said that Grandmother's letter (to receive) the day before.
3. Two new engineers just (to introduce) to the head of the department.
4. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.
5. I am sure I (to ask) at the lesson tomorrow.
6. They told me that the new student (to speak) much about.
7. The hostess said that one more guest (to expect).
8. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week.
9. This new dictionary (to sell) everywhere now.
10. All the texts (to look) through yesterday and not a single mistake (to find).

Exercise 367. Translate into English, употребляя глаголы в Passive Voice.

1. Цю книгу узяли з бібліотеки тільки вчора.
2. Цих трьох студентів запитали два дні тому назад.
3. Вас екзаменували вранці?
4. Ця миша була спіймана вночі.
5. На цій фабриці роблять дуже красиві сумки.
6. Листи туди можна посилати тільки влітку, а телеграми круглий рік.
7. Мою подругу щороку посилають за кордон.
8. Її відправили до лікарні два дні тому.
9. Вчора нас послали в лабораторію.
10. Цей твір був написаний минулого тижня.
11. Телеграму послали пізно увечері, і він отримає її тільки вранці.
12. Цю статтю повинна прочитати вся група.
13. Цю вправу можна написати олівцем.
14. Всі ваші твори будуть повернені наступного тижня.
15. Цей лист можна написати на одному листку.

Exercise 368. Translate the following sentences into English concentrating on the use of the required passive tense-aspect forms.

1. Нам показали дуже дивну картину.
2. Тебе шукають. Йди додому.
3. Вас всіх зберуть в залі і розкажуть про всі зміни в шкільній програмі.
4. Чому над ним завжди сміються?
5. Нам всім дали квитки на виставку.
6. Лекції цього знаменитого професора завжди слухають з великою увагою.
7. Мене чекають?
8. Їм задали три важкі питання.
9. За директором вже послали. Почекайте трохи.
10. Всіх запросили у великий зал.
11. Ці листи проглянуті. Їх можна відправляти.
12. На станції їх зустрів гід і відвіз в готель.
13. Ці журнали повинні бути повернені в бібліотеку наступного тижня.

14. На наших заняттях багато уваги уділяється вимові.
15. Іванову веліли пояснити, чому він пропускає заняття.
16. Мене запросять на ваш вечір?
17. Дітей залишили вдома самих.

Exercise 369. Translate the following sentences into English concentrating on the use of the required passive tense-aspect forms.

1. На вокзалі його зустріне тато.
2. Ця картина була написана в XVI столітті.
3. Ці книги використовуються для роботи?
4. В Італії нам покажуть багато визначних пам'яток.
5. За цим чоловіком йшов величезний натовп.
6. Коли читали нову розповідь, хтось постукав в двері.
7. Вас вже запросили на вечір?
8. Коли мама прийшла, обід був вже зварений.
9. За цим доктором часто посилають.
10. На вокзалі його завжди зустрічають друзі.
11. Вам в школі дають книги для читання?
12. Полонених провели у великий зал.
13. Які справи робили в класі?
14. Хто написав цей лист?
15. Наступного року побудують багато шкіл.
16. Над ним всі сміються.
17. Ця роботі буде закінчений наступного тижня?
18. Коли були посаджені ці яблуні?
19. В інституті його часто згадували і говорили про нього.
20. Нас зустрінуть на станції?
21. Відповідь буде відправлена через декілька днів.
22. Коли тебе питали?
23. Цей переклад буде закінчений через декілька днів.
24. Цю книгу повернуть вчасно?

Exercise 370. Translate the following sentences into English concentrating on the use of the required passive tense-aspect forms.

1. Листи були залишені на столі.
2. Хлопчику не дозволили купатися в річці.
3. Після обіду посуд був вимитий.
4. Лист написаний вчора.
5. Цю статтю написав один Англійський журналіст.
6. Цей вірш повинні вивчити всі студенти нашої групи.
7. Нам показали багато красивих речей.
8. Вірш був вивчений напам'ять.
9. Їх навчатимуть англійській мові.
10. Коли яблуко було з'їдене, дівчинка узяла ляльку і пішла в кімнату.
11. Коли буде написана ваша книга?
12. Всі ці книги були узяті з бібліотеки.
13. Диктант був зданий викладачу після дзвінка.

14. Я думала, що хліб і масло купить моя сестра.
15. Весною це поле буде покрито зеленою травою і квітами.
16. Уроки були приготовані, книги і зошити були укладені в портфель.
17. Робота була виконана дуже добре.
18. Стаття повинна бути перекладена до п'ятої години.
19. Переклад буде закінчений вчасно.
20. Коли я прийшла додому, обід був вже зварений.
21. Стаття була перекладена без помилок.
22. Книгу поклали до шафи.

Exercise 371. Translate the following sentences into English concentrating on the use of the required passive tense-aspect forms.

1. Де зараз ваш брат? — Його послали до Франції.
2. Про вас тільки що говорили.
3. Удома над нею посміялися.
4. "Мені тільки-но наказали ввести полонених," — сказав солдатів.
5. Хто написав цей лист?
6. Ці квіти тільки-но зірвали.
7. Тебе вчора просили прийти ранісінько?
8. Наступного року його п'єса буде поставлена в цьому театрі.
9. За цим професором завжди посилають у важких ситуаціях.
10. Собор Святого Павла будував архітектор Рен.
11. Коли написали лист?
12. Куди поклали книги?
13. За доктором пошлють завтра.
14. В Санкт-Петербурзі будують багато будинків.
15. Твори Англійських і Американських письменників видають у всьому світі.
16. На той час, як він приїхав, лист був вже отриманий.
17. Наш будинок зараз ремонтують.
18. Колю якраз питають.
19. Книги вже принесли з бібліотеки?
20. Цей кінотеатр був побудований до того, як ми приїхали сюди.
21. Вірші Роберта Бернса знають в багатьох країнах світу.
22. Коли Чарльз Діккенс був маленьким хлопчиком, його батька посадили в боргову в'язницю.
23. Ця опера була написана сто років тому.
24. Цей роман вже був перекладений на п'ять мов.
25. Обід готували, коли я прийшов додому.

Exercise 372. Translate the following sentences into English concentrating on the use of the required passive tense-aspect forms.

1. Мене відрекомендували її батькові вчора.
2. Коли я повернуся додому, всі мої чемодани будуть вже укладені.
3. На який підручник ви посилаєтеся у вашому докладі?
4. Хіба цей твір був написаний до того, як ви робили доповідь?
5. Її слухали не уважно, і все, що вона сказала, було незабаром забуто.
6. Про цей епізод багато говорять в нашому будинку.
7. Нас провели в зал і запропонували нам хороші місця.
8. Послали за ліками? — Так, їх шукають.

9. Його виховала сестра.
10. Не турбуйся, йому допоможуть в роботі.
11. В нашому районі будуються три нові школи.
12. Цей міст ще будується. Він будувався, коли я його побачив вперше.
13. Коли я почав їм допомагати, статтю вже перекладали.
14. Коли я прийду додому, обід готуватимуть.
15. Цю розповідь обговорили на уроці літератури.

3.9 Constructions after wish

USE

- With *past simple*.

To express dissatisfaction with a present situation or repeated, habitual activity, use **wish** + *past simple*.

I wish she didn't... (but she does)

I wish she did... (but she doesn't)

I wish she spoke French, (but she doesn't. I would very much like her to.)

With the verb *to be*, use *was* or *were* after *I/She/He/It*. *Were* is a little more formal.

I wish the weather was/were a bit warmer, (but it isn't)

- With **would**.

To express dissatisfaction and annoyance about something that we would like to be different but that we do not expect to be different. When we use it to refer to a person, it suggests that the person refuses to change.

I wish she would speak French.

(but she won't. She can speak French but she refuses to speak it.)

I wish it would stop raining. (but it won't. I do not expect it to stop.)

- With *past perfect*.

To express regret about the past, use **wish** + *past perfect*.

I wish I had studied harder. (but I didn't and now I regret it.)

Notes

* We can use **if only** ... in place of **I wish** It also expresses dissatisfaction and regret. It is somewhat stronger than **wish**. *If only I hadn't said that.*

* **Wish** + *Xo-infinitive* is a more formal way of saying **I want to ...** or **I would like to ...** . It is used in formal spoken language or in writing. *The management **wish to inform** you that...*

Exercise 373. Rewrite the sentences using **I wish** + *past simple*, *past perfect* or **would**

- 1 I haven't got a car. I would very much like to have one.
I wish I had a car.
- 2 I went to bed late last night. I regret it now.
I wish I hadn't gone to bed late last night.
- 3 We don't live in a nice big flat. I would like us to.
- 4 I didn't buy that dress. I regret it now.
- 5 He won't stop shouting. I would like him to.

- 6 I lost my temper. I regret it now.
- 7 You didn't tell me the truth. I am very sorry that you didn't.
- 8 You're playing that music. I would like you to stop playing it but I don't expect that you will.
- 9 I didn't go to that concert. I regret it now.
- 10 I don't have an interesting job. I would like my job to be more interesting.
- 11 My family live a long way from here. I would like them to live nearer to me.
- 12 You're not listening to me. I feel annoyed about it and I would like you to listen to me but I don't think you will.
- 13 I am not with him now. I would very much like to be.
- 14 I spent all my money on that new coat. I regret it now.
- 15 I'm really hungry now. We didn't eat before we came out and I regret that.

Exercise 374. Open the brackets to use the appropriate verb forms in Object Clauses after the Verb 'to wish'.

1. The unfortunate pupil wished he (not to forget) to learn the rule.
2. I wish I (to have) a season ticket to the Philharmonic next winter.
3. I wish I (to consult) the teacher when I first felt that mathematics was too difficult for me.
4. I love sunny weather. I wish it (to be) warm and fine all the year round.
5. I wish I (not to lend) Nick my watch: he has broken it.
6. I wish you (to send) word as soon as you arrive.
7. I wish I (not to have) to do my homework every day.
8. I wish you (to go) skiing with me yesterday: I had such a good time!
9. I wish I (to know) Spanish.
10. I wish I (not to drink) so much coffee in the evening: I could not sleep half the night.
11. I wish you (to read) more in future.
12. I wish I never (to suggest) this idea.
13. I wish I (to be) at yesterday's party: it must have been very merry.
14. I wish we (to meet) again next summer.
15. Don't you wish you (to see) that performance before?
16. They wished they (not to see) this horrible scene again.

Exercise 375. Open the brackets to use the appropriate verb forms in Object Clauses after the Verb 'to wish'.

1. I wish I (can) give up smoking.
2. She wishes she (to see) him at yesterday's party.
3. I wish I (to pass) my driving test last Monday.
4. I wish I (not to forget) my friend's birthday yesterday.
5. The boy is sad. He wishes he (not to break) the window.
6. My aunt wishes she (to stay) at home last weekend.
7. He wishes he (to know) something about cars.
8. I wish it (to be) sunny.
9. I wish it (to be) sunny during our picnic last Saturday.
10. She wishes she (to live) in the Crimea.
11. My friend wishes he (not to do) that last night.
12. I wish I (to bring) my camera last summer.
13. I wish I (can) tell the future.
14. Do you wish you (to be) in the Guinness Book of Records?

15. Some people wish they (can) appear on a TV game show and become famous.
16. She often wishes things (to be) different.

Exercise 376. Paraphrase the following sentence so as to use appropriate verb forms in Object Clauses after the Verb 'to wish'

- E.g. It's a pity you are ill.

I wish you were not ill.

1. Unfortunately they won't return before Christmas.
2. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination.
3. It's a pity that you did not send for us last night.
4. It's a pity you are not with us these days.
5. My friend regrets not having entered the university.
6. He was sorry not to have had enough time to finish his test paper.
7. It's a pity we shan't be able to reach home before teatime.
8. I am sorry I made you upset by telling you this news.
9. What a pity you don't know enough physics.

Exercise 377. Translate the following sentences into English concentrating on the use of Object Clauses after the Verb 'to wish'.

1. а) Жаль, що він такий легкомислений.
- б) Жаль, що він не достатньо серйозен.
2. а) Я тепер жалею, що не послушав його поради.
- б) Я тепер жалею, що послідував його пораді.
3. а) Жаль, що ви прийшли так пізно.
- б) Жаль, що ви не прийшли пораніше.
4. а) Обидно, що ми ушли до його прийходу.
- б) Обидно, що ми не дочекалися його прийходу.
5. а) К шкоду, вони ще нічого не знають.
- б) К шкоду, вони вже знають про це.

Exercise 378. Translate the following sentences into English concentrating on the use of Object Clauses after the Verb 'to wish'

1. Ах, якби ви сказали їй про це минулої неділі!
2. Добре б у нас зараз були канікули.
3. Якби він прийшов сьогодні увечері!
4. Ми пошкодували, що не попросили його поради.
5. Шкода, що ви відмовилися взяти участь в пікніку.
6. Шкода, що вас не цікавить цей предмет.
7. Ми б хотіли, щоб ви згадали ці факти.
8. Шкода, що ми спізналися на потяг.
9. Шкода, що ви включили телевізор так пізно.
10. Якби я був вільний зараз!
11. Шкода, що і вчора у мене було мало часу.
12. Добре б ви написали їй про це самі.
13. Шкода, що ви не звернули уваги на його попередження.
14. Він пошкодував, що кинув інститут.
15. Шкода, що вже пізно йти туди.

16. Ах, якби я прийшов на вокзал вчасно!
17. Шкода, що ви не читали таку прекрасну книгу.
18. Шкода, що вона робить так багато помилок в мові.
19. Шкода, що ви не побували на виставці.
20. Шкода, що я дізнався про це так пізно.
21. Який жаль, що ми не застали Колю удома.
22. Вона жалкувала, що не розказала нам цю історію раніше.

3.10 Phrasal verbs

A phrasal verb is formed with a *verb* + *particle*. The particle is an *adverb* or a *preposition*. Sometimes its meaning may be inferred from the meaning of the verb and the particle, e.g. *Can you **slow down**?*, but often the meaning is completely different from the meanings of the separate words, e.g. *He **takes after** his mother in his mathematical ability.*

Types of phrasal verbs:

- Intransitive:

*We must **set off** early tomorrow.*

- Transitive (separable):

The object can go *before* or *after* the particle.

*Did you **turn down** that job offer?*

*Did you **turn** that job offer **down**?*

*Did you **turn it down**? (NOT ~~Did you turn down it?~~)*

- Transitive (inseparable):

The object can only go after the particle.

*She **takes after** her mother.* (NOT ~~She takes her mother after.~~)

Notes

* Some phrasal verbs have three words: *verb* + *adverb* + *preposition*. In three-word phrasal verbs, the object can only go after the preposition.

*She **came up with** lots of good ideas.*

*I think you should **get down to** your work.*

* Some combinations of *verb* + *particle* have more than one meaning and some of them may be either transitive or intransitive.

*Business was very slow over the winter but it's **picking up** now.*

*I'll **pick you up** at 8 o'clock.*

* Many verbs are followed by prepositions but are not phrasal verbs. The combination of the verb with the preposition does not have a meaning of its own. The verb and the preposition each have their literal meaning.

*She **walked through** the room.*

*I don't **approve of** this idea.*

The distinction between a phrasal verb and a prepositional verb is not important, however. It is only important to understand the meaning of the verbs.

Exercise 379. Identify the *phrasal verbs* in the following dialogue. Copy the three headings into your notebook and write the *phrasal verbs* in the *infinitive* in the appropriate columns.

<i>Intransitive</i>	<i>Transitive (separable)</i>	<i>Transitive (inseparable)</i>
get on		

Jerry, a head of department, is talking to his manager, Tony.

T: So can you tell me how things are going in your department at the moment, Jerry?

J: Well, Alison's *getting on* very well. I think we did the right thing taking her on. She's already achieved higher sales than Martin this month. She's got lots of enthusiasm and she never wastes any time; she just gets on with it.

T: Well, that's good news. But what about Martin? Is his work still not coming up to standard?

J: No, it isn't. His sales figures have been going down steadily since the beginning of the year. If he carries on like this, I think I'll have to take him off that job and put him back in the office.

T: So what do you think the problem is?

J: Well, to be honest, I think he's lost enthusiasm for the job. And I think his outside interests are taking up a lot of his time and energy.

T: I'm afraid that's just not good enough. If his sales figures don't start going up soon, he might find himself looking round for another job.

J: Yes, I think that's right. I'll fix up a meeting with him so that we can run through this year's figures and then I'll let him know that he can't get away with this poor performance for much longer.

T: Yes, I really think he should give up some of these outside activities if his work is suffering.

J: Yes, I agree. Don't worry, I'll sort it out with him.

Exercise 380. Rewrite the following sentences replacing the underlined words with a *phrasal verb* from Exercise 379.

1 I'd like to discuss your plans with you. Can we arrange to have a meeting soon?

Can we fix up a meeting soon?

2 You've got exams soon. You can't continue going out every night.

3 He arrives late for work every day. I don't know how he does it without getting into trouble.

4 If the business continues to expand, we'll need to employ more staff soon.

5 We'll never get this problem resolved if we don't talk about it.

6 The club membership has been declining for the last five years.

7 I'm going to remove you from this case, detective. I think you're becoming too personally involved.

8 I really think he should stop drinking; it's not doing him any good.

9 I'm afraid I'm a bit disappointed with the course. It hasn't really reached my expectations.

10 I don't think she'll want to be in the play this year. Her new job is using all her energy.

To talk about a future event that is unlikely to happen. The speaker does not expect her to change her job. That is, it is unlikely that the condition will be fulfilled.

Third conditional (or Type 3 conditional)

- *If she **had worked** harder, she **would have passed** the exams.*

[she'd have / she would've]

past perfect

would + perfect infinitive

To talk about something in the past that did not happen. She didn't work harder and she didn't pass her exams. It is an unfulfilled condition in the past.

Notes

* In conditional sentences, the conditional clause can be the first or second clause in the sentence, although it is more often the first clause.

When the conditional clause comes first, it is followed by a comma. When it comes second, there is no comma.

If I get home early enough, I'll make a special dinner.

I'll make a special dinner if I get home early enough.

* The tense and verb forms given here are the ones most commonly used in conditional sentences. However, it is possible to use other tenses. and these variations are presented on pages 213-214.

Exercise 382. The following sentences are first, second or third conditional. Put the verbs in brackets into the appropriate form.

- 1 We wanted to go out yesterday but the weather was terrible. If it *had been* (be) a nice day, we *would have gone* (go) for a picnic.
- 2 Why don't you explain everything to him? If you (not tell) him the truth, I'm sure you (regret) it one day.
- 3 Jennifer was here not long ago. If you (come round) earlier, you (see) her.
- 4 Apparently, the ferry company are planning to close the port in this town. If that.... (happen), the town (lose) a great deal of money.
- 5 I (help) you with it if I (have) more time but I'm afraid I haven't got any spare time at all at the moment.
- 6 The government is expecting to win the next election, but if it.... (lose), the Prime Minister.... (resign) from politics.
- 7 I am so glad that you took me to your friend's party. If we (not go) there, I (never meet) Adrian.
- 8 It's ridiculous that trains are so expensive. If fares (be) cheaper, I'm sure more people (use) the train and leave their cars at home.
- 9 If she (get) that job she's applied for, she (be) delighted. And I think she's got a good chance of getting it.
- 10 Fortunately the explosion took place at night when the streets were empty. It.... (be) a disaster if it.... (happen) in the middle of the day.
- 11 The talks between the two leaders keep breaking down. If they (break down) again, it is possible that there (be) a war between the two countries.
- 12 If Alison (know) anything about car mechanics, I'm sure she (help) us fix the car, but I think she knows even less than we do.
- 13 They've been married for twenty years now but I don't think she (marry) him if she (know) what a selfish man he was.
- 14 Children spend too much time watching television and playing computer games. I'm sure they (be) happier if they (spend) more time playing outside.

15 Jamie has everything he wants but he's always moaning. I'm sure that if I (have) so much money, I (not moan) all the time.

4.2 Conditional sentences: variations in tenses

There are a number of variations in the tenses or verb forms that can be used in conditional sentences.

4.2.1 First conditional

The **if** clause is usually in the *present simple*. However, we can also use: *present continuous, present perfect simple, present perfect continuous, can, should*.

If he's still **waiting** for you, he'll be very angry.

If you're **coming out** with us tonight, you'll need to be ready by 7 o'clock.

If Rob's **received** your letter, I'm sure he'll phone you today.

If it's **been raining** in the night, you'll have to wear Wellingtons.

If I **can finish** work early, **I'll** come and help you.

If I **should see** him, I'll tell him the good news.

Note

When we use **if + should**, the condition is less likely to be fulfilled.

The main clause usually has the verb in the future with **will/shall**. However, we can also use: *'be going to' future, future continuous, future perfect, imperative, can/could, may/might, should/ought to, must*.

If Helen passes all her exams, we're **going to buy** her a big present.

If we book this holiday, we'll **be lying** on a warm beach in two weeks' time.

If they win this next match, they'll **have won** every match in the season.

If you need any help, **call** me.

If you phone me after 12 o'clock, I **might be** in bed.

If they don't eat their dinner, they **can't have** any ice-cream.

4.2.2 Second conditional

The **if** clause is usually in the *past simple*. However, we can also use: *past continuous, could, were/was to*.

If you were coming with me, I'd give you a lift.

If I could have the day off, I'd come with you.

If you were to ask Steve, I'm sure he would do it.

The main clause usually has the modal **would + infinitive**. However, the modals **could** and **might** are also used and the infinitive can be in the continuous form.

If we had more money, we **wouldn't be living** here.

If we had more money, we **could go out** more often.

If you asked Tony, he **might do** it for you.

4.2.3 Third conditional

The **if** clause is usually in the *past perfect simple*. However, we can also use the *past perfect continuous* or **could** + *perfect infinitive*.

If he **had been travelling** in that car, he would have been killed too.

If we **could have** got a taxi, we would have come round to see you.

The main clause usually has the modal **would** + *perfect infinitive*. However, we can also use the modals **could** and **might** before the perfect infinitive.

If I had known there was no more work to do, I **could have stayed** in bed.

If the ambulance had come sooner, he **might have been saved**.

4.2.4 The zero conditional

• **If I stay** out late, I always **get** a taxi home.

present simple present simple

To describe something that is generally true. The use of **if** here is very similar to **when**.

Each time I stay out late, I get a taxi home.

We can also use the *past simple* in time two clauses.

If I **stayed** out late, I always **got** a taxi home.

Exercise 383. Put the verbs in brackets into the appropriate form.

- 1 Oh dear, I think we're a bit late. If the concert's already started, we *won't be allowed* (not be allowed) to go in.
- 2 He wouldn't be coming here if he (not want) to.
- 3 If you were planning to leave your husband, I.....(advise) you against it.
- 4 He could be earning lots of money now if he really (want) to, but I don't think that's what he wants.
- 5 You can stay here tonight if you (not have) anywhere else to stay.
- 6 If I could have phoned you, I (tell) you what was happening.
- 7 If you (have) any problems, give me a ring.
- 8 If you (get) here at about 8 o'clock, I'll be waiting for you.
- 9 We could have got there in time if you (phone) us earlier.
- 10 If this should happen again, (come) and (tell) me about it immediately.
- 11 You can't expect kindness and support from your family if you (not give) the same to them.
- 12 If she's been working all day, she (be) very tired when she gets in.
- 13 If the management were to reinstate the strike leader, the strike (be called off).
- 14 If I (keep) working on this essay, I'll have finished it by tonight.
- 15 If I could borrow some money, I (definitely come) on the holiday with you, but I think it's unlikely.
- 16 I might have been able to help you if you (explain) the problem to me.
- 17 If I could live wherever I wanted to, I think I (choose) to live on a Scottish island.
- 18 If they had been listening more carefully, they -(might understand) what I was saying.
- 19 If I (be) a year older, I could join the army.
- 20 If I (get) a pay rise, I'm going to buy a new car.

4.3 Mixed conditionals

In addition to all the tense variations that we can use in first, second and third conditionals, it is also possible to mix conditionals so that, for example, the **if** clause uses a verb form used in the *first conditional* and the main clause uses a verb form used in the *third conditional*. The context defines the meaning. The most common mixed conditional is:

3rd	2nd
if + past perfect,	would/could/might + infinitive

Examples of mixed conditionals

If I **had worked** harder at university, I **would have** a degree now.

1st 2nd

If you **come** to the party tomorrow, I **wouldn't bring** Mike with you.

2nd 3rd

If she **loved** him, she **would have stayed** with him.

First Conditional	<p>The if clause is usually in the <i>present simple</i>. However, we can also use: <i>present continuous, present perfect simple, present perfect continuous, can, should</i>.</p> <p>Note When we use if + should, the condition is less likely to be fulfilled.</p>	<p>The main clause usually has the verb in the future with will/shall.</p> <p>However, we can also use: 'be going to' future, <i>future continuous, future perfect, imperative, can/could, may/might, should/ought to, must</i>.</p>	<p>If he's still waiting for you, he'll be very angry.</p> <p>If Helen passes all her exams, we're going to buy her a big present.</p> <p>If Rob's received your letter, I'm sure he'll phone you today.</p>
Second Conditional	<p>The if clause is usually in the <i>past simple</i>. However, we can also use: <i>past continuous, could, were/was to</i>.</p>	<p>The main clause usually has the modal would + infinitive. However, the modals could and might are also used and the infinitive can be in the continuous form.</p>	<p>If you were coming with me, I'd give you a lift.</p> <p>If we had more money, we wouldn't be living here.</p> <p>If you asked Tony, he might do it for you.</p>
Third Conditional	<p>The if clause is usually in the <i>past perfect simple</i>. However, we can also use the <i>past perfect continuous</i> or could + perfect infinitive.</p>	<p>The main clause usually has the modal would + perfect infinitive.</p> <p>However, we can also use the modals could and might before the perfect infinitive.</p>	<p>If he had been travelling in that car, he would have been killed too.</p> <p>If I had known there was no more work to do, I could have stayed in bed.</p>
Zero Conditional	<p>To describe something that is generally true. The use of if here is very similar to when. We can also use the present simple or the <i>past simple</i> in the two clauses.</p>	<p>We can also use the present simple or the <i>past simple</i> in the two clauses.</p>	<p>If I stay out late, I always get a taxi home.</p> <p>If I stayed out late, I always got a taxi home.</p>

Exercise 384. Match the clauses together to make mixed conditional sentences.

- | | |
|--|--|
| 1 If you had told me about this problem earlier, | A he probably won't be at the meeting. |
| 2 If you were a more sensitive person, | B you could always ring them up. |
| 3 If they don't contact you soon, | C his wife would never have left him. |
| 4 If he hadn't died so young, | D you wouldn't have said that to her. |
| 5 If he didn't work so hard all the time, | E I would have had them by now. |
| 6 If the train hadn't been delayed, | F everything would be all right now. |
| 7 If he was feeling ill this morning, | G would you hurry up and get ready? |
| 8 If you're coming with us, month. | H you wouldn't be so busy this |
| 9 If I really wanted to have children, | I we would be there by now. |
| 10 If you had worked harder last month, | J I'm sure he'd be a famous musician by now. |

1F - *If you had told me about this problem earlier, everything would be all right now.*

4.4 Conditionals: check

As you have seen, it is possible to use almost any combination of tenses in conditional sentences. The *context* determines the choice of tense.

Exercise 385. Put the verbs in brackets into the appropriate form.

- 1 Harry and Sheila, a husband and wife, are talking.
H: Shall I make the children something to eat?
S: I wouldn't bother. You know how much they eat when they visit their grandparents.
H: That's true. If they ¹ *have been eating* (eat) all afternoon, they ² (not want) anything when they get home.
S: Are we going to pick them up soon?
H: No, my parents are bringing them over. We agreed that if I ³ (take) them there, they ⁴ (bring) them back.
S: Oh good. Well, if we ⁵ (not collect) them, I ⁶ (go back) upstairs and do a bit more work. I've nearly finished that report now. If I ⁷ (do) another half hour's work, I ⁸ (finish) it by the time the children get home.
H: Why do you always have to bring work home with you? If you ⁹ (not agree) to take on that new job, you ¹⁰ (have) much more free time now.
S: Yes, and if I ¹¹ (not take on) that job, we ¹² (not have) much money now.
H: That's true, but I don't like you working so much.
S: Well, never mind. We've got a week's holiday soon. Just think! In two weeks' time, we ¹³ (lie) on a warm sunny beach - that's if I ¹⁴ (can get) the time off work of course.

H: What do you mean, 'if'?

S: Well, everything's very busy at the moment. And if we ¹⁵.... (get) any more orders, I just¹⁶ (not see) how I can leave the office.

H: What? But that's ridiculous!

2 Dear Angela,

Thanks for your letter. It was nice to hear from you. And yes, I would like to come and see you in Spain. If I ¹⁷ (save up) enough money when the summer holidays start, I ¹⁸ (try) and come then - If that¹⁹ ... (be) O.K. Otherwise, I'll come over in the autumn because I'm sure I ²⁰ (save up) enough by October - if I²¹ (not lose) my job by then! Unfortunately, lots of people in our company are being made redundant and it could be me next. If I ²² ... (have) any sense, I²³ (leave) this job ages ago. Still, it could be worse I suppose.

I was delighted to hear about your promotion - it's great news. If you ²⁴ (keep on) getting promoted, you ²⁵ (run) the whole school soon.

And it sounds like the weather's been really good over there. It's been terrible here. I don't think it's been dry once this month. If it ²⁶ (be) dry I²⁷ (not notice). Oh well, we're hoping it'll get better soon. If it²⁸ ... (still rain) at the weekend, we ²⁹ (decide) we'll try and emigrate! Have you heard from Charlotte by the way? She said she was going to phone you to tell you that she's pregnant. If she ³⁰ (not phone you up yet), ³¹ (not tell) her that I've already told you her news, will you?

4.5 Words other than if

Conditionals can also be introduced by the following conjunctions:

unless even if if only as/so long as assuming (that) on (the) condition (that)
provided/providing (that) *in questions*: suppose/supposing (that) what if imagine

Exercise 386. Rewrite the sentences choosing the most appropriate conjunction.

1 Mr Davidson says he'll come and give a talk at the conference if we pay him a reasonable fee. (supposing that / unless / on condition that)

Mr Davidson says he'll come and give a talk at the conference on condition that we pay him a reasonable fee.

2 I won't help him if he doesn't ask me properly. (provided / unless / as long as)

3 If I could get a job, life here would be perfect. (what if / even if / if only)

4 If you had a lot of money, do you think you would give up work? (Supposing that / Providing that / As long as)

5 If the train arrives on time, they'll be here in a few minutes. (What if / Assuming that / On condition that)

6 If he doesn't agree to my request, what will I do then? (Imagine / What if / Provided that)

7 You can go out tonight if you get back by midnight. (as long as / assuming that / supposing that)

8 If the helicopter hadn't been there to save her, what would have happened then? (If only / Imagine / Unless)

9 If you'd offered to pay me a thousand pounds, I wouldn't have done it. (If only / Provided that / Even if)

10 If Sheila gets this new promotion, we'll have enough money for a holiday abroad this

year. (Even if / Provided that / Supposing that)

4.6 Implied conditionals

Conditions are not always expressed in the form of conditional clauses, particularly in spoken English. They can be expressed in another way or they may be evident from the context:

Please come out with us tonight. I'm sure you'll enjoy it. (implied condition: *if you come out with us*)

With a bit more help, I would have finished it on time. (*with a bit more help* = if I had had more help)

I'm sure we'd really enjoy going on holiday with you (implied condition: *if we went*) but we just can't afford it.

I'm glad you didn't tell Matthew about it. He would have been furious. (implied condition: *if you had told him*)

Exercise 387. The condition is not stated in a conditional clause in the following underlined sentences. It is implied or is stated in a different way. Write a sentence containing the underlined sentence as a main clause, and an appropriate *conditional clause*.

- 1 I think Alison should apply for the job. She would make a very good managing director.
She would make a very good managing director if she got the job.
- 2 The problem is that she doesn't work very hard. I know that she could do really well.
- 3 We're lucky it's sunny today. It would be horrible sitting out here otherwise.
- 4 He would not be able to live on his own without the help of his neighbours.
- 5 With luck, we'll finish the job by the end of today.
- 6 I hear you're thinking of going to Indonesia for the summer. You'll love it there.
- 7 I hope those refugees aren't deported, but I think they will be. They may be imprisoned or even executed.
- 8 It's a good job you brought all those tables and chairs in from outside last night. The rain would have ruined them.
- 9 Mark should have told her the truth. I'm sure she would have forgiven him.
- 10 Without the help of the Red Cross doctors, many more would have died.

4.1 – 4.6 Revision

Exercise 388. Put the verbs in brackets into the correct form so as to make three versions for each of the following sentences (The First, Second and Third Conditional)

- E.g. If you (to be) free, I (to come) to see you.
If you **are** free, I **shall come to** see you.
If you **were** free, I **should** come to see you.
If you **had been** free, I **should have come to** see you.
If I (to see) her, I (to be) glad.
If I **see** her, I **shall be** glad.

If I **saw** her, I **should be** glad.

If I **had seen** her, I **should have been** glad.

1. If my friend (to come) to see me, I (to be) very glad.
2. If mother (to buy) a cake, we (to have) a very nice tea party.
3. If we (to receive) a telegram from him, we (not to worry).
4. If you (not to work) systematically, you (to fail) at the examination.
5. If you (to be) busy, I (to leave) you alone.
6. If I (to live) in Moscow, I (to visit) the Tretyakov Gallery every year.
7. If I (to get) a ticket, I (to go) to the Philharmonic.
8. If I (to live) near a wood, I (to gather) a lot of mushrooms.
9. If my father (to return) early, we (to watch) TV together.
10. If she (to know) English, she (to try) to enter the university.

Exercise 389. Put the verbs in brackets into the correct form so as to make two versions for each of the following sentences (The Second and Third Conditional)

1. They will all be surprised if I make such a mistake.
2. If he doesn't come in time, shall we have to wait for him?
3. If I am not too busy, I shall go to the concert.
4. If no one comes to help, we shall be obliged to do the work ourselves.
6. If you put on your glasses, you will see better.
6. What shall we do if they are late?
7. Will you be very angry if we don't come?
8. Will he be very displeased if I don't ring him up?

Exercise 390. Pronounce all possible variants of the First Conditional. Use the table given below.

If I	live in the south, come home late, live in the country go to the wood, receive his letter fall ill, find my book, lose my money, see my friend,	I shall	bathe every day. go to bed at once. often go to the wood. gather many mushrooms. be very happy. go to the doctor. be very glad. be very sorry. ask his advice.
-------------	---	----------------	--

Exercise 391. Pronounce all possible variants of the Second Conditional. Use the table given below.

I wish I were If I were	in the south at home in the country in the wood at the camp a scientist a composer	I should	bathe every day. go to bed. go to the wood. gather many mushrooms. have a very good time. invent a time machine. write beautiful music.
--	--	-----------------	---

	a poet a writer a spaceman a sailor		write beautiful poetry. write interesting novels. fly to other planets. sail to Africa.
--	--	--	--

Exercise 392. Pronounce all possible variants of the Third Conditional. Use the table given below.

I wish I had If I had	translated the article yesterday met you yesterday read this new book seen your brother yesterday bought a dictionary learned my lesson rung him up yesterday gone to the library had more practice in chess joined you in fishing had a ticket yesterday asked you to help me called at that shop called on my friend yesterday won the championship heard about it yesterday	I should have	found out all about this discovery. told you something. told you about it. asked him to come to our place. translated the text. got a good mark. found out all about his illness. got that book. won the game yesterday. caught a lot of fish. gone to the theatre with you. done the work well. bought the book. met interesting people. been sent abroad. been pleased.
-----------------------------	---	---------------	--

Exercise 393. Put the verbs in brackets into the correct form.

1. If he were not such an outstanding actor, he (not to have) so many admirers.

2. If you (to give) me your address, I shall write you a letter.
3. If she (not to be) so absent-minded, she would be a much better student.
4. If my sister does not go to the south, we (to spend) the summer in St. Petersburg together.
5. If they (not to go) to Moscow last year, they would not have heard that famous musician.
6. If you (not to get) tickets for the Philharmonic, we shall stay at home.
7. If you were not so careless about your health, you (to consult) the doctor.
8. I should be delighted if I (to have) such a beautiful fur coat.
9. If it (to rain), we shall have to stay at home.
10. If he (to work) hard, he would have achieved great progress.
11. If it is not too cold, I (not to put) on my coat.
12. I (to write) the composition long ago if you had not disturbed me.
13. If he (not to read) so much, he would not be so clever.
14. If my friend (to be) at home, he will tell us what to do.

Exercise 394. Put the verbs in brackets into the correct form.

1. If you (not to buy) coffee, we shall drink tea.
2. If he is free tomorrow, he certainly (to come) to our party.
3. My brother would not have missed so many lessons if he (not to hurt) his leg.
4. If my friend (to work) in my office, we should meet every day.
5. If you spoke English every day, you (to improve) your language skills.
6. If you get a "five", your mother (to be) happy.
7. If she (to return) earlier, she would have been able to see him before he left.
8. If these shoes were not too big for me, I (to buy) them.
9. If you (to ring) me up, I shall tell you a secret.
10. If you (to be) a poet, you would write beautiful poetry.
11. If he did not read so much, he (not to know) English literature so well.
12. If he (to come) to our house yesterday, he would have met his friend.
13. If he (not to pass) his examination, he will not get a scholarship.
14. If she (not to help) me, I should have been in a very difficult situation.
15. My father would have more free time if he (not to read) so many newspapers.
16. If only you had -let me know, I (to go) there immediately.
17. If I were a famous singer, I (to get) a lot of flowers every day.

Exercise 395. Put the verbs in brackets into the correct form.

1. If my brother (to be) in trouble, I shall help him, of course.
2. If I don't manage to finish my report today, I (to stay) at home tomorrow.
3. If she re more careful about her diet, she (not to be) so stout.
4. You would not feel so bad if you (not to smoke) too much.
5. If he (to learn) the poem, he would not have got a bad mark.
6. If you gave me your dictionary for a couple of days, I (to translate) this text.
7. If I (to be) a musician, I should be very happy.
8. If Barbara (to get) up at half past eight, B would have been late for school.
9. If you had t put the cup on the edge of the table, it (not to t) broken.
10. I should be very glad if he (to come) my place.
11. If he (to live) in St. Petersburg, he would go to the Hermitage every week.
12. If you (to go) to the theatre with us last week, you would have enjoyed the evening.
13. You won't understand the rule if you (not to listen) to the teacher.
14. If he weren't such a bookworm, he (not to spend) so much time sitting in the library.

15. I should not have bought the car if my friend (not to lend) me money.
16. If he did not live in St. Petersburg, we (not to meet) so often.
17. If he had warned me, I (to do) the work in time.

Exercise 396. Put the verbs in brackets into the correct form.

1. If I (to have) this rare book, I should gladly lend it to you.
2. The dish would have been much more tasty if she (to be) a better cook.
3. He never (to phone) you if I hadn't reminded him to do that.
4. Your brother (to become) much stronger if he took cold baths regularly.
5. If he (to be) more courageous, he would not be afraid.
6. If the fisherman had been less patient, he (not to catch) so much fish.
7. If you (to put) the ice cream into the refrigerator, it would not have melted.
8. If I (to know) the result now, I would phone her immediately.
9. If you had let me know yesterday, I (to bring) you my book.
10. If it (to snow), the children will play snowballs.
11. If I (not to know) English, I should not be able to enjoy Byron's poetry.
12. I (not to do) it if you did not ask me.
13. If men (to have) no weapons, would wars be possible?
14. You will never finish your work if you (to waste) your time like that.
15. If I (to have) his telephone number, I should easily settle this matter with him.

Exercise 397. Put the verbs in brackets into the correct form.

1. If he reads fifty pages every day, his vocabulary (to increase) greatly.
2. If they (to know) it before, they would have taken measures.
3. If I (to get) this book, I shall be happy.
4. If you really loved music, you (to go) to the Philharmonic much more often.
5. If you had not wasted so much time, you (not to miss) the train.
6. If you (not to miss) the train, you would have arrived in time.
7. You (not to miss) the teacher's explanation if you had arrived in time.
8. You would have understood the rule if you (not to miss) the teacher's explanation.
9. If you (to understand) the rule, you would have written the test paper successfully.
10. If you had written the test paper successfully, you (not to get) a "two".
11. Your mother (not to scold) you if you had not got a "two".
12. If your mother (not to scold) you, you would have felt happier.
13. If she (to ask) me yesterday, I should certainly have told her all about it.
14. If you (to do) your morning exercises every day, your health would be much better.
15. If he is not very busy, he (to agree) to go to the museum with us.
16. If I (not to be) present at the lesson, I should not have understood this difficult rule.

Exercise 398. Put the verbs in brackets into the correct form.

1. If it (to rain) tomorrow, our game will be cancelled.
2. If a dog (to bite) in her leg, she would go straight to hospital.
3. If he had known it was going to rain, he (to take) his umbrella to work today.
4. If only I (to have) more pocket money, I could buy some new English books.
5. If she hadn't missed the bus, she (not to be) late for work.
6. If I (to live) two hundred years ago, I couldn't have spoken on the telephone.
7. If my daughter did her homework carefully, she (to get) much better marks. She's really a smart little girl.

8. If his friend (to be) in the mood to see a film, they would have gone to the cinema last night.
9. If my cactus plant (not to have) a rare disease, it wouldn't have died.
10. If they had remembered your address, they (to send) you a postcard.
11. If Tom saw a car crash, he (to telephone) the police and (to help) the people in the cars.
12. If you are not sure, what to say, you (to have) to guess.
13. If she (not to be) very ill, she wouldn't have been absent from English class all last week.
14. If my parents had had good seats, they (to enjoy) the play last night.
15. If a robber (to attack) him in a dark street, he would defend himself.
16. If he hadn't been so careless, he (not to fall) into this trap.
17. If you (not to smoke), you would feel more energetic.
18. If her alarm clock (to ring), she would have been on time for work this morning.

Exercise 399. Put the verbs in brackets into the correct form.

1. If you were on a hijacked plane, you (to attack) the hijackers?
2. If they were on a hijacked plane, they (to stay) calm and probably (to survive).
3. If my friend had been trying harder, he (to succeed).
4. If I (to live) in 1703, I shouldn't (wouldn't)¹ have had a computer.
5. If she (to smell) smoke in the middle of the night, she would telephone the fire brigade and run into the street and shout "Fire!"
6. If he (to invite), he would have come to the party last night.
7. If the driver in front hadn't stopped suddenly, the accident (not to happen).
8. If you (not to know) how to play, my sister will explain the rules to you.
9. If she had told them it was her birthday, "they (to give) her a birthday present.
10. If I had more time, I (to read) more books.
11. If their TV had been working, they (to watch) the President's speech last night.
12. If my T-shirt hadn't been 100 percent cotton, it (not to shrink) so much.
13. How can you become more popular in your class: if you (to get) the top mark in mathematics or English or if you (to be) good at sports?
14. If they (to go) by car, they would have saved time.
15. If I (to be) a bird, I would¹ be able to fly.
16. If he (to bring) his book home, he would have done his homework last night.
17. If my mother (to win) a million pounds, he would spend it as fast as possible.
18. If you had been feeling well, you (to be) in class yesterday.

Exercise 400. Put the verbs in brackets into the correct form.

1. I am sorry that you do not read English novels; if you (to read) them, I (to lend) you some very interesting ones.
2. You say that you did not read yesterday's papers; if you (to read) them, you (to see) the announcement of Professor X's coming to our town.
3. He is not ill: if he (to be) ill, he (not to play) tennis so much.
4. He was not ill last week: if he (to be) ill, he (not to take) part in the football match.
5. How slippery it is! If it (not to rain), it (not to be) so slippery.
6. I am glad I was able to attend the lecture yesterday. You (to be) displeased if I (not to come)?
7. Let's take a taxi to the railway station: we have very much luggage. If we (not to have) so much luggage, we (to walk).
8. Stop working and let's go inside: it is too dark. If the evening (not to be) so dark, we (to continue) the work.
9. I don't believe you: you only say that you want to know languages. If you (to be) really

interested in languages, you (to study) them.

Exercise 401. Make Conditional Sentences of your own.

1. He is busy and does not come to see us. If ...
2. The girl did not study well last year and received bad marks. If ...
3. He broke his bicycle and so he did not go to the country. If ...
4. He speaks English badly: he has no practice. If ...
5. I had a bad headache yesterday, that's why I did not come to see you. If ...
6. The ship was sailing near the coast, that's why it struck a rock. If ...
7. He was not in town, therefore he was not present at our meeting. If ...
8. The pavement was so slippery that I fell and hurt my leg. If ...
9. The sea is rough, and we cannot sail to the island. If ...
10. They made a fire, and the frightened wolves ran away. If ...
11. It is late, and I have to go home. If ...
12. I was expecting my friend to come, that's why I could not go to the cinema with you. If ...
13. He always gets top marks in mathematics because it is his favourite subject and he works a lot at it. If ...
14. I did not translate the article yesterday because I had no dictionary. If ...
15. We lost our way because the night was pitch-dark. If ...
16. The box was so heavy that I could not carry it. That's why I took a taxi. If ...

Exercise 402. Make Conditional Sentences of your own.

1. The travellers had no camera with them, so they could not take photos of the beautiful scenery. If ...
2. There was no sugar left, so we had to go to the shop late in the evening. If ...
3. This house is very nice and comfortable, but it is not very good for living because it is situated close to a chemical plant and the air around is very bad. If ...
4. He is an excellent specialist, but I cannot ask his advice because I am not acquainted with him. If ...
5. You cannot enjoy this merry evening party because you have a toothache. If ...
6. You know the material well enough, but you are very absent-minded, and that's why you always make many mistakes. If ...
7. You did not ring me up, so I did not know you were in trouble. If ...
8. You left the child alone in the room, so he hurt himself. If ...
9. They spent a year in the tropics, so they got very sun-tanned. If ...
10. It rained heavily, so we got drenched to the skin. If ...
11. Why didn't you watch the cat? It ate all the fish. If ...
12. A huge black cloud appeared from behind the forest, so we had to turn back and hurry home. If ...
13. We shall not go to see them because it is very late. If ...
14. Naturally she was angry, because you were in her way. If ...

Exercise 403. Make Conditional Sentences of your own. Mind the Mixed Conditionals.

1. I shall go to the dentist because I have a toothache. If ...
2. He is groaning with pain now because he did not go to the dentist to have his tooth filled. If ...
3. She does not go to the polyclinic because she does not need any treatment. If ...

...

4. He will not go to see the play as he was present at the dress rehearsal. If ...
5. He went to Moscow specially to hear this famous singer because he is fond of him. If ...
6. We did not go to the cafeteria room to have a glass of lemonade because we were not thirsty. If ...
7. She could not mend her dress herself because she had no needle. If ...
8. He is not a first-class sportsman now because he did not train enough last year. If ...
9. The pupils were active because they wanted to understand this difficult material. If ...
10. The pupils did not understand the homework because they were inattentive. If ...
11. The pupils worked hard and did well in their examinations. If ...
12. She won't try to enter the foreign languages department because she is not good at foreign languages. If ...

Exercise 404. Translate the following sentences into English.

1. Якби він не був такий короткозорий, він би взнав мене вчора в театрі.
2. Вона здорова. Якби вона була хвора, її брат сказав би мені про це вчора.
3. Ви б багато знали, якби регулярно читали цей журнал.
4. Якби я дізналася про це раніше, то не сиділа б зараз удома.
5. Якби мої батьки були багаті, вони б вже давно купили мені машину.
6. Вона дуже талановита. Добре б батьки купили їй піаніно. Якщо вона почне грати зараз, вона буде видатним музикантом.
7. Якби я знав Французьку, я б вже давно поговорив з нею.
8. Якби я знав німецьку мову, я б читав Гете в оригіналі.
9. Якби я жив близько, я б частіше заходив до вас.
10. Якби ви не перервали нас вчора, ми б закінчили роботу в строк.
11. Якби він не слухав порад лікаря, він би не видужав так швидко.
12. Якби він не був талановитим художником, його картину не прийняли б на виставку.
13. Якби ви тоді послухалися моєї поради, ви б не були зараз в такому скрутному становищі.
14. Якби я не був такий зайнятий в ці дні, я б допоміг тобі вчора.

Exercise 405. Translate the following sentences into English

1. Він так змінився! Якби ви його зустріли, ви б його не впізнали.
2. Якби я був на вашому місці, я б порадився з батьками.
3. Якби зараз підійшов трамвай, ми б не спізнилися.
4. Якби він знав, що це вас засмутить, він був би обережнішим.
5. Якби ви мені допомогли вирішити цю задачу, я був би вам дуже вдячний.
6. Шкода, що нам раніше не прийшло в голову пошукати книгу в бібліотеці. Ми б зробили роботу вчасно і зараз були б вже вільні.
7. Шкода, що у нас було так мало уроків. Якби ми більше попрацювали, ми б краще знали мову.
8. Якби він регулярно не відвідував спортивні тренування, він не досяг би такого успіху на змаганнях.
9. Якби ти попередив мене наперед, я б уже був у Москві.
10. Шкода, що вона вже пішла. Якби ти подзвонив раніше, вона була би зараз тут.
11. Якби він був розумніше, він би не пішов вчора в ліс.
12. Якби вона не прислала вчора цей лист, мій брат був би зараз удома.
13. Що б ми зараз робили, якби мама не спекла вчора пиріг?

14. Шкода, що ви не чули музику Рахманінова. Якби ви її чули, ви б знали, який це чудовий композитор.

15. Я упевнений, що всі були б раді, якби вечір відбувся.

5 Modals

5.1 Modal auxiliaries: introduction

Modal auxiliaries are also sometimes called modal verbs or modals. The following are modal auxiliaries:

<i>Present form</i>	<i>Past form</i>
can	could
may	might
will	would
shall	should
must	-
ought to	-
need	-

FORM

- Positive: *subject + modal + bare infinitive*

*I **might** see you tomorrow.*

*We **must** go now.*

- Negative: *subject + modal + not/n't + bare infinitive*

*You **shouldn't** go to bed so late.*

*They **needn't** come if they don't want to.*

- Question: *modal + subject + bare infinitive*

***Can** you help me?*

***Will** she be here soon?*

- Short answers: *subject + modal auxiliary*

*Yes, we **can**. No, they **won't**.*

- Modal auxiliaries always stay the same.

They cannot be:

put into different tenses.

used as infinitives.

used as gerunds or present participles.

- They can be followed by the *infinitive* in different forms

	<i>Active</i>	<i>Passive</i>
MODAL +	bare infinitive <i>must take</i>	be + past participle <i>must be taken</i>
	be + present participle <i>must be taking</i>	
	have + past participle <i>must have taken</i>	have been + past participle <i>must have been taken</i>
	have been + present participle <i>must have been taken</i>	

Notes

- * **need** can be a modal auxiliary only in the question or negative form,
- * **ought** is the only modal auxiliary followed by *to*.
- * **dare** can be used as a modal auxiliary in the question and negative forms. It can also be used as a main verb followed by the *to-infinitive*.
It is not a common modal auxiliary and is not therefore included in the practice exercises.

Exercise 406. Rewrite the following sentences using a modal. The underlined words can be written as *subject + modal + verb*. In some sentences, more than one modal is possible.

- 1 I promise to phone you next week.
I will/I'll phone you next week.
- 2 At the age of nine, he still didn't know how to read.
At the age of nine, he still couldn't read.
- 3 It's essential that we leave on time tomorrow morning.
- 4 Are you able to come with me tonight?
- 5 It's not a good idea for you to work so hard.
- 6 It's possible that they'll be here soon.
- 7 Why don't we go and see a film tonight?
- 8 He said that he intended to write to me soon.
- 9 Is it possible for me to sit here?
- 10 He refuses to give me an answer.
- 11 It's not necessary for you to apologize.
- 12 Am I allowed to smoke in here?
- 13 He knew how to speak four languages by the time he was twelve.
- 14 I want to help you but I'm not able to.
- 15 I think it's a good idea for me to stay in tonight: I've got a lot of work to do.
- 16 I don't know who she is but it's possible that she's Rick's sister.
- 17 Do not tell him any of this: it's vital that it remains a secret.
- 18 I intend to finish this essay before I go to bed.
- 19 It's 7 o'clock. I assume that Clare will be here soon.
- 20 I know he's in but he's not answering the phone. I'm sure that he's asleep.

5.2 Ability: can, could, be able

- **Can** (present or future) and **could** (past) refer to a general ability to do something. **Can** is also used to refer to an ability to do something specific at a time in the future.

*She **can** sing really well.*

*I **can** come and see you next week.*

*I **can't** swim so I won't come to the pool with you.*

*He **could** read when he was four.*

*I **couldn't** understand the language when I first came here.*

- **Can** and **could** refer to the ability to do something, but not to the doing of it.

We use **can** or **be able** to talk about ability.

*Will you **be able** to/Can you come on Saturday?*

*My parents live quite a distance away so we're **not able to/can't** see them very often.*

*He had a motorbike accident at the age of eighteen and after that, he **wasn't able to /couldn't** walk.*

We use **be able** to talk about *ability + the achievement of the action*.

*Jan gave me a lift home so I **was able** to stay at the party till late.*

*We got lost but we **were able** to find our way home again with the map.*

- We use **will be able** and not **can** to talk about skills that will be acquired in the future.

*I'll **be able** to drive by next summer so we can hire a car.*

*Will you **be able** to read textbooks in German when you've finished this course?*

- We use **can + be + adjective or noun** to talk about possibility.

*The sea **can** be quite warm in September. (It is possible for the sea to be Quite warm in September./The sea is sometimes quite warm in September.)*

*She **can** be very charming when she wants to be.*

- We use **be able** for different grammatical forms that are not possible with **can**.

*/ like **being able** to work at home.*

*We'd like **to be able** to help you but we can't.*

*I've **been able** to work much faster since I got that new computer.*

- We use **can, could** and **could have** in conditional sentences. We also use them in sentences with an implied condition.

*/ **can** help you if you want me to.*

*I **could** do it if I had the time.*

*You **could** do that job easily, (if you had that job)*

*I **couldn't have** done it if I hadn't had your help.*

*I **could have** got here earlier but I didn't know you were waiting. (I could have got here earlier if I had known you were waiting.)*

Exercise 407. Complete the sentences with the correct form of can, could or be able. If it is possible to use can/could or be able, use can/could.

1 He's very fit for his age. He (run) really fast.

*He's very fit for his age. He **can** run really fast.*

2 I'd like (work) with you one day.

I'd like to be able to work with you one day.

3 He (not climb) up to the top: he was too scared.

4 If they hadn't phoned for an ambulance, he ... (die).

- 5 I love (spend) all morning in bed at the weekends.
- 6 We ...(go) to that concert tomorrow if the tickets haven't sold out.
- 7 I think you should go in the spring: it.... (be) very crowded there in the summer.
- 8 I.... (not understand) what he says: he speaks too quickly.
- 9 Do you know where Nick's glasses are? He (not see) very much without them.
- 10 ...(speak) another language fluently is a great advantage when you're looking for a job.
- 11 Jonathan (not say) anything until he was about three years old.
- 12 We ... (not phone her up) because her phone had broken, but fortunately we (get) a message to her.
- 13 Amy's exam results weren't very good. She (do) better.
- 14 I (not sleep) very well for the last four nights. It's been too hot.
- 15 She tried to think of other things but she (not put) that awful memory out of her mind.
- 16 You should (go out) when you want to.
- 17 (you come) to the party on Saturday?
- 18 I (ride) this bike soon: I just need more time to practise.
- 19 He doesn't do very much when he's here. He (be) more helpful.
- 20 I (play) tennis really well a few years ago, but not anymore.

5.3 Certainty, possibility, deduction: can, could, may, might, must, will, should, ought to

- To talk about something that it is possible to do at any time, use **can** or **may**. With this use, **can** and **may** are often followed by the passive infinitive.

*Suitcases **can/may be left** in the left luggage office at the station.*

*Stamps **can/may be bought** at most shops which sell cards.*

- To talk about a future possibility, use **may** or **might**. We can also use **could**; **could** refers to a theoretical possibility.

*The parcel **may/might arrive** tomorrow.*

*I **may/might see** you next week.*

*You **could go** by train. (It is possible to take a train there if you wanted to do that.)*

- To talk about a present or future certainty, use **will** + *simple* or *continuous infinitive*.

*You can phone Sally: she **'ll be** at home now.*

*I **'ll be** there by 9 o'clock.*

*The meeting **will start** at 7.30.*

*We should go now: they **'ll be waiting** for us.*

*I **'ll be waiting** for you when you arrive.*

- To talk about possibility in the present, use **may**, **might** or **could** + *simple infinitive* (usually the verb **to be**) or *continuous infinitive*.

*'Where's Tony?' I don't know. He **may be** outside.'*

*'Whose is this?' 'It **could be** Emma's.'*

*Alison's not in the office today so she **may be working** at home.*

*I won't phone Jennifer now because she **might be having** a rest.*

- To talk about possibility in the past, use **may**, **might**, **could** + *perfect infinitive* (simple or continuous):

It's 8.30 so she **may** have left by now.

I don't know why they're so late. I suppose they **could** have got lost

Sue wasn't at the party last night. She **might** have been feeling too tired to come.

- To make a deduction about something in the present, use **must** (positive deduction) or **can't** (negative deduction) + *simple infinitive* (usually the verb **to be**) or *continuous infinitive*.

Jane's not at home so she **must** be on her way here.

The office is closed now so he **can't** be there.

Barbara's back at work now so she **must** be feeling better.

He **can't** be driving here: he hasn't got a car.

- To make a deduction about something in the past, use **must/can't** (or **couldn't**) + *perfect infinitive* (simple or continuous)

It's very wet outside so it **must** have rained in the night.

He **can't** have forgotten about the meeting: he talked to me about it only this morning.

You **must** have been talking on the phone for a long time last night: I phoned four times and it was engaged.

Eddie **couldn't** have done that robbery: he was with me the whole weekend.

- We can use **should** or **ought to** + *present infinitive* to make assumptions about the present or the future and **should** or **ought to** + *perfect infinitive* to make assumptions about the past. We use **should** more frequently than **ought to**.

The train got in half an hour ago so they **should** be here soon.

The sun 'a been shining all day so the sea **should** be quite warm now.

The weather's lovely there at this time of year so they **should** be having a nice holiday.

Let's go and see Cathy: she **should** have finished working by now.

Notes

- * We can use modals in short responses.

'Are they at home now?' 'They **might** be.'

'I expect Debbie was very pleased with her results.' 'Yes, she **must** have been.'

- * In short responses, **do** often replaces other verbs.

'Has he gone home?' 'He may have **done**.'

Exercise 408. Complete the sentences with can, could, may, might, will, should, ought to, must and an *infinitive* in the appropriate form.

- 1 Kerry's rather late. She (miss) the train.
Kerry's rather late. She must have missed the train.
- 2 Travellers' cheques (be exchanged) at most banks.
Travellers' cheques can/may be exchanged at most banks.
- 3 They're not answering the phone so they (be) out.
- 4 Don't phone her now, It.... (be) the middle of the night in Australia.
- 5 They (not move) house yet. I saw them in town this morning.
- 6 I haven't seen Joanna this week. I think she (visit) her parents but I'm not sure about it.
- 7 Her exam results are coming out soon. She worked very hard so she (do) well.
- 8 That woman's just fallen over. Let's go and see her: she (be) hurt.
- 9 I don't know where she is. She (not still play) tennis: it's been dark for the last hour.
- 10 I sent the letter two days ago so he (get) it by now, but you can never be sure.
- 11 The encyclopaedias (be found) on the second floor of the library.

- 12 Jim's been very quiet since his girlfriend went away. He (miss) her.
- 13 I (come) and visit you at the weekend. Anyway, I'll give you a ring to let you know.
- 14 She was with a man I didn't recognize. It...(be) her brother because he looked a bit like her.
- 15 The roads are fairly quiet today so we (have) a good journey.
- 16 'Do you think Josephine (be) at home now?'
- 'No, she.....She (have) a swim. She always does at this time in the morning.'
- 17 'Why do you think Tricia was in such a hurry?' 'I don't know. She...(run) to catch the bus.'
- 18 These glasses (be) Tim's: they look a bit like his.
- 19 It.... (not rain): the ground's completely dry.
- 20 I (join) the sports club in the summer but I haven't decided yet.
- 21 What a terrible thing to have happened. You (be) terrified.
- 22 I told her you were coming so she (expect) you.
- 23 They've just rung the bell so the children (be) out of the classrooms in a minute.
- 24 That looks like Jack but it.... (not be) him. He went to live in Australia last year.
- 25 I've got a stomach-ache this morning. I (eat) too much last night or I (have) some sort of virus.

5.4 Advice, obligation, necessity: **should, ought to, must, have to, have got to, need**

- To give advice, use **should** or **ought to**. **Should** is used more frequently.

Should/Ought to = *that course of action would be a good idea; it would be the best thing to do*. It can refer to present time or to future time.

*You **should/ought to** try and lose some weight.*

*We **should/ought to** be leaving soon.*

*You **shouldn't/oughtn't to** take any notice of him. He always upsets you.*

***Should we/Ought we to** tell Ann where we're going?*

We often use **should /ought to** with / *think ... /Do you think ...?/ Don't you think...?*

*Don't you think you **should/ought to** stop seeing him?*

We sometimes use *I **should** ...* (NOT *I **ought to***) to give advice to someone else when there is an implied condition *if I were you*.

*Everything's going to be all right. I **should** stop worrying about it. (if I were you)*

- To give strong advice and recommendations, use **must**. It can refer to present time or to future time.

*You **must** go and see that film: it's fantastic.*

*You really **must** try to forget him.*

*You **mustn't** let him talk to you like that.*

*We **must** go and visit them more often.*

*You **must** come and stay with us sometime.* (Here it is used to give a casual invitation.)

- To criticize actions in the past, use **should** or **ought to** + *perfect infinitive*.

Should / Ought to in the past means that the subject did not do the right thing.

*I **should/ought to** have stayed at home.* (= I didn't stay at home and my behaviour was wrong.)

*You **shouldn't** have said that.* (= You said that and it was the wrong thing to have said.)

They ***shouldn't have been talking*** when the exam started.
Should I have phoned you back?

- To talk about obligation, use **must**, **mustn't** or **have to**.

Have to is not a modal verb. It is an ordinary verb and it can be used in any form.

Must and **have to** are often interchangeable but there is sometimes a difference between them.

Have to - the obligation is often external, it comes from the situation.

*We **have to** get up early tomorrow to catch the plane.*

(The time of the plane is the reason for the obligation.)

Must - the obligation often comes from the speaker or writer of the sentence. This may be an individual or some kind of authority.

*We **must** get up early tomorrow. We've got a lot to do.*

(We are imposing the obligation on ourselves.)

*Passengers **must** fasten their seat belts.*

(The obligation is imposed by the airline who wrote the notice.)

*Children **must** wear school uniform at all times when they are in school.*

*You **mustn't** smoke in here.*

*We'll **have to** get there before 5 o'clock because the shops close then.*

*Do you **have to** pay for the tickets in advance?*

- We can also use **have got to** to express obligation.

Have got to is often interchangeable with **have to** but there is sometimes a difference.

Have to can be used for habitual actions and single actions.

*I **have to** get the bus into work today.*

*I **have to** get the bus into work every day.*

Have got to can only be used for single actions.

*I **have got to** get the bus into work today.*

*(NOT I ~~**have got to**~~ get the bus into work every day.)*

- To express a negative obligation, use **mustn't**.

Do not use don't have to. Don't have to means there is no obligation.

*You **mustn't** wait here. (You are not allowed to wait here.)*

*You **don't have to** wait here. (It is not necessary for you to wait here but you can if you want to.)*

- To express obligation in the past, use **had to**.

*I **had to** report the incident to the police. Did you **have to** get a visa?*

***Must** + *perfect infinitive* is not used to talk about past obligation. It is used to make deductions about the past.

*She **must have left** early.*

- To express necessity, use **need**.

We can use **need** as a modal verb in questions and negative sentences. It is most often used in the negative:

*You **needn't** come if you don't want to.*

***Need** I bring anything with me?*

We can also use the verb **need** as an ordinary verb, followed by the *to-infinitive*.

*You **don't need** to come if you don't want to.*

*Do I **need to bring** anything with me?*
*Everyone **needs to eat** fresh fruit and vegetables.*
*I'll **need to buy** some new clothes if I get that job.*

- To express lack of necessity, use **needn't, don't need to, don't have to, haven't got to**.
*We're eating out tonight so we **don't need to / needn't / don't have to / haven't got to** buy any food.*

When the speaker is giving the authority, we often use **needn't**:

*Teacher to students: 'You've worked hard today so you **needn't** do any homework tonight.'*

- To express lack of necessity in the past, use **needn't + perfect infinitive** or **didn't need to / didn't have to + infinitive**. There is some difference between them.

*I **needn't have gone** to the station so early. The train was nearly an hour late. (It wasn't necessary to go to the station early but I didn't realize that and so I did get there early.)*

*We **didn't need to / didn't have to get up** early this morning because we had no lectures. (It wasn't necessary and so we didn't do it.)*

* We do not use **need + perfect infinitive** in the positive.

Exercise 409. Complete the sentences using the modals should, ought to, must or need or the verb have to in the correct tense and form. Put the infinitive into the appropriate form.

- 1 We (leave) at 11 o'clock last night because the last bus went at 11.20.
We had to leave at 11 o'clock last night because the last bus went at 11.20.
- 2 I don't think you (offer) to help him. You've got enough work to do yourself.
I don't think you should/ ought to offer to help him.
- 3 They (not pay) to stay in a hotel. They can stay with us.
- 4 We've been staying in a hotel for the last two weeks so we (not cook) our own meals.
- 5 You (come round) for dinner one evening. We haven't had a good talk for a long time.
- 6 We (run) all the way to the station because we were late for the train.
- 7 It's your own fault that you're so tired. You (not go) to bed so late.
- 8 Why the prisoners (be locked) in their cells all day?
- 9 Hurry up. You (not have) a bath now. The taxi's coming in twenty minutes.
- 10 You (not tell) him what happened. He would never forgive us.
- 11 You...(not allow) David to walk home from school every day on his own. He's too young.
- 12 I don't like (do) everything my boss tells me to do.
- 13 You ...(go) to that new French restaurant in town. It's the best restaurant I've ever been to.
- 14 Paul (not get up) early in the morning but everyone else in the house does.
- 15 If I fail any one of my exams, I (take) all of them again in November.
- 16 You (work) when I came into the room, not talking.
- 17 I.... (tell) him what you really think of him next time you see him if I were you.
- 18 The wedding's been cancelled so I (not buy) that new suit: it was a waste of money.
- 19 I (take) the children to school every morning before I go to work.
- 20 You (not eat) in the lecture halls: it's against the college regulations.
- 21 I'd like you to come to the meeting but you (not come) if you don't want to.
- 22 This letter(be hidden) where no-one will ever find it. Its contents (remain) a

secret forever.

23 (you/wear) a uniform at work?

24 Please don't say anymore. I already know the truth so you (not lie) to me.

25 Employees (follow) the safety regulations.

5.5 Offers, requests, permission, suggestions: can, could, may, might, would, must, shall, would you mind

- To ask permission or make a request, use:

ASKING PERMISSION	Can	} I...?	informal
	Could		↓
	May		
	Might		
			formal

***Can** I borrow your pen, please?' 'Yes, of course you **can**.'*

*'Do you think I **could** leave my bag here?' 'Yes, certainly.'*

*'**May** I use your phone, please?' 'Yes, of course you **may**.'*

MAKING A REQUEST	Can	} you...?
	Could	
	Would	

***Could** you open the door for me, please?' 'Yes, of course.'*

Would you mind + | gerund?
| if I + verb in present or past?

Would you mind | opening the window?' | 'No, of course not.'
| if I open/opened the window?' |

- To give or refuse permission, use: **You can / can't / may / may not / must / mustn't....**

*You **can** stay here if you want to.*

*You **may** borrow these books whenever you like.*

*You **can** go but you **must** be back by midnight.*

*I'm afraid you **can't** wait in here.*

These modals can also be used to give permission or make prohibitions in the third person, e.g. in written rules.

*Each player **may** look at the cards once.*

*Candidates **must not** start writing until the examiner tells them to.*

- To make an offer, use: **Can/Shall I, we ... ? Would you like ...?**

I'll ..., (shall I?), **May** I ...? (more formal)

***Can** I help you?*

***Shall** I carry that for you?*

***Would you like** some tea?*

***Would you like** me to help you?*

*I'll make you some breakfast, **shall** I?*

***May** I take your coat?*

- To make a suggestion or an invitation, use:

Shall we ...?, We could....., Would you like to ...?

Shall we go out for a meal tonight?' 'Yes, that would be nice.'

'We could have a game of tennis this afternoon.' 'Yes, OK, why not?'

Would you like to come round tomorrow?' 'Yes, I would.'

Exercise 410. Write what to say using can, could, may, might, shall, must, would, would you like, would you mind. There may be a number of possible answers.

- 1 Offer to open the door for a stranger.
Shall I open the door for you?
- 2 Ask someone to answer the phone for you.
Would you answer the phone for me, please?
- 3 Invite a friend to go for a swim this morning.
- 4 Offer to make someone a sandwich.
- 5 Request an appointment to see your bank manager, Ms Arnold.
- 6 Give someone permission to use your phone.
- 7 Suggest going for a picnic this afternoon.
- 8 Ask someone to wait here for you.
- 9 Give your son permission to go out but tell him to be back before it gets dark.
- 10 You are in a train. Ask another passenger if you can open the window.
- 11 You are the teacher. Give your students permission to work outside today but tell them not to talk too much.
- 12 Offer to answer the phone.
- 13 You are in a cafe. There is a free seat next to someone. Ask that person if you can sit there.
- 14 Suggest buying a take-away meal tonight.
- 15 Ask a friend for a pen.

5.6 Habit

would and used to

- **used to** is not a modal. It is formed like this:

*I **used to** work there.*

*I **didn't use to** work there.*

***Did** you **use to** work there?*

- Use **would** and **used to** to talk about past habits.

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

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

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

*I **used to** go out a lot. (NOT ~~I would go out a lot.~~)*

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

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

would.

We used to live in a flat in the town centre. (NOT ~~We would live in a flat in the town centre~~)

She used to have long hair but now she wears it short.

Exercise 411. Complete the sentences with would or used to. Where either form is possible, write them both. Where there is a word in brackets, put it in the correct position.

- 1 I have lots of free time before I started working here.
I used to have lots of free time before I started working here.
- 2 In the long summer holidays, we go out somewhere with a picnic every day.
In the long summer holidays, we used to / would go out somewhere with a picnic every day.
- 3 When I was a newly-trained teacher, I work till late every night preparing lessons.
- 4 They be happy together but they're not now.
- 5 When they came to London, they (never) travel anywhere on the tube.
- 6 When I had a car, Idrive everywhere, but now I'm much fitter because I always walk or cycle.
- 7 During my last year at university, I go to the library to start work at 9 o'clock every morning.
- 8 When we shared a flat together, we (often) stay up talking late into the night.
- 9 When Amy was a baby, people...(often) come up to me and tell me how beautiful she was.
- 10 He be very overweight but he's much slimmer now.
- 11 When I was at school, I (never) do my weekend homework until Sunday evening.
- 12 I.... work in the same department as your sister.
- 13 When I was a teenager, I (often) spend the whole evening just listening to music.
- 14 She have a lot of boyfriends when she was younger.
- 15 He go for a run every day.

5.1 – 5.6 Revision

Exercise 412. Translate the following sentences into Ukrainian.

1. Her grandmother can knit very well.
2. I can answer the questions. They are very easy.
3. This trip is too expensive for me. I can't afford it.
4. She can type. She can speak well on the telephone. She hopes she can find the job she's looking for.
5. Can you go to have lunch with me? — I'm sorry. I can't.
6. Mike can run very fast.
7. They can understand French.
8. Kate can speak English well.
9. My brother can come and help you in the garden.
10. Can you speak Spanish?
11. Can your brother help me with mathematics?
12. His little sister can walk already.
13. The children cannot carry this box: it is too heavy.
14. My friend cannot come in time.

15. This old woman cannot sleep at night.
16. His sister can cook very well.
17. I can sing, but I cannot dance.
18. Can't you wait till tomorrow morning? — I can wait, but my toothache can't.

Exercise 413. Translate the following into English paying attention to the use of the modal verb can (could).

1. Я умію говорити англійською.
2. Мій тато не уміє говорити німецькою.
3. Ти умієш говорити французькою?
4. Моя сестра не уміє кататися на ковзанах.
5. Ти можеш перепливати цю річку?
6. Я не можу випити це молоко.
7. Вона не може вас зрозуміти.
8. Ти умів плавати минулого року?
9. Минулого року я не умів кататися на лижах, а зараз умію.
10. Ви не можете мені сказати, як доїхати до вокзалу?
11. Чи не могли б ви мені допомогти?
12. Я не можу перевести це речення.
13. Ніхто не міг мені допомогти.
14. Де тут можна купити хліб?
15. Твоя бабуся уміла танцювати, коли була молода? — Так, вона і зараз уміє.

TO BE ABLE TO

Еквівалент дієслова CAN

He is able to do it.

He was able to do it yesterday.

He will be able to do it tomorrow.

He had been able to swim since childhood.

Exercise 414. Translate into English so as to use the to be able to equivalent of can.

1. Вона не зможе вчасно дістатися до аеропорту.
2. Ти зможеш відправити йому електронну пошту сьогодні увечері?
3. Вони якийсь час не зможуть дивитися телевизор, тому що завтра неділя, і вони не подзвонять нікому.
4. Боюся, що він не зможе допомогти мені переїхати в новий будинок наступного тижня.
5. Ти зможеш зробити цю роботу завтра?
6. Я думаю, вона не зуміє вирішити цю задачу.
7. Завтра я буду вільний і зможу допомогти тобі.
8. Ми зможемо поїхати до Нью-Йорка наступного року?
9. Ти зможеш полагодити мій магнітофон?
10. Вчора я не зміг побачити директора, оскільки він був на конференції, але сьогодні після роботи я зможу це зробити.

Exercise 415. Rewrite the following sentences substituting to be able to for can where it seems appropriate.

1. They can (never) appreciate your kindness.
2. I was sure you could translate that article (after you had translated so many texts on physics).
3. You can go to the country (when you have passed your last examination).
4. We can pass to the next exercise (when we have done this one).
5. I can give you my book for a couple of days (after I have read it).
6. He can ski (for ten years).
7. We knew that she could swim (since a child).
8. You cannot take part in this serious sport competition (until you have mastered good skills).
9. I could not solve the problem (before he explained it to me).

MAY

Дозвіл (можна)

You may take my pen. (можете)

You may not touch it. (не можна)

May I come in? (можна?)

В непрякій мові: **Mother said that I might play.** (сказала, що можна)

Припущення (може бути)

It may rain soon. (може бути, піде дощ)

Be careful: you may fall. (можеш впасти)

Exercise 416. Translate the following sentences into Ukrainian.

1. May I invite Nick to our house?
2. You may go now.
3. If you have done your homework, you may go for a walk.
4. Don't go to the wood alone: you may lose your way.
5. May I go to the post office with Mike?
6. May I take Pete's bag?
7. Don't give the vase to the child: he may break it.
8. May we take notes with a pencil?
9. You may not cross the street when the light is red.
10. May I shut the door?
11. It stopped raining, and mother told us that we might go out.
12. May children play with scissors?
13. They may travel by sea. It may be cheaper, but it takes a long time.
14. It may be true.
15. May I come and see you?
16. Where have you been, may I ask?

Exercise 417. Translate into English concentrating on the use of the modal verb may.

1. Якщо ти не надягнеш пальто, ти можеш захворіти.
2. Не йди з будинку: мама може скоро прийти, а у неї немає ключа.
3. Будь обережний: ти можеш впасти.
4. Не чіпай собаку: вона може укусити тебе.
5. Ми, можливо, поїдемо за місто в неділю.
6. Він може забути про це.

7. Скоро може піти дощ.
8. Можна мені ввійти?
9. Можна, я піду гуляти?
10. Якщо твоя робота готова, можеш йти додому.
11. Вчитель сказав, що ми можемо йти додому.
12. Доктор говорить, що я вже можу купатися.
13. Тато сказав, що ми можемо йти в кіно одні.
14. Я думав, що мені можна дивитися телевізор.
15. Тут нічого робити. Ми можемо піти сьогодні.
16. Він, можливо, і знає цю проблему, тому він, можливо, і знає відповідь на це питання, але я не дуже упевнена.
17. Якщо хочете, можете йти зараз
18. Де вони - зараз живуть? — Вони, можливо, і живуть зараз за кордоном, але я не дуже упевнена.

TO BE ALLOWED TO
Еквівалент дієслова **MAY**

We are allowed to stay at home.

We were allowed to stay at home.

We shall be allowed to stay at home.

Exercise 418. Translate into English paying attention to the use of to be allowed to.

1. Палити заборонено.
2. Йому не дозволили палити у них в будинку.
3. В Англії вам дозволять водити машину, якщо вам 17 років.
4. В США вам дозволяють продовжувати їздити на машині навіть у віці 90 років.
5. Мені дозволяють користуватися батьковим магнітофоном.
6. Діти вже великі. Їм дозволяють ходити в школу самим.
7. Йому не дозволяють купатися в цій річці.
8. Вчора їй дозволили прийти додому о десятій годині.
9. Нам не дозволяють розмовляти на уроках.
10. Тобі дозволили узяти цю книгу?
11. Я думаю, мені не дозволять поїхати з тобою за місто.
12. Тобі дозволять піти гуляти, коли ти зробиш уроки.
13. Тобі дозволяли ходити на озеро, коли ти був маленький?
14. Коли мені дозволять їсти морозиво?

Exercise 419. Fill in the blanks with may (might) or to be allowed to. Use to be allowed to only in the cases where may (might) cannot be used.

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. The doctor says I am much better. I ... get up for a few hours every day.
4. ... I bring my sister to the party?
5. He asked pf he ... bring his sister to the party.
6. After they had finished their homework, the children ... watch TV.

7. He ... join the sports section as soon as he is through with his medical examination.
8. Becky's mother said that everybody ... take part in the pieces.
9. If you pass your examinations, you ... go to the south.
10. ... I borrow your car, please?
11. He asked if he ... borrow my car.
12. ... I have a look at your newspaper?

Exercise 420. Fill in the blanks with 'may' or 'can'.

1. ... you see anything in this inky darkness?
2. You ... go when you have finished your compositions.
3. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had.
4. When ... you come and see me? — Let me see: I... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about three o'clock. Will that be all right?
5. You ... come in when you have taken off your boots.
6. Be careful: you ... spill the milk if you carry it like that.
7. Most children ... slide on the ice very well.
8. I don't think I ... be here by eleven o'clock tomorrow, but I ... be.

Exercise 421. Fill in the blanks with 'may' or 'can'.

1. ... I come in?
2. Let me look at your exercises. I ... be able to help you.
3. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim.
4. Libraries are quite free, and any one who likes ... get books there.
5. I ... come and see you tomorrow if I have time.
6. Take your raincoat with you: it ... rain today.
7. Do you think you ... do that?
8. I ... finish the work tomorrow if no one bothers me any more.
9. ... we come and see you next Sunday at three o'clock in the afternoon?
10. What time is it? — It ... be about six o'clock, but I am not sure.
11. Only a person who knows the language very well ... answer such a question.

Exercise 422. Fill in the blanks with 'may (might)' or 'can (could)'.

1. ... you help me?
2. I... not imagine her speaking in public: I knew that she was so shy.
3. Something was wrong with the car: he ... not start it.
4. A fool ... ask more questions than a wise man answer.
5. She asked me if she ... use my telephone.
6. ... I use your pen?
7. ... I find a pen on that table?
8. You ... read this book: you know the language well enough.
9. You ... take this book: I don't need it.
10. ... I help you?
11. ... I ask you to help me?

12. The school was silent: nothing ... be heard in the long dark corridors.
13. Waiting ... be endless, you know.
14. ... you tell me the nearest way to the city museum?
15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed.
16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

MUST

Повинність

You must respect your parents. (повинні)

You must not go there. (не можна)

Must I learn it by heart? (повинен?)

Припущення (мабуть)

It must be cold outside. (мабуть)

Exercise 423. Translate the following sentences into Ukrainian.

1. Don't worry! This is not important. — Not important! You must be joking!
2. He never comes to work late! He must have overslept today.
3. You must not argue with the boss.
4. She must stop eating much and she must lose weight.
5. You must stop smoking! If you don't, you're going to have serious problems with your lungs some day.
6. You must work hard at your English.
7. You must learn the words.
8. Must we learn the poem today?
9. It must be very difficult to learn Chinese.
10. You must not talk at the lessons.
11. Everybody must come to school in time.
12. Don't ring him up: he must be very busy.
13. You must not make notes in the books.
14. I must help my mother today.

Exercise 424. Translate into English concentrating on the use of the modal verb may.

1. Він, мабуть, дуже втомився.
2. У них навіть є яхта. Вони, мабуть, дуже багаті.
3. Ти повинен виїхати завтра уранці?
4. Ви не повинні спізнюватися.
5. Я не повинен забувати про свою матір. Я не писав їй цілу вічність. Сьогодні увечері я повинен написати їй листа.
6. Ця книга дуже цінна. Ви не повинні її губити
8. Я повинен визнати, що я не маю рації.
9. Я повинна наполегливо працювати над своїм Англійським.
10. Ви повинні уважно слухати вчителі на уроці.
11. Ти повинен робити уроки щодня.
12. Ви не повинні забувати про свої обов'язки.
13. Ви повинні бути обережними на вулиці.
14. Вона повинна бути удома зараз.

15. Мої друзі, мабуть, в парку.
16. Ви, мабуть, дуже голодні.
17. Мабуть, дуже важко вирішувати такі задачі.
18. Я повинен сьогодні побачити мого друга.

Exercise 425. Translate the following sentences into Ukrainian.

1. I have not written the composition. I shall have to write it on Sunday.
 2. We did not have to buy biscuits because granny had baked a delicious pie.
 3. Will you have to get up early tomorrow?
 4. I had to do a lot of homework yesterday.
 5. She had to stay at home because she did not feel well.
 6. Pete had to stay at home because it was very cold.
 7. Mike had to write this exercise at school because he had not done it at home.
 8. They had to call the doctor because the grandmother was ill.
 9. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister.
 10. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home.
 11. I am sorry I couldn't come yesterday. I had to work late.
 12. Why do you have to get up early tomorrow?
 13. I had to go to hospital to visit my aunt.
 14. What did you have to learn by heart? — At school, I had to learn a beautiful poem "Leisure"
- by William Henry Davies.

Exercise 426. Make the following sentences Past.

1. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time.
2. It is impossible to do anything in such a short time. I must ask the chief to put off my report.
3. I don't mean that you must do everything they tell you.
4. It is already twenty minutes past eight. You must go or you will be late for the first lesson.
5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting.
6. We can't wait for them any longer, we must ring them up and find out what has happened.
7. I am thinking hard, trying to find a solution of the problem. There must be a way out.

Exercise 427. Make the following sentences a) Past; b) Future.

Use equivalents of 'must' and 'can' where it seems appropriate.

1. He must work systematically if he wants to know French well.
2. This child must spend more time out in the open air.
3. I can't recite this poem.
4. You must take part in this work.
5. He can't join the party because he is busy.
6. You must listen to the tape recording of this text several times.
7. You must take your examination in English.
8. She can translate this article without a dictionary.
9. We can't meet them at the station.

10. The doctor must examine the child.

Exercise 428. Translate into English paying attention to the use of 'must' or its equivalent 'to have to'.

1. Я повинна піти в магазин сьогодні.
 зварити обід
 зробити уроки
 піти до школи
 написати листа брату
2. Мені доведеться піти в магазин завтра.
 зварити обід
 зробити уроки
 піти до школи
 написати листа брату
3. Мені довелося піти в магазин вчора.
 зварити обід
 зробити уроки
 піти до школи
 написати листа брату

Exercise 429. Translate the following questions into English and answer them.

1. Що ви повинні зробити сьогодні?
2. Що вам доведеться зробити завтра?
3. Що вам довелося зробити вчора?

Exercise 430. Fill in the blanks with 'can', 'may' or 'must'.

1. ... I come in?
2. You ... not smoke here.
3. ... take your book? — I am afraid not: I need it.
4. He ... not speak English yet.
5. I have very little time: I ... go.
6. They ... not go to the park today because they are busy.
7. You ... read this text: it is easy enough.
8. What ... we see on this map?
9. ... you speak Spanish? — No, unfortunately I ...
10. At what time ... you come to school?
11. She ... still live in Paris.
12. He is busy. He ... be writing a book about his travels.
13. But he is happy. He ... enjoy life.
14. My friend Danielle isn't a famous artist. But she ... even paint Russian icons. I ... only admire her beautiful pictures. She ... be a woman of great talents. She ... speak German, French and English. She translate a lot of articles for the Museum of her native town in Switzerland. She ... also teach these languages at school. She is fantastic. I am fascinated by everything what she does.

Exercise 431. Translate into English using 'must', 'may' or 'can'.

1. Можна мені узяти вашу книгу?
2. На уроці англійської мови ви повинні говорити тільки англійською.
3. Ми повинні сьогодні здати зошити?
4. Можна мені задати вам питання? — Будь ласка.
5. Я не можу піти з вами в кіно, оскільки я був дуже зайнятий.
6. Можна тут палити? — Будь ласка.
7. Він зараз повинен бути в своєму кабінеті. Ви можете поговорити з ним.
8. Можна ввійти? — Будь ласка.
9. Ви повинні прочитати цей текст.
10. Чи може він виконати це завдання?
11. Я повинен сьогодні поговорити з своїм другом.
12. Ми повинні заплатити за електрику до кінця місяця.
13. Ця жінка — прекрасний водій. Вона може водити навіть автобус.
14. Можна мені бутерброд з тунцем і чашку кави?

TO HAVE TO — TO BE TO

Необхідність

TO HAVE TO — вимушена необхідність

TO BE TO¹ — необхідність за домовленістю, планом або наказом

I have to go there. — I had to do there —

повинен (змушений) довелось

I am to go there. — I was to go there —

повинен, належить, належало

(домовились, або
такий розклад)

¹ **TO BE** може вживатися як модальне дієслово тільки в двох часах: *Present Simple* і *Past Simple*.

Exercise 432. Translate the following sentences into Ukrainian.

1. We were to get there before the others.
2. He was to tell her where to find us.
3. She was to graduate that year.
4. She was to wear that dress at the graduation party.
5. He is to come here at five o'clock.
6. The tram was to leave at five-fifteen.
7. I was to wait for her at the railway station.
8. We were to go to the cinema that afternoon.
9. They were to start on Monday.
10. He was to telephone the moment she was out of danger.
11. Roses were to be planted round the pond.
12. There was to be a discussion later on.

Exercise 433. Paraphrase the following sentences so as to use the semi-modal verb to be

- **E.g.** 1) The lecture is supposed to begin at eight.
The lecture **is to begin** at eight.

- 2) I expect her to come and help.
She **is to come and help**.
 - 3) It was planned that we should wait for them at the door.
We **were to wait** for them at the door.
 - 4) It was arranged that he should meet her at the station.
He **was to meet** her at the station.
 - 5) Who will take care of the children?
Who **is to take** care of the children?
1. What am I supposed to do if they come too early?
 - 2 It was arranged that the youngest children would play on the beach.
 3. We expect you to show the place to her.
 4. I am expected to leave tomorrow at the latest.
 5. Where am I supposed to be taken?
 6. This is Dora. It is arranged that she will share the room with you.
 - 7 And who will do the cooking?
 8. It is expected that two more apartment houses will be built here.
 9. It was arranged that the cup final would be played that afternoon.
 10. Who will meet you at the station?

Exercise 434. Fill in the blanks with 'to have to' or 'to be to'.

1. As we had agreed before, we ... to meet at two o'clock to go to the stadium together. But Mike did not come. I waited for another half hour, but then I ... to leave as I was afraid to be late.
2. The meeting ... to begin at five o'clock. Don't be late.
8. Where ... the lecture to take place? — I suppose in the assembly hall.
4. So, our plan is as follows: I... to go to the library and bring the books. You ... to look through all the material here. Later we ... to work together.
5. "You ... to do it alone, without anybody's help," she said sternly.
6. I ... to help my friends with this work now, so I cannot go with you.
7. It was raining hard and we ... to wait until it stopped raining.
8. I ... to ask him about it tomorrow, as today he has already gone.
9. Why didn't you tell me that I... to buy the books?
10. According to the order of the schoolmistress all the pupils ... to return the library books before the twenty-third of May.

Exercise 435. Fill in the blanks with 'to have to' or 'to be to'.

1. The agreement was that if Johnny White could not repay the money he had borrowed, then Luke Flint... to have the right to sell the land.
2. If I don't ring up before six o'clock, then you ... to go to the concert hall alone and wait for me at the entrance. Is that clear?
3. The planters ... to gather their cotton at once, as they had been warned that heavy rains were expected.
4. I ... to wear glasses as my eyesight is very weak.
5. Johnny White ... to borrow from Luke Flint at a high interest, for there was no one else in the district who lent money.
6. "Cheating is a very nasty thing," said the teacher, "and we ... to get rid of it."
7. She ... to send a telegram because it was too late to send a letter.
8. They decided that she ... to send them a telegram every tenth day.
9. You ... to learn all the new words for the next lesson.

10. Do you know this man? He ... to be our new teacher of history.
11. Who ... to go to the library to get the new books? — I was, but I couldn't because I ... to finish some work at the phonetics laboratory.
12. It is raining. You ... to put on your raincoat.
13. "The patient... to stay in bed for a few days," ordered the doctor.
14. The child had stomach trouble and ... to take castor oil.
15. I told her she ... to open the window for a while every day.

Exercise 436. Translate the following sentences into English concentrating on the use of the semi-modal verbs to have to and to be to.

1. Мені доведеться посидіти удома ці дні. Лікар говорить, що я не повинен нікуди виходити, поки температура не буде нормальною.
2. Посидьте тут, поки він зайнятий. Я думаю, вам не доведеться довго чекати.
3. Спектакль повинен був початися о сьомій годині.
4. Ми повинні були відкласти поїздку, оскільки погода зіпсувалася.
5. Якщо ви хочете добре оволодіти мовою, ви повинні дуже багато читати.
6. За новим розкладом у нас буде п'ять уроків англійської мови в тиждень.
7. Ми вирішили, що всі повинні взяти участь в концерті.
8. Рано чи пізно вам доведеться піти до лікаря.
9. Наступного року ми повинні почати вивчення астрономії.
10. Щоб розробити нову теорію, учені повинні були провести незліченні досліди.
11. Вам належить вивчити цей вірш до середи.
12. Мені задали вивчити цей вірш до середи.
13. Мені довелося вивчити цей вірш до середи.
14. Мені доведеться вивчити цей вірш до середи.
15. Йому доводиться вивчати цей вірш сьогодні, оскільки він не вивчив його вчора.
16. Вам не доведеться вивчати цей вірш.
17. Мені не довелося вивчати цей вірш.
18. Оскільки він вивчив цей вірш вчора, йому не потрібно учити його тепер.
19. На цьому тижні нам належить зустрітися з видатним ученим.
20. Виходу не було, і йому довелося заплатити штраф.
21. Мені було задано написати твір про творчість Пушкіна, а для цього мені довелося перечитати деякі з його творів, які я погано пам'ятав.

NEED

NEED NOT — відсутність необхідності (**можна не ...**)

NEED ...? — треба...?

You need not do it. — **можете не робити**

Need I do it? — треба?

Порівняйте:

Ти **не можеш** робити цього. — **You cannot do it.**

Ти **можеш не** робити цього. — **You need not do it.**

Зверніть увагу:

You need not have done it — **могли і не робити (а зробили)**

Exercise 437. Translate the following sentences into Ukrainian.

1. You cannot read so many books.
2. You need not read so many books.
3. Nick cannot go to school today.

4. Nick need not go to school today.
5. They cannot translate this article.
6. They need not translate this article.
7. My sister cannot write this letter: she is very busy.
8. My sister need not write this letter: I shall phone them.
9. She cannot buy bread.
10. She need not buy bread.
11. He could not stay there for the night.
12. He need not have stayed there for the night.
13. We could not do all this work.
14. We need not have done all this work.
15. She could not cook such a big dinner.
16. She need not have cooked such a big dinner.
17. They could not write the composition.
18. They need not have written the composition.
19. I could not go to the library.
20. I need not have gone to the library.

Exercise 438. Paraphrase the following sentences so as to use the modal verb need.

- **E.g.** 1) It **is not necessary to go** there.
You **need not go** there.
 - 2) It **was not necessary to go** there.
You **need not have gone** there.
1. Why do you want to do it all today?
 2. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want.
 3. It is not necessary to take the six-thirty. A later train will do as well.
 4. There was no necessity for her to do it herself.
 5. There is no reason for you to worry: he is as strong as a horse.
 6. There is no need for you to be present.
 7. Is it any use our going into all that now?
 8. Why did you mention all these figures? The situation was clear as it was.
 9. Why do you want to press the skirt? It is not creased at all.
 10. It was not necessary for you to remind me about her birthday. I remember the date very well.

Exercise 439. Translate the following sentences into English concentrating on the use of the modal verb need.

1. У нас багато часу в запасі, і нам немає чого поспішати.
2. Тобі немає чого робити це зараз. Ти можеш це зробити і завтра.
3. Вона може і не допомагати. Все вже зроблено.
4. Йому немає чого було продавати своє піаніно.
5. Ви могли і не кричати так на дитину.
6. Вони тепер не можуть спати. Їм немає чого було дивитися фільм жахів.
7. Мені потрібно тобі допомагати? — Ні, спасибі, я все зроблю сам.
8. Ви можете не ходити туди.
9. Йому немає чого турбуватися про неї.
10. Я можу і не питати його: він сам мені все розкаже.

11. Вам не обов'язково дзвонити мені: я не забуду про свою обіцянку.
12. Чи треба їй купувати таку масу продуктів?
13. Вона може не ходити в бібліотеку: я дам їй книгу.
14. Ви могли і не брати парасольку: я упевнений, що дощу не буде.

Exercise 440. Fill in the blanks with 'may', 'must' or 'need'

1. ... I take this book for a little while? — I am sorry, but I ... return it to the library at once.
2. Alec ... practise this sound specially, but the other pupils ... not: they all pronounce it properly.
3. They ... come at any time they like between ten and twelve in the morning, but they ... not come if they don't want to.
4. ... I go there right now? — Yes, you
5. ... we hand in our compositions tomorrow? — No, you ... not, you ... hand them in after Sunday.
6. ... John really do this today? — No, he ... not, he ... do it tomorrow if he likes.
7. You ... not let this cup fall: it... break.
8. ... I help you with your coat on?
9. You ... park your car only in your own space in the back of the building.
10. You ... have cancelled your trip to Canada. But you have always wanted to visit the largest French city Montreal and see your friend Nina.

Exercise 441. Fill in the blanks with 'can', 'may', 'must' or 'need'

1. Peter ... return the book to the library. We all want to read it.
2. Why ... not you understand it? It is so easy.
3. ... we do the exercise at once? — Yes, you do it at once.
4. ... you pronounce this sound?
5. You ... not have bought this meat: we have everything for dinner.
6. I... not go out today: it is too cold.
7. ... I take your pen? — Yes, please.
8. We ... not carry the bookcase upstairs: it is too heavy.
9. We ... not carry the bookcase upstairs ourselves: the workers will come and do it.
10. When ... you come to see us? — I ... come only on Sunday.
11. Shall I write a letter to him? — No, you ... not, it is not necessary.
12. ... you cut something without a knife?
13. Everything is clear and you ... not go into details now.
14. He ... not drink alcohol when he drives.
15. Don't worry! I ... change a light bulb.
16. By the end of the week I ... have finished writing my book.
17. She ... not call the doctor again unless she feels worse.

MUST — MAY — MIGHT — CAN'T

в значенні припущення

MUST — мабуть

MAY — може бути

MIGHT — може бути (але мало ймовірно)

CAN'T — не може бути

Exercise 442. Pronounce all possible variants of the sentences. Use the table given below. Translate all the resulting sentences into Ukrainian.

He	must may might can't		know your sister. be busy. be ill. be tired be hungry
He	must may might can't	be	sleeping. working hard. watching TV. having dinner. playing football.
He	must may might can't	have	forgotten your address. lost your book. missed the train. caught cold. fallen ill. left the country. sold his piano. bought a car.

Exercise 443. Translate the following sentences into English concentrating on the use of must, may, might or can't.

1. Вони, мабуть, працюють за кордоном.
2. Вони, можливо, працюють за кордоном.
3. Можливо, вони і працюють за кордоном (хоча навряд).
4. Не може бути, що вони працюють за кордоном.
5. Вони, мабуть, працювали за кордоном.
6. Вони, можливо, працювали за кордоном.
7. Можливо, вони і працювали за кордоном (хоча навряд).
8. Не може бути, що вони працювали за кордоном.
9. Він, мабуть, на роботі.
10. Він, мабуть, був на роботі.
11. Він, можливо, на роботі.
12. Він, можливо, був на роботі.
13. Можливо, він і на роботі (хоча навряд).
14. Можливо, він і був на роботі (хоча навряд).
15. Не може бути, що він на роботі.
16. Не може бути, що він був на роботі.

Exercise 444. Select the sentences where:

- a) may is used to talk about Permission;
- b) may is used to talk about Possibility.

Translate the sentences into Ukrainian.

1. I may have wrecked my own life, but I will not let you wreck yours.
2. Justice may be slow, mother, but it comes in the end.
3. He may have written the letter, but the signature is certainly not his.

4. It might have been worse.
5. May I come and see you some day?
6. We asked the teacher if we might use dictionaries.
7. Children may borrow books from the school library.
8. I may show him your reports later. I don't know.
9. Your hair is getting rather thin, sir, may I advise to change your parting¹?
10. Mother, may I have a glass of light beer?

¹parting - проділ

Exercise 445. Paraphrase the following sentences so as to use the modal verb May.

- **E.g.** **Possibly you left** your book behind.
 You **may have left** your book behind.
1. Perhaps it was too cold for the children to go out.
 2. It is possible that he took his children to the zoo.
 3. Possibly they did not see us in the crowd.
 4. Perhaps Robert used a dictionary.
 5. Possibly Mary misunderstood you.
 6. Perhaps Henry waited for us there.
 7. Possibly Ann returned very late last night.
 8. Possibly they have seen the new play.
 9. Perhaps Nick has left his exercise book at home.
 10. Perhaps you left your umbrella in the bus.
 11. Perhaps he went to the cafe to wait for us.
 12. Perhaps it was Helen who rang you up.
 13. Perhaps they came by plane.
 14. Perhaps she had a very good English teacher.

Exercise 446. Paraphrase the following sentences so as to use the modal verb May.

1. Perhaps he is at home, but I am not sure he is.
2. It is possible that we studied at the same school, but I don't remember her.
3. Perhaps she was proud of her knowledge, but she never showed it to her classmates.
4. Perhaps there was a chance for him to win the match.
5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill.
6. Perhaps they will come home very soon: be ready.
7. Perhaps the question was too difficult for her.
8. Try this delicious drink: perhaps you will like it.
9. Why didn't Nick ring us up? — It is possible that he forgot about it.
10. It is possible that your brother has never heard about this singer.
11. Perhaps she tried to enter the university, but failed.
12. It is possible that you asked the wrong people, that's why you didn't get the right answer.
13. Perhaps our friends will arrive here tomorrow.

Exercise 447. Fill in the blanks with 'may' or 'might'. Use the required forms of the Infinitive for the verbs in brackets.

1. Don't scold her: the task ... (to be) too difficult for her, that's why she made rather many mistakes.
2. If they don't miss the train, they ... (to arrive) in time.
3. Why isn't he here yet? What has happened? — Oh, he ... (to miss) the train.
4. He ... (to do) very hard work. That's why he looks so tired now.
- 5.... I (to ask) you to take off your hat?
6. She asked me if she ... (to turn) on the light.
7. I am afraid it ... (not to stop) raining by the morning.
8. Don't throw the rest of the birthday cake. He ... (to want) it for dessert.
9. It's raining cats and dogs. ... I (to borrow) your umbrella, please?
10. Do you know where I left the car keys? — You ... (to leave) them in the garage.
11. They don't know where the money has gone. It... (to steal).

Exercise 448. Translate the following sentences into English concentrating on the use of the modal verb May.

1. Можливо, це неправда.
2. Можливо, він був зайнятий.
3. Можливо, вони знають.
4. Можливо, він все ще за кордоном.
5. Можливо, вона спізниться.
6. Можливо, він складе іспит.
7. Можливо, ми поїдемо на Волгу.
8. Можливо, вона прийде завтра.
9. Можливо, я куплю цю книгу в Москві.
10. Можливо, він вже зробив уроки.
11. Можливо, моя сестра вже поговорила з ними.
12. Можливо, вони виїхали за кордон.
13. Можливо, бабуса спить.
14. Можливо, діти граються біля річки.
15. Можливо, вони зараз якраз обговорюють це питання.
16. Можливо, вона пришле нам телеграму.
17. Можливо, вони забудуть принести газету.
18. Можливо, мій брат забув подзвонити вам.
19. Можливо, вона вже купила квитки.
20. Можливо, вони якраз зараз обідають.
21. Можливо, він зараз лежить на траві і дивиться на хмари.

Exercise 449. Select the sentences where:

- a) must is used to talk about Deduction;**
b) must is used to talk about Obligation.
Translate the sentences into Ukrainian.

1. You must take a taxi if you want to catch that train.
2. You must tell your mother about it.
3. But she must have seen him!
4. Oh, John, think how she must be suffering!

5. Is she waiting? She must have been waiting for an hour.
6. "Oh, Auntie," he answered, "you mustn't talk like that."
7. And remember, you must come and see the baby as soon as you can.
8. You must go home now, Georgie.
9. You must be a fool to think so.
10. The work must have been carried out in secret for quite a long time.
11. The question must be solved before we begin doing anything.
12. Mind, you mustn't spend all the money.

Exercise 450. Paraphrase the following sentences so as to use the modal verb must.

- **E.g. Probably I left** my textbook in the classroom.
I must have left my textbook in the classroom.
1. Probably you left your exercise book at school.
 2. Evidently she has left the town.
 3. Probably Mike has gone to the teachers' room.
 4. Probably Tom and Nick are playing football.
 5. Probably Helen has got a bad mark.
 6. Evidently they have solved the problem.
 7. Evidently the pupils have finished writing their composition.
 8. Obviously he forgot to warn them.
 9. Evidently the meeting was cancelled.
 10. Evidently he forgot to send them a telegram.
 11. Evidently there was something wrong with the tape recorder.
 12. Probably I left my bag in the canteen.
 13. Probably you left your umbrella in the bus.
 14. Probably Mary forgot to call me.
 15. Probably mother took my umbrella.
 16. Probably I have seen you before: your face is familiar to me.

Exercise 451. Paraphrase the following sentences so as to use the modal verb must.

1. She is certain to be waiting for you at home.
2. Probably he was already ill.
3. There is little doubt that the first experiment failed.
4. No doubt, she knew what she was going to do.
5. I am sure she is fond of the child.
6. They are sure to have taken the wrong turning.
7. Probably he was taken there by car.
8. I think it is time for the bell to ring.
9. I am almost sure they have this book in the library.
10. Probably he recognized you by your photo in the papers.
11. He is sure to be in at this time.
12. Of course she is trying to help you.

Exercise 452. Paraphrase the following sentences so as to use the modal verb must.

1. Probably they have changed the school programme. My granddaughter knows a great deal more than I did when I was her age.
2. It is probably a very difficult rule.
3. I am sure it is pleasant to spend summer in such a picturesque place.
4. You have probably read books of this author before.
5. I feel sure they are preparing a surprise for us.
6. These old legends were probably composed about a thousand years ago.
7. It is probably nine o'clock now.
8. He is very old. I think he is nearly eighty.
9. It is probably time to go now.
10. You have been absent very long. I am sure you feel hungry.
11. Where are the children? — They are at the river with Nick. I am sure they are having a very good time.
12. He has probably worked very hard to finish his book.
13. She is a very experienced doctor. I am sure she has been working at this hospital for at least fifteen years.
14. Look! Helen's windows are open. I feel sure she is at home.
15. The Smiths have always been great football fans. I am sure they are at the stadium watching the football match.

Exercise 528

Use the required forms of the Infinitive for the verbs in brackets.

1. She must (to be) mad if she thinks he is going to lend her any more money.
2. They must (to be) upset when they heard the news.
3. You must (to come) and (to visit) us soon. It would be so nice to see you again.
4. It's the third time he's been inlaying the piano today. He must really (to enjoy) it.
5. Oh, look how white and clean everything is! It must (to snow) at night.
6. Oh, you are all in snow, you look like a snowman. It must (to snow) heavily.
7. Look, what huge snowdrifts there are everywhere, and the path is covered with knee-deep snow. It must (to snow) for several hours already.
8. You look fresh! You must (to have) a good sleep at night.
9. You look very tired. You must (to have) a good sleep at night.
10. He knows mathematics much better than he did last year. He must (to work) a lot in summer.
11. Your mathematics is very poor. You must (to work) at it in summer.
12. Where is Peter? — Oh, he must (to read) in the library. He is getting ready for a very difficult examination.
13. You must (to study) English for several years already. Your language is very good.

Exercise 453. Translate the following sentences into English concentrating on the use of must.

1. Напевно, вона намагається знайти старі листи.
2. Напевно, вони зараз милуються красою південної природи.
3. Напевно, він вже повернувся з півдня.
4. Напевно, вона загубила мою адресу.

5. Мабуť, вони вже закінчили свою роботу.
6. Мабуť, він знає декілька іноземних мов.
7. Мабуť, він зараз працює над цією проблемою.
8. Напевно, вони зараз насолоджуються прекрасною погодою.
9. Ймовірно, він все розказав на суді.
10. Мабуť, вона все приготувала наперед.
11. Мабуť, він ще тут.
12. Мабуť, вони тільки що прийшли.
13. Мабуť, він поніс папери з собою.
14. Очевидно, тут вже хтось був.
15. Ймовірно, вони над ним сміються.
16. Мабуť, вони тоді жили тут.
17. Мабуť, йде дощ.
18. Ймовірно, це тут.

Зверніть увагу:

He *had to go* — Йому **довелось** піти.

He *must have gone* — Він, **мабуť**, пішов.

Exercise 454. Translate the following sentences into Ukrainian.

1. She must be the youngest child in this group.
2. If you want to become a good football player, you must be an all-round athlete.
3. I had to read the letter twice before I understood it.
4. He must have read the letter many times.
5. What must you think of me?
6. They must be talking about us.
7. He must have taken it.
8. He had to take it.
9. He must be trying to find the lost stamp.
10. You must try to find the lost stamp.
11. The children aren't home yet. They must have been held up at school.
12. Hello, I'm Jane. — Oh, you must be Ann's friend.
13. He's feeling really unfit. He must do more exercises.

Exercise 455. Translate the following sentences into English concentrating on the use of *must* and *to have to*. Use *to have to* only where *must* cannot be used.

1. Я повинен був піти в канцелярію.
2. Мабуť, вона пішла в канцелярію.
3. Ви повинні поговорити з нею.
4. Мабуť, вони зараз розмовляють про це.
5. Мені довелося написати про це сестрі.
6. Вона, мабуť, написала сестрі.
7. Я повинна прочитати цю книгу.
8. Вона, мабуť, читає цю книгу.
9. Мама була хвора, і мені довелося вести сестру в школу.
10. Вони, мабуť, граються у дворі.

Exercise 456. Translate the following sentences into English concentrating on the use of must, to have to and to be to.

1. Мабуť, він дуже розумний.
2. Мабуť, він вас упізнав.
3. Йому належало піти до директора і пояснити свою поведінку.
4. Вам доведеться поговорити з нею.
5. Їм довелося дуже довго йти пішки.
6. Йому не доведеться переписувати твір.
7. Мабуť, він пише її портрет.
8. Ймовірно, вони вже пішли.
9. Йому належало зробити дивне відкриття.
10. Мені належить зробити багато роботи сьогодні.
11. Мені довелося йти туди самому.
12. Вам доведеться трохи почекати.
13. Коли він повинен прийти? (як ви домовилися?)
14. Потяг повинен був прибути через декілька хвилин.
15. На жаль, вони не змогли піти на вечірку. Мамі довелося чекати водопровідника. Татові довелося працювати допізна в офісі. Тітці довелося клопотатися про маленьких дітей. Дядькові довелося ремонтувати машину. Не пощастило!

Зверніть увагу, що в питальних реченнях дієслово **CAN** може виражати подив (**невже...?**)

Can she have spent all the money? — Невже вона витратила всі гроші?

Exercise 457. Pronounce all possible variants of the sentences. Use the table given below. Translate the resulting sentences into Ukrainian.

Can he	know your sister? be busy? be ill? be tired? be hungry?
Can he be	sleeping? working hard? watching TV? having dinner? playing football?
Can he have	forgotten your address? lost your book? missed the train? caught cold? fallen ill? left the country? sold his piano? bought a car?

Exercise 458. Select the sentences where:

- a) can is used to talk about Request;**
- b) can is used to talk about Bewilderment;**
- c) can't is used to talk about Improbability.**

Translate the sentences into Ukrainian.

1. "But they can't be as bad as he!"
2. Can you tell me the way to the nearest post office?
3. A little bit of boiled fish can't hurt you, you know.
4. Could you help me with the translation of this article? I am afraid I cannot do it alone.
5. He shut himself up in the study for the whole day, and I could see through the window that he was writing busily.
6. Can she have been waiting for us all this time?
7. She can't come tomorrow because they will be working the whole day.
8. I simply could not refuse: they would have been hurt.
9. He was not old. He couldn't have been more than forty.
10. Could you leave the boy here for half an hour? I want him to help me.
11. "Qh" she cried in surprise, "it's impossible! You can't have done it!"
12. The island can be reached by boat or even on foot when the tide is low.

Exercise 459. Express Improbability of the following.

- **E.g.** Yesterday I **saw** Pete in the assembly hall.
You **can't have seen** Pete in the assembly hall yesterday.
1. The teacher permitted us to use the dictionary.
 2. Nick got up at seven and did his morning exercises.
 3. It was Kate who aired the room.
 4. There were a lot of pupils in the library yesterday.
 5. It was John who broke the radio set.
 6. I saw Ann in the library yesterday.
 7. Boris was in the canteen five minutes ago.
 8. Robert took two bags with him.
 9. That was Ann who plugged in the tape recorder.
 10. Nick has been doing the recording for two hours already.
 11. It was Mary who rewound the tape.
 12. The teacher let me take the tape home.

Exercise 460. Express Improbability of the following.

- **E.g.** This old bracelet **was found** in Africa.
This old bracelet **can't have been found** in Africa.
1. This car was built twenty years ago.
 2. These photographs were taken in the north.
 3. This tape recording was done last week.
 4. James was given an excellent mark in history.
 5. Ann was given an excellent mark for her geometry test.
 6. This house was built at the beginning of this century.
 7. This tower was built in the 9th century.
 8. This book was written by a very good writer.
 9. This film was made by a very good director.

10. This play was written by a very clever playwright.
11. This film has been shot in a fortnight.
12. This book was translated into Russian in the 19th century.
13. This castle was built in the 15th century.
14. This picture was painted by an Italian artist.
15. This refrigerator was produced ten years ago.

Exercise 461. Paraphrase the following sentences so as to use can't.

- **E.g.** I don't believe he is at home now.
He **can't be** at home now.
1. I don't believe that you are serious.
 2. It is impossible that she is a traitor.
 3. I can't believe that he has made such an important discovery.
 4. I can't believe that the teacher has forgotten to correct our homework.
 5. I don't believe the work is too difficult for my friend.
 6. I don't believe Jane made such a mistake.
 7. It is impossible that the cat ate all the fish.
 8. I don't believe that our papers were so poor.
 9. It is impossible that you believed such a silly lie.
 10. It is impossible that he has stolen the money.
 11. I don't believe that they have heard the story before.
 12. I don't think that she is good at physics.

Exercise 462. Translate the following sentences into English concentrating on the use of can't.

1. Не може бути, що вони зараз удома.
2. Не може бути, що він так багато знає.
3. Не може бути, що вони зараз граються у дворі. Вже пізно.
4. Не може бути, що вона ще спить. Вже десята година.
5. Не може бути, що він спізнився на потяг.
6. Не може бути, що вона обдурила його.
7. Не може бути, що ви зробили таку помилку.
8. Не може бути, що вона провалилася на іспиті.
9. Не може бути, що вона зрадила мене.
10. Не може бути, щоб він кинув палити.
11. Не може бути, що він зробив це.
12. Не може бути, що він став доктором.
13. Не може бути, щоб він перевів цю книгу.

Exercise 463. Translate the following sentences into English concentrating on the use of can.

1. Невже він хороший бігун? Він такий маленький.
2. Не може бути, що вона вже закінчила школу.
3. Не може бути, що він учений.
4. Не може бути, що він був вченим.
5. Невже вона ще спить?
6. Невже вони програли?
7. Не міг він цього сказати!

8. Не може доросла людина любити такі книги!
9. Не може бути, що вона вам це розказала.
10. Невже було так холодно?
11. Не може бути, що вона спізнилася на урок: вона ніколи не спізнювалася.
12. Не може бути, що вона переплутала вулиці.
13. Не може бути, щоб це була правда.
14. Невже ти розірвав мою записку?
15. Не може бути, щоб він був в парку зараз. Вже пізно.
16. Не може бути, що вона це написала. Я упевнений, що це написав хтось інший.

Exercise 464. Fill in the blanks with 'can' or 'could'. Use the required forms of the Infinitive for the verbs in brackets.

- 1.... you (to ask) my sister to help you? I am very busy today.
- 2.... it (to be) seven o'clock now?
3. You not (to see) her at the party. She was at home working at her English.
4. He ... not (to forget) your request: he is very attentive to people.
5. I should be very happy if you ... (to visit) us in the village.
6. I don't believe her, she ... not (to forget) to bring the book. She simply did not want to bring it.
7. He said he ... (to finish) the task by Monday.
8. No, they ... not (to be) twins.
9. He said we ... (to use) his computer.
10. She was so tired. She ... (to sleep) for a week.
11. No, you ... not (to have) another piece of cake.
12. Our son ... (to speak) Russian and English before he was six. He is bilingual.
13. ... I call my friend from your phone?
14. ... I (to have) the last piece of your Christmas turkey?
15. We ... not really (to decide) where to go on vacation. We might go to Italy, or we might go to France. Last summer we visited Canada and ... (to see) the Niagara Falls.

Exercise 465. Translate the following sentences into English concentrating on the use of can (could) and may (might).

1. Чи не могли б ви показати нам дорогу на стадіон?
2. Не може бути, що вона зламала ногу.
3. Я не піду гуляти: вона, можливо, буде мені дзвонити.
4. Де мої книги? — не знаю. Мама могла покласти їх в шафу.
5. Не може бути, що вона розбила склянку: вона така акуратна.
6. Сьогодні дуже холодно. Можливо, випаде сніг.
7. Міша, можливо, прийде пізніше.
8. Я вже цілу годину шукаю свій зошит по літературі. Не може бути, що я його залишив в школі. — Можливо, ти віддав його Каті.
9. Можливо, вони вже давно вивчають Французьку мову.
10. Можливо, брат приїде сьогодні.
11. Можливо, вона виїхала за місто.
12. Ми, можливо, і зустрічалися з ним в Новгороді, але я цього не пам'ятаю.
13. Цілком можливо, що вона якраз зараз намагається додзвонитися нам, а наш телефон не працює.
14. Не може бути, що вона закінчила цю роботу так скоро. Вона, можливо, зробила

тільки половину.

15. Не може бути, що ти втратила гроші. Ти могла покласти їх в сумку. — Ні, їх немає в сумці. Я могла впустити їх у магазині.

16. Не може бути, що він вже виїхав.

17. Невже він переклав усю книгу?

18. Не може бути, щоб зараз було холодно на вулиці: термометр показує п'ятнадцять градусів.

19. Він не міг отримати книгу, тому що бібліотека була закрита.

20. Не може бути, що він отримав книгу: адже бібліотека була закрита.

Exercise 466. Paraphrase the following sentences so as to use the modal verbs must, may and can't.

1. I am sure you are tired: you have been working for hours.

2. Perhaps he visited the Hermitage when he was in St. Petersburg last year.

3. I am sure it is a very deep lake.

4. Probably that building in the distance is the station.

5. I don't believe you have lost your passport; probably you have put it into another bag.

6. Perhaps the girl was frightened.

7. Probably you left your text book in the canteen.

8. I don't believe they will give up such a brilliant idea.

9. You look pale. Probably you are tired.

10. I don't believe that this boy is a good friend.

Exercise 467. Translate the following sentences into English concentrating on the use of must, may and can't.

1. Поспішай: ти можеш спізнитися на потяг.

2. Він, можливо, захворів.

3. Він, можливо, хворіє.

4. Не може бути, що він забув купити квіти.

5. Не може бути, що він посварився з нею.

6. Наверное, вона дізналася про це від Маші.

7. Це, мабуть, була дуже важка задача.

8. На вулиці повинно бути дуже холодно.

9. Вона, мабуть, зустріла їх по дорозі додому.

10. Не може бути, що вони продали свій будинок.

11. Вони, можливо, приїдуть завтра.

12. Моя сестра, мабуть, зараз в бібліотеці.

13. Не може бути, що він зайняв перше місце.

14. Можливо, він і чув про це (хоча навряд).

15. Мама, мабуть, купила цукерки.

16. Вона, можливо, дзвонила мені вчора, а мене не було вдома.

17. Можливо, він і в школі зараз (хоча навряд).

18. Не може бути, що вона така молода. Їй повинне бути не менше тридцяти років.

19. Мабуть, навкруги вашого села ростуть густі ліси.

20. Не може бути, що він написав листа так швидко.

21. Можливо, ми підемо на пляж: погода чудова.

22. Це, очевидно, дуже стародавній рукопис.

23. Давайте подзвонимо Роберту: нам може знадобитися його порада.

SHOULD

Слід було б

You should work more seriously. — Вам слід було би працювати серйозніше.

Порівняйте:

You should do it. — Вам слід було б зробити це (тепер).

You should have done it. — Вам слід було б зробити це (раніше).

You should not do it. — Вам слід було б робити це (тепер).

You should not have done it. — Вам не слід було б робити цього (раніше).

Зверніть увагу:

You should have done it. — слід було б зробити (а ви не зробили)

You should not have done it. — не слід було робити (а ви зробили)

Exercise 468. Express the meaning of Advice with the help of should and the words in brackets.

- **E.g.** Her diction is not very good. (to read aloud)
She **should read** aloud.
- 1. I have a slight irritation in my throat. (to smoke less)
- 2. This child doesn't want to eat soup. (not to give her sweets before dinner)
- 3. She makes a lot of spelling mistakes. (to copy passages out of a book)
- 4. The dog is afraid of him. (not to shout at the dog)
- 5. The students are unable to follow what I am saying. (not to speak so fast)
- 6. The boy is a little pale. (to play out of doors)
- 7. I am afraid you will miss that train. (to take a taxi)
- 8. There is no one in. (to try the room next door)

Exercise 469. Translate the following sentences into Ukrainian.

1. You should know how to raise your children not to be losers.
2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for food, drink and comfort. Otherwise, he will grow up to believe the world owes him a living.
3. You shouldn't laugh at him when he picks up bad words. This will make him think he isn't cute. It won't also encourage him to pick up "cuter" phrases.
4. You shouldn't avoid use of the word "wrong". This won't condition him to believe, later, when he is arrested for stealing a car, that society is against him.
5. You shouldn't pick up everything he leaves lying around — books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others.
6. You shouldn't quarrel frequently in the presence of your child. Otherwise, he will not be too shocked when the home is broken up later.
7. You shouldn't take his part against neighbours, teachers and policemen. They aren't all prejudiced against your child.
8. When he gets into trouble, you shouldn't apologize for yourself by saying, "I never could do anything with him."

Exercise 470. Use Should + Perfect Infinitive to criticize someone's actions in the Past.

- E.g. 1) I bought that book spending a lot of money.
You **should not have bought** the book.
 - 2) I did not buy that book.
You **should have bought** the book.
1. So I took the child to the cinema.
 2. We forgot to leave a message for her.
 3. We did not wait for them because it was beginning to rain.
 4. I did not put down her address and now I don't know how to find her.
 5. I did not explain to her how to get here.
 6. I bought a pair of red shoes to go with my new dress.
 7. So I told her frankly what we all thought about her idea.
 8. I have not seen the film, and now it is too late because it is no longer on.
 9. My pen was leaking, so I wrote with a pencil.
 10. I am afraid I ate too much cake with my tea.

Exercise 471. Translate the following sentences into English concentrating on the use of the modal verb Should. Put the Infinitive into the appropriate (Indefinite or Perfect) form.

- A.**
1. Ви б сказали їй про це.
 2. Не слід вам так пізно там залишатися.
 3. Їй треба зараз же піти до лікаря.
 4. Краще надіньте шерстяні шкарпетки.
 5. Їм краще почати ранісінько.
 6. Не слід говорити з нею англійською.
 7. Вам потрібно повернути направо.
 8. Краще скажіть кому-небудь про це.
- B.**
1. Треба було сказати їй про це.
 2. Не треба було залишатися там так пізно.
 3. Їй треба було зараз же піти до лікаря.
 4. Вам треба було надіти шерстяні шкарпетки.
 5. Їм треба було почати ранісінько.
 6. Не було слід говорити з нею англійською.
 7. Треба було повернути направо.
 8. Треба було кому-небудь сказати про це.

Exercise 472. Translate the following sentences into English concentrating on the use of the modal verb Should. Put the Infinitive into the appropriate (Indefinite or Perfect) form.

1. Діти повинні бути більш уважні до своїх батьків.
2. Йому слід звернутися до лікаря.
3. Йому було слід давно звернутися до лікаря.
4. Ви не повинні давати дитині стільки цукерок.
5. Йому слід прочитати цю книгу.
6. Йому було слід вже прочитати цю книгу.
7. Вам слід піти туди і поговорити з ними.

8. Вам було слід сходити туди (раніше) і поговорити з ними.
9. Він не повинен був так грубо розмовляти.
10. Він не повинен був забувати про моє прохання.
11. Їй давно б було слід повернутися.
12. Тобі не слід ходити туди.
13. Вам треба було прочитати цю книгу минулого року.
14. Вам би було слід поговорити з вашим дядьком, коли він приїде.
15. Їй не треба було носити такі важкі речі.
16. Йому було слід пам'ятати про це.
17. Ви повинні були попросити дозволу.
18. Ви не повинні були турбуватися.
19. Вам слід працювати більше.
20. Їй слід слухати поради вчителя.
21. Вам було б слід вибачитися: ви не маєте рації.
22. Вам не слід пропускати уроки англійської мови.

Порівняйте:

You *needn't* have done it. — могли і не робити (це було не обов'язково)

You *shouldn't* have done it. — не слід було робити (погано, що ви це зробили)

Exercise 473. Comment on the following actions using *should*, *shouldn't* or *needn't*.

- **E.g.** 1) A boy was impolite to a girl and did not apologize.
You **should have apologized** to the girl.
- 2) A pupil did all the exercises in writing even those which were meant for oral practice.
You **needn't have done** all the exercises in writing.
- 3) Your aunt is running a temperature.
You **should consult** the doctor.

What will you say to the person who:

- 1) crossed the street under the red light?
- 2) doesn't cross the street when the lights are green?
- 3) doesn't want to cross the street by the subway?
- 4) doesn't take off his hat when entering a room?
- 5) did not help his classmate to clean the classroom?
- 6) has a splitting headache?
- 7) bought bread which was not necessary?
- 8) was not present at the meeting?
- 9) sent a telegram which was quite unnecessary?
- 10) went out without his coat and caught cold?
- 11) apologized for asking you a question?
- 12) didn't attend a very important lecture?
- 13) got up at six o'clock on Sunday morning, which was not at all necessary?
- 14) read till two o'clock in the morning?
- 15) copied the whole text into his exercise book?
- 16) watered the garden, and it is raining now?
- 17) hasn't returned the books to the library?

Порівняйте:

You *should have done it*. — слід було б зробити (а ви не зробили)

You *must have done it*. — мабуть, зробили

Exercise 474. Fill in the blanks with 'should' or 'must'.

Вставьте модальные глаголы или.

1. a) You ... have studied the material thoroughly. I see you have made no mistakes in the test paper.
b) You ... have studied the material thoroughly. Then you would not have made so many mistakes.
2. a) She ... have followed the doctor's advice. She would have recovered by now.
b) She ... have followed the doctor's advice. She looks very fine.
3. a) You ... have ignored the instructions of your sports coach. That's why you lost the game.
b) You ... have followed the instructions of your sports coach. Then you would have won the game.
4. a) She ... have forgotten to take her medicine.
b) She ... have remembered to take her medicine.
5. a) I... have got on the wrong bus. I cannot recognize the places we are passing.
b) I ... have looked carefully at the number of the bus. Now I must change buses, and I am afraid I shall be late.

Порівняйте:

I *should have done it*. — слід було зробити (а я не зробив)

I *had to do it*. — довелося зробити (зробив)

Exercise 475. Fill in the blanks with 'should' or 'had to'. Use the required forms of the Infinitive for the verbs in brackets.

1. I ... (to take) a taxi, otherwise I should have missed the train.
2. You walked all the way here carrying this heavy suitcase. You ... (to take) a taxi.
3. They won't be able to buy anything but lemonade on the train. You ... (to give) them some sandwiches at least.
4. Mother was coming to dinner, so I... (to bake) her favourite cake.
5. You knew I was bringing people to dinner. You ... (to bake) a cake.
6. He was out when we came, and we ... (to wait) for over an hour.
7. It was raining hard. We ... (to wear) our raincoats.
8. She is quite an authority. You ... (to ask) her.
9. I could not stand that noise any longer. I ... (to go) out and (to tell) them to stop.
10. How can you work in this noise? You ... (to tell) the children to stop.

Exercise 476. Fill in the blanks with 'should' or 'had to'. Use the required forms of the Infinitive for the verbs in brackets.

1. Mike isn't here. He ... (to leave) early.
2. The car broke down and they ... (to get) a taxi.
3. You ... (to disconnect) the computer yesterday. There's something wrong with it. You can't send e-mail now.

4. There was nothing in the fridge and she ... (to go) shopping last Friday.
5. I... (to write) this composition yesterday, but I was too busy as I ... (to translate) a very long text from English.
6. I ... not (to take) my little brother to the evening performance, he was so excited; but I really ... (to do) so, for there was nobody at home to leave him with.
7. You ... (to see) our team play! You have missed a lot. You ... (to go) to the stadium.
8. It was a very important meeting and we ... (to attend) it. That's why we returned home late.
9. He ... (to attend) the lesson: the material which the teacher explained was very difficult, and now it will be impossible for him to write the test paper well.
10. Although he felt unwell, he ... (to attend) the lesson, because the teacher explained some very difficult material.

Порівняйте:

I needn't have done it. — можна було не робити (а я зробив)

I didn't have to do it. — можна було не робити (я і не робив)

Exercise 477. Translate the parts of the sentences given in Ukrainian concentrating on the use of need and to have to.

1. a) Ви могли і не їздити в центр: you have bought everything you needed in the local shops.
b) Я міг не їздити в центр, as a very good department store had recently opened in our parts, so I went there and bought everything I needed.
2. a) Ви могли і не перевіряти правопис: the computer can do all the correcting.
b) Я міг не перевіряти правопис: the computer did all the correcting, so it did not take me long to complete my work.
3. a) Я міг не дзвонити йому, so I went to bed at once.
b) It turned out that я міг і не дзвонити йому, as he knew everything from his sister.
4. a) Можна було не купувати цукор, and I didn't go to the shop.
b) Why did you go to the shop? Можна було і не купувати цукор: we have enough of it.
5. a) Ми могли не турбуватися за неї, as we knew that she was taken very good care of.
b) Не треба було турбуватися за нас: you see that everything is OK.
6. a) Можна було і не ходити туди, you have wasted your time. They have phoned us and given us all the instructions.
b) Можна було не ходити туди, and we remained at home.
7. a) Мені не треба було йти в бібліотеку, as I had all the books I needed.
b) Немає чого було ходити в бібліотеку: you have only wasted your time. Don't you know that I shall give you all the necessary books?

Exercise 478. Fill in the blanks with 'should', 'need' and 'have to'. Use the required forms of the Infinitive for the verbs in brackets.

1. You ... not (to go) out in this rain; as it is you have a cold in your head.
2. It was Sunday, and we ... not (to go) to school.
3. Everything is all right. You see that you ... not (to worry).
4. You are out of breath. You ... not (to run): you know how bad it is for you.
5. You ... not (to tell) her about it. Now she is sure not to sleep the whole night worrying.
6. You ... not (to go) with her: she knows the way perfectly well.
7. You ... not (to put) so much pepper in the meat. No one will be able to eat it.
8. You ... not (to give) them any lunch. They can get coffee and sandwiches on the train.

9. We don't accept credit cards. — Well, I just ... (to pay) cash, I guess. Oh, I don't have enough cash. I ... (to give) you a cheque.
10. If you see anything unusual you ... (to call) the police.
11. There ... not (to be) any difficulty about getting her a visa.
12. You ... not (to tell) him the news; he knew it already.
13. According to the label, the orange marmalade ... (to refrigerate) after opening.
14. I'm not particularly busy. I've got a few things to do but I ... not (to do) them now.
15. You ... not (to be) so impatient with him.

Exercise 479. Translate the following sentences into Ukrainian.

1. He must have sold his piano.
2. He may have sold his piano.
3. He might have sold his piano.
4. He can't have sold his piano.
5. He should have sold his piano.
6. He shouldn't have sold his piano.
7. He needn't have sold his piano.
8. He didn't have to sell his piano.
9. He had to sell his piano.
10. He was to sell his piano.

Exercise 480. Translate the following sentences into English.

1. Вони, мабуть, виїхали до Нью-Йорка.
2. Вони, можливо, виїхали до Нью-Йорка.
3. Можливо, вони і виїхали до Нью-Йорка (хоча навряд).
4. Не може бути, що вони виїхали до Нью-Йорка.
5. Їм було слід виїхати до Нью-Йорка (а вони не виїхали).
6. Їм не було слід виїжджати до Нью-Йорка (а вони виїхали).
7. Вони могли і не виїжджати до Нью-Йорка (а вони виїхали).
8. Їм немає чого було виїжджати до Нью-Йорка (вони і не виїхали).
9. Їм довелося виїхати до Нью-Йорка.
10. Їм належало виїхати до Нью-Йорка.

Exercise 481. Fill in the blanks with 'must', 'can' or 'need'.

1. I ... not believe. I failed another test. — But you ... go to more classes and fewer parties.
2. Perhaps we ... meet next week.
3. ... he speak English in childhood?
4. My neighbours ... grow their own vegetables.
5. ... you turn the music down, please.
6. I ... not believe. I am already out of money. — You ... learn not to spend so much. — But I... not help it, there are just things that I... to buy.
7. If you want to improve your English, you ... work very hard.
8. ... I take this book? — Certainly, but you ... not give it to anybody.
9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two.
10. There is something wrong with your television set. You ... call a repairman. — Oh, we ... not do, it! My brother ... fix it himself.
11. ... we bring these textbooks every day? — No, you ... not: you ... take them from the

library. 12. ... you go to the country with us? — No, I am afraid I... not: I... go to the library.

Exercise 482. Fill in the blanks with ‘must’, ‘can’, ‘need’, ‘to have to’, ‘to be able to.’

1. You ... not come to help them tomorrow: the work is done.
2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it.
3. ... you help me now? — I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you.
4. John ... not tell us the rules of the game: we know them.
5. ... I return the book to you on Friday? I am afraid I ... not finish it before. — No, that is too late. You ... bring it to me not later than Wednesday.
6. It is already six o'clock. We ... hurry if we don't want to be late.
7. ... you translate this text into English? — I think I ...
8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time.
9. How do you feel when you ... take a test? — I'm always a little frightened and unhappy.
10. She ... decorate a room nicely.
11. We ... not afford to pay the bill.
12. He's got a lung problem and he ... go to hospital every two weeks.
13. Ann ... not go to his birthday party yesterday because she ... go to the dentist.
14. You ... take medicine three times a day before meals. You ... not stop taking it until you have finished the bottle. Don't forget. You ... drink water as much as you You ... get up tomorrow if you like. You ... not stay in bed all the time. But you ... not do any work at all. You ... just relax for a few days.

Exercise 483. Translate the following sentences into English concentrating on the use of can, may and needn't.

1. Ви можете узяти цю книгу, якщо хочете.
2. Ви можете узяти цю книгу: вона не важка.
3. Ви можете і не брати цю книгу.
4. Я не можу узяти цю книгу.
5. Подумай тільки: можна було і не ходити туди.
6. Можеш відразу не погоджуватися: подумай декілька днів.
7. Можете сьогодні туди піти.
8. Можете сьогодні туди не ходити.
9. Можете не переписувати твір.
10. Можете залишитися: адже у вас є час.
11. Можете залишитися, якщо хочете.
12. Можете не залишатися, якщо не хочете.
13. Можете не говорити йому про це.
14. Можете сказати йому про це.
15. Нам можна не повторювати ці правила: ми їх знаємо.
16. Можна було і не писати твір.
17. Він міг і не приходити: все було вже зроблено.

Exercise 484. Translate the following sentences into English concentrating on the use of can, can't, may, must, needn't and shouldn't.

1. Ти можеш піти туди: я не заперечую.
2. Ти можеш піти туди: це зовсім близько.
3. Ти не можеш піти туди: ти не знаєш адреси.
4. Ти можеш, не ходити туди: я можу їм подзвонити.
5. Ти не повинен йти туди: вони дуже погані люди.
6. Ти міг і не ходити туди вчора.
7. Тобі слід піти туди: вони тебе чекають.
8. Тобі було слід піти туди вчора.
9. Тобі не було слід ходити туди вчора
10. Вона, мабуть, удома зараз.
11. Вона, мабуть, була удома вчора.
12. Ми, можливо, прийдемо до вас завтра.
13. Вони, можливо, приходили до нас вчора, але нас не було вдома.
14. Він, мабуть, бачив цей пам'ятник, коли був у вашому місті.
15. Він, можливо, бачив цей пам'ятник, коли був у вашому місті.
16. Не може бути, що він знає цю картину.
17. Не може бути, що він бачив цю картину.

Exercise 485. Translate the following sentences into English concentrating on the use of can, can't, may, must, to have to and shouldn't.

Translate into English, употребляя подходящие по смыслу модальные глаголы и выражения (can, can't, may, must, to have to, to be able to),

1. Я не можу знайти свій годинник. — Може бути, ви залишили його на роботі. — Ні, я не могла залишити його на роботі: я ніколи не знімаю його з руки.
2. Ви зможете поговорити з ним завтра?
3. Я, мабуть, заблукала. Ви не можете мені сказати, як пройти до Ермітажу?
4. Мені довелося прочитати масу книг, коли я готувалася до доповіді.
5. Я не міг пригадати останні строчки сонета, і мені довелося спеціально дзвонити своєму другові.
6. Я повинна купити торт сьогодні.
7. Мій брат не уміє говорити англійською.
8. Моя сестра уміє говорити німецькою.
9. Можна, я подивлюся вашу фотографію?
10. Ви можете показати мені свою фотографію?
11. Не може бути, що йому сорок років: він виглядає набагато молодшим.
12. Не може бути, що він забув прийти. Він, мабуть, був дуже зайнятий.
13. Ми, можливо, поїдемо за місто, якщо буде гарна погода.
14. Якщо сестра не купить мені каву, мені доведеться йти в магазин самій.

6 Verbals

6.1 The infinitive

Forms of the Infinitive		
	<i>Active</i>	<i>Passive</i>
<i>Indefinite (Simple)</i>	to write	to be written
<i>Continuous</i>	to be writing	—
<i>Perfect</i>	to have written	to have been written
<i>Perfect Continuous</i>	to have been writing	—

6.1.1 Functions of the infinitive

1. Subject (the Perfect Infinitive may occur)

To translate this is text is easy.

It is easy to translate this text.

2. Predicative (the Perfect Infinitive may occur)

My intention is to accept that offer.

3. Part of a Predicative.

The text is easy to translate.

4. Part of a Compound Verbal Modal Predicate. (the Perfect Infinitive may occur)

He may $\left\{ \begin{array}{l} \textit{translate} \\ \textit{be translating} \\ \textit{have translated} \\ \textit{have been translating} \end{array} \right\}$ *the text.*

5. Part of a Compound Verbal Aspect Predicate

He $\left\{ \begin{array}{l} \textit{began} \\ \textit{continued} \\ \textit{ceased} \end{array} \right\}$ *to translate the text.*

6. Part of a Simple Predicate (the Perfect Infinitive may occur)

He didn't translate the text.

He will have translated it by five.

7. Object (the Perfect Infinitive may occur)

He plans to accept that offer.

He is glad to have accepted the offer.

8. Attribute

*He was the last **to leave**.*

9. Parenthesis

***To tell the truth**, he will not accept our offer.*

10. Adverbial Modifier of Purpose (with conjunctions: **in order**, **so as**, **as if**)

*She opened her handbag (**in order**) **to look** for the key.*

11. Adverbial Modifier of Condition

*He is a popular singer. You wouldn't believe it, **to look** at him.*

12. Adverbial Modifier of Reason

*He is foolish **not to accept** the offer.*

13. Adverbial Modifier of Exception (with conjunctions: **except**, **but**, **save**)

*What could he do **but accept** the offer?*

14. Adverbial Modifier of Attendant Circumstances

*He went to London **to die** there of pneumonia.*

15. Adverbial Modifier of Result (with conjunctions: **so ... as**, **such ... as**)

*He is too much of a coward **to do** that.
Of course, she wouldn't be such a fool **as to marry** Tom.*

16. Adverbial Modifier of Comparison (with the conjunction **than**)

*You ought to know better **than (to) ask** questions like that.*

6.1.2 Infinitive without the particle 'to'

1. After the auxiliaries: **do / did** (Present / Past Indefinite),
shall / will (Future Tenses),
should / would (Future-in-the-Past / Conditional Mood).

*I don't **like** tea.*
*I shall **be sleeping** at eleven.*
*He would **like** to go to the party.*

2. After Modal Verbs (except 'ought to', 'used to')

*He may **have come**.*

3. After the verb 'to help' without 'to' if external help is called in
with 'to' if assistance is outside the action proper

*Will you help me **carry** this box?*
*This book helped me **to see** the truth.*

4. After the verbs of sense perception:

to make; to have (= to get, to make); **to know** (= to experience);
(The infinitive is used as part of the Objective Infinitive Construction)
to let;
to bid (It occurs in the old fashioned narrative style)

*I didn't notice you **enter** the room.*
*Don't make me **laugh**.*
*I will not have you **treat** her so cruelly.*
*You have never known him **lose** his temper before.*
Let's go for a walk.
*The knight bade the traveler **enter**.*

5. After the expressions: **had better / best**
would rather / sooner
cannot (help) but
cannot choose but

The Infinitive is part of the
Compound Verbal Modal
Predicate

to do nothing but / save
nothing to do but / except

The Infinitive functions as
Adverbial modifier of

Exception

He'd better go away.
I'd rather go away.
I cannot but laugh.
She does nothing but make plans.
He had nothing to do but wait.

6. After *why (not)*, *how* in rhetorical questions (in one-member (Infinitive) sentences).

Why not go there right away.

How leave her there?

7. If the Infinitive expands the meaning of the verb *to do*.

***Turn off** the gas was all I did.* (The Infinitive is the subject)

*All I did was (to) **turn off** the gas.* ('To' is optionally omitted if the Infinitive is a predicative)

8. After *than* ('To' is optionally omitted if the Infinitive is an adverbial modifier of comparison)

*I've more important things to do than (to) **translate** this unnecessary text.*

6.1.3 The objective infinitive construction

$$\left\{ \begin{array}{c} \mathbf{N_{com}} \\ \mathbf{Pron_{obj}} \end{array} \right\} + (\text{to V})$$

is common with:

1. Verbs of Sense Perception (The Infinitive is used to demote a completed actions):

to see

to hear

to watch

to feel

to observe

to smell

to notice

If the construction modifies these verbs, the bare Infinitive should be used.

If the verb **to see** means **to understand**, a clause should be used.

I saw that he knew everything.

After the verbs **to see** and **to notice** a clause, not a **to be** – construction is possible.

I saw that she was pale.

*She saw **him** **light** a cigarette.*

2. Verbs of Request

to ask

to beseech

to beg

to implore

*Walter asked **him** **to stay** to dinner.*

3. Verbs of Permission

to allow

to let

to have

to permit

to suffer

to forbid

'Let us' is not contractible to **let's** when **to let** means **to allow**. If the infinitive is monosyllabic, it can follow immediately **to let** before a comparatively long noun-phrase.

*He let **slip** a very unfortunate remark.*

The verb **to have** in this meaning is used only in the negative sentences.

If the construction modifies the verbs **to let**, **to have**, the bare infinitive should be used.

*For a while she allowed **her thoughts to wander**.*
*They let **us examine** the documents.*
*I won't have **you stay** here.*

4. Verbs of Order and Compulsion

to order	to have	to urge
to bid	to induce	to require
to tell	to cause	to set
to make	to force	
to get	to bring	

If the construction modifies the verbs **to bid**, **to make**, **to have**, the bare infinitive should be used.

*The general ordered **us to wait**.*
*What would you have **me do**?*
*The noise caused **her to awaken**.*

5. Verbs of Mental Activity

<i>to think</i>	to know	to imagine
	to believe	to find
to consider	to prefer	
to expect	to feel	

If the verb **to know** means 'to experience', it is used in the Present Perfect with the bare Infinitive in the construction.
*I have never known **him lose** his temper.*

In the construction the verb '**to be**' can occur or be omitted after the verbs '**to consider**', '**to find**,' '**to think**.'
*I consider **John (to be)** a good driver*

*I would prefer **you not to complain** all the time.*

6. Verbs of Declaring

to declare
to pronounce
to report

*The surgeon pronounced **the wound to be** a serious one.*

7. Verbs of Wish / Intention

to wish	to intend
to want	to mean
to desire	to choose
to (dis)like	to hate

*Mary would like **Nick to smoke** less.*

6.1.4 The subjective infinitive construction

$$\left\{ \begin{array}{c} N_{\text{com}} \\ \text{Pron}_{\text{nom}} \end{array} \right\} + \dots\dots\dots + (\text{to V})$$

is common with:

I. Verbs in the Passive Voice

1. **Verbs of Sense Perception** (Only Non-perfect Non-continuous Infinitive Active Voice is used.
It denotes a completed action)

He was heard to mention the matter.

2. **Verbs of Mental Activity** (Any form of the Infinitive is used)

He is known to have left for London a week ago.

3. **Verbs of Order, Request** (Only Non-perfect Infinitive is used), **Permission**

He was ordered / asked / allowed to go there right away.

4. **Verbs of Declaring** (Any form of the Infinitive is used)

It is said to have been raining in the valley for a week.

5. **Verbs of Compulsion** (Only Non-perfect Infinitive is used)

He was not made to go there right away.

II. Verbs in the Active Voice

1. **to seem; to appear** (Any form of the Infinitive is used)

He seems / doesn't seem to have left for London a week ago.

2. **to turn out; to prove** (Any form of the Infinitive is used)

It turns out to be raining hard now.

3. **to happen; to chance** (Any form of the Infinitive is used)

I happened to come across him in the street.

III. The verb 'to be' + (un)likely / sure / (un)certain (Only Non-perfect Infinitive is used. Its action refers to the future)

It is unlikely to rain soon.

It is sure to rain soon.

You are certain to like him.

6.1.5 For - to - infinitive construction

$$\text{For} + \left\{ \begin{array}{c} \text{N}_{\text{com}} \\ \text{Pron}_{\text{obj}} \end{array} \right\} + \text{toV}$$

The construction can function as:

1. Complex Subject

For Robert to say such a thing is nonsense.

It would be difficult for him to find words that sounded well.

It took three weeks for John to reach the coast.

2. Complex Predicative

The idea is for us to give a special concert at the Festival Hall.

The only sensitive thing was for you to go away.

It is not for you to make terms.

3. Complex Object

They waited in silence for the boy to answer.

She longed for night to come to bring sleep to her.

I think it necessary for you to take a taxi.

4. Complex Attribute

There are several people for you to consult.

Where is there for me to go?

I think I can find something for you to do.

5. Complex Adverbial Modifier of Purpose

He opened the door of his room for her to go out.

He cordially extended one forefinger for Eric to shake.

The children came up to the mother for her to kiss them.

6. Complex Adverbial Modifier of Result

The bridge was too narrow for the truck to cross.

I was young enough for the children not to feel shy.

The offer arrived too late for me to tell your poor mother.

Exercise 486. Comment on the situation. Use the Continuous Infinitive.

Sample exchange:

- Your father is reading a newspaper.
- No, he only pretends to be reading. He is sleeping.

1. Your room-mate is doing her grammar exercises.
2. Helen has put on her best clothes. She is going to her office.
3. Ann is sleeping. Her mother is doing the room.
4. The bus is overcrowded. There are a lot of elderly people standing everywhere. A young man sits sleeping.

5. Tom is working in the garden. His dog is barking merrily.
6. Peter is discussing a serious problem over the telephone.

Exercise 487. Complete the sentences. Use the Continuous Infinitive. Develop the situation.

1. My brother pretends ... (to do sums)
2. My husband claims ... (to read the leading article)
3. The expedition is known ... (to approach its destination)
4. Why are you not having a meal? You seem ... (to suffer from loss of appetite)
5. My sister turns out ... (to practise her scales)
6. I came across my friend when I happened ... (to pass by the station)
7. It seems ... (to rain)
8. A stranger is said ... (to stand in the doorway of the house)

Exercise 488. Select the sentences with the Perfect Infinitive which denotes an action that was not carried out.

1. I should have enjoyed much more playing golf at Sandwich.
2. Why were you slow? What on earth did you mean to have done to save the situation?
3. My driver was to have shown his licence to the police yesterday, but he was late.
4. I'm glad to have seen you.
5. An intimate friend is said to have dined with him that day.
6. The doctor told me I should have taken two tablets by night.

Exercise 489. Combine the two sentences using either Perfect or Non-perfect Infinitive as Object.

Example 1. *Pete has got an excellent mark. He is very glad.* →
→ *Pete is very glad **to have got** an excellent mark.*

Example 2. *Pete gets only excellent marks for his tests. He is very glad.* →
→ *Pete is very glad **to get** only excellent marks for his tests.*

1. The girl is going to fall ill. She is afraid of it.
2. Ann was sorry. She had not taken her mother's advice.
3. At last the Gadfly was alone in the room. He was pleased.
4. Nick found his brother at home. He was delighted.
5. I'm so glad. I study at the Institute of Foreign Languages.
6. Every summer the family go to Brighton. They are delighted.
7. I'm sorry. I didn't speak to Jane yesterday.
8. Roger is afraid. He should consult the dentist.
9. Charlie is glad. He was invited to the party.

Exercise 490. Express the same idea by using the Infinitive as object.

Example: *The girl was happy that she had visited that city.* →
→ *The girl was happy **to have visited** that town.*

1. The teacher was satisfied that she had found the book she needed at the library.
2. The professor was disappointed when he heard about Ann's departure.
3. John was displeased that he had not been able to meet his friend.
4. The girl would be glad if she had been given a piece of advice.
5. All my colleagues were pleased because they had been able to help me.

6. Tom was sorry when he found out about his friend's failure.

Exercise 491. Try not to accept the invitation. Give the reason. Use the infinitive marker 'to' without the Infinitive so as not to repeat it.

Sample Exchange: - *Would you like **to go and see** the Tower of London with us?*
- *I'd love **to**, but I'm afraid I can't. I'm not free.*

1. Would you like to borrow my book for this evening?
2. Would you like to go and see a play at Stratford-on-Avon with me and my friends?
3. Would you like to have a game of table-tennis?
4. Would you like to read an English novel in the original?
5. Would you like to listen to the new record I have bought?
6. Would you like to go to Rome on winter holidays?
7. Would you like to spend the week-end at the seaside?

Exercise 492. Replace the attributive clauses by the Infinitive.

Example: *Bob bought an illustrated paper which he could look through.* →
→ *Bob bought an illustrated paper **to look through**.*

1. He is a man whom you can rely on.
2. I have some work I should cope with.
3. There are a lot of records you should listen to.
4. Is there any news we should pay attention to?
5. Have you got anybody whom you must take care of?
6. There are a few flowers which we should look after.
7. The only thing which should be done is to find my glasses.
8. He had some hair-raising stories that he could tell.
9. This is an article you could refer to.

Exercise 493. Change the complex sentences into simple ones using the Infinitive as adverbial modifier of reason.

Example: He will be foolish if he doesn't accept their offer. →
→ He will be stupid not to accept their offer.

1. He will be stupid if he doesn't jump at a sentence.
2. Timmy is very strong if he can lift such a heavy box.
3. Mr. White is a good orator if he can speak in public so well without any preparation.
4. Sally is a shallow person if she finds this book boring.
5. Teddy is very clever if he can do such complicated sums.
6. Pete is rather silly if he doesn't want to take part in the activities of our English speaking club.
7. Ann is tall if she can reach the upper shelf.

Exercise 494. Expand the following exchanges using the Infinitive as adverbial modifier of reason.

Sample exchange: - *Mike didn't accept his friend's invitation to stay with him at the seaside.*
- *I think he was silly **not to accept** it. He would have had a wonderful holiday.*

1. Look! He can hardly betray his own fear again! ~ ... (to be silly) ...
2. The girl cannot sustain her anger when somebody disturbs her. ~ ... (to be clever) ...
3. The other day my neighbour had a bad luck to eat some mushrooms.
~ ... (to be stupid) ...
4. Jack had better give up smoking. The doctor insists on it. ~ ... (to be wise) ...
5. Will you carry my heavy cases upstairs, Sam? ~ ... (to be rather strong) ...
6. Mary did the sums easily. ~ ... (to be clever) ...
7. Can you fetch that book from the upper shelf? ~ ... (to be tall) ...

Exercise 495. Combine the two sentences, using the Infinitive as adverbial modifier of attendant circumstances.

Example: *At last Jack reached the railway station and learnt that the train had left.* →
→ *At last Jack reached the railway station **to learn** that the train had left.*

1. Mother came home and saw that the guests had not arrived.
2. He looked around and found that a man was doing the job.
3. Arthur left his brother's house and never returned there.
4. She looked into the sky and saw that the full moon was floating like a white balloon.
5. Doris went to the mountains and caught a cold there.
6. He took his purse and found that there was no money in it.
7. Mary took up the receiver and heard her husband's voice.
8. My sister came home and learnt that her former group-mate had rung her up.
9. The Gadfly saw Gemma and realized she hadn't changed much.
10. He returned home late and saw that his wife was asleep.

Exercise 496. Please give advice to somebody (using the structure 'You'd better + Vinf') and comment on it.

Sample exchange: - *I have a cold. What would you **advise** me to do?*
- ***You'd better stay** in bed a day or two. It won't **do** you any harm.*

1. I have a ladder in my stocking. What would you advise me to do?
2. I have a splitting headache. What must I do?
3. It's raining hard. What would you advise me to do?
4. I lost my temper with her. What do you want me to do?
5. My God! I've spilt ink on your new trousers. What is it necessary to do?
6. I'm lagging behind my group. What would you advise me to do?
7. I missed some grammar classes. What would you recommend me to do?
8. I've lost my puppy. What is to be done?
9. I've dropped my key into the chute. I'm at a loss what to do.
10. I've left my umbrella in the train. I don't know where to address.
11. I cannot speak English fluently. What would you recommend me to do?

Exercise 497. Express your agreement. Pay attention to the absence of particle ‘to’ before the Infinitive.

Sample exchange: - *His father made him **go** in for sports, didn't he?*
- *Yes, it was his father who made him **go** in for sports.*

1. After classes the teacher saw the students of her group enter the library, didn't she?
2. In the afternoon you heard Big Ben chime 'three', didn't you?
3. The doctor made his patients follow his instructions exactly, didn't he?
4. His question made us laugh, didn't it?
5. You will help me put on my skates, won't you?
6. Bob does nothing but lie, does he?
7. Carol helped Paul work the problem, didn't she?
8. Alex heard the motor idle and stall, didn't he?
9. Mrs. Wiley was sorry to see us go, wasn't she?

Exercise 498. Change the Objective Infinitive Construction into the Subjective Infinitive Construction.

Example: *I saw **him** cross the road safely and run away. →*
*→ **He** was seen **to** cross the road safely and run away.*

1. They noticed **Mary** say food-bye to somebody.
2. The doctor felt **her** pulse beat unevenly.
3. They can't make **me** do what they want.
4. John heard **the telephone** ring three times.
5. We saw **the postman** enter the house.
6. They watched the **tourists** climb the hill.
7. The teacher made **the pupil** repeat this sentence some times.
8. We heard **somebody** speak English in the next room.
9. I heard **him** burst into laughing.
10. They do not allow **readers** to bring books into the reading-hall.
11. They do not permit **visitors** to touch the exhibits.
12. The doctors declared **the patient** to be out of danger.
13. We know **him** to be a man of honour.
14. They supposed **that book** to be two hundred years old.
15. They ask **you** to help me.
16. The sergeant ordered the **soldier** to return at 5 a.m.

Exercise 499. Develop the situation. Use the Objective Infinitive Construction

Sample exchange: A: → B. - *Clean your bicycle, Benny, will you?*
B: → C. *(he didn't understand)*
- *What does she want **me** to do?*
C: → B. - *Ann wants **you** to clean your bicycle.*

1. Correct you mistake in the word.
2. Brush your shoes, will you.
3. Will you sing a song?
4. Would you mind opening the window?
5. I think it necessary for you to read English books every evening.
6. Would you go to the bakers to buy some bread?
7. It is desirable for you to get your hair cut.

8. You'd better have a white dress made.
9. I'd rather you joined us on the excursion.
10. You don't seem to be very clever at doing so.

Exercise 500. Make microdialogues according to the pattern. Use the verb 'to seem' with the Subjective Infinitive Construction.

Sample microdialogue: - *Is that a pencil or a ball-pen?*
 - ***It seems to be a pencil.***
 - *It looks more like a ball-pen to me.*

1. Nell has a wonderful hair-do. Do you think it her own hair or a wig?
2. How lucky Mr. Black is! He has got excellent white teeth. Are they his own teeth or dentures, I wonder?
3. They are all alike today! I cannot understand whether that is a young girl or a young boy over there.
4. Do you know what is drawn here? Is it a hat or a flying saucer?
5. Masterpiece that picture is! Alas, I'm in a doubt whether it is a Renoir or a Manet.
6. I don't remember the author of the novel I saw recently in the book shop, I. Murdoch or H. Lee?
7. Where do the Sandfords plan to go to have a rest, to Italy or Switzerland?
8. I'd like to have that nice thing. Is it a shawl or a blanket?
9. Doreen is good either at French or German, I'm not sure.

Exercise 501. Use the For-to-Infinitive Construction as complex object to express your wish

Pattern: *We always so much wish everyone were happy.* →
 → *We always so much wish **for everyone to be happy.***

1. We always so much wish the students passed all the exams well.
2. ... our team won the first prize.
3. ... everybody were treated fairly.
4. ... the holiday were spent at the seaside.
5. ... the exhibition were visited.
6. ... our friend were not beaten in chess.
7. ... every man planted a tree.
8. ... our child didn't fall ill.
9. ... our friends were true.

Exercise 502. Use the For-to-Infinitive Construction as complex object to express what you have fixed. Develop the situation.

Example: ... (*our meeting, to be held*) →
*We have fixed **for our meeting to be held** on Friday because I'm leaving for Glasgow on Saturday.*

1. ... (the proposal, to be supported)
2. ... (the money, to be spent on furniture)
3. ... (the piano, to be sold)
4. ... (the concert to be postponed)
5. ... (the work, to be finished in the evening)
6. ... (this letter, to be sent in two days)
7. ... (the plan, to be adopted)

8. ... (the books, to be returned)
9. ... (discussions, to be formally opened here today on the question of international disarmament)
10. ... (other possibilities, to be talked about at the conference)

Exercise 503. Use the For-to-Infinitive Construction as complex adverbial modifier of result to express the excess of quality.

Sample Exchange: - *Why haven't you translated this article?*
 - *The article is too difficult **for me to translate**.*

1. Why haven't you seen the new film yet?
2. Why don't you want to go to Greece this summer?
3. Can you bring this heavy box upstairs?
4. Do you like travelling by air?
5. Why has Nick failed his English exam?
6. Do you approve of John's behaviour?
7. How difficult is the article? Can you read it without any dictionary?
8. How near do your parents live? Should we take a bus to get to their house?
9. How hard is it raining? Should we go for a walk?
10. Where is the stadium? Can we go there on foot?
11. How late will Mr. Black return? Shall I manage to see him?

Exercise 504. Use the For-to-Infinitive Construction as complex adverbial modifier of result to express the sufficiency of quality.

Sample Exchange: - *Can you translate this article?*
 - *I think so. The article is easy enough **for me to translate**.*

1. Do you know studying English?
2. Can you bring this upstairs?
3. Why do you want to go to Greece this summer?
4. Have you read the novel 'The Moon and Sixpence' by W. S. Maugham?
5. Do you approve of John's behaviour?
6. Do your parents live not far away?
7. How easy is the article? Can you read it without any dictionary?
8. How much money have you got? Can you buy these roll-skates?
9. How far away do your parents live? Should we take a bus to get to their house?
10. How hard did it rain?
11. How long have you been waiting for me? Are you sick and tired?
12. How early will Mr. Black return? Shall I manage to see him?

6.2 The participle

Forms of the Participle		
	<i>Active</i>	<i>Passive</i>
Present	writing	being written
Perfect	having written	having been written
Past	—	written

6.2.1 Functions of participle

Functions of Participle I

1. Part of a Simple Verbal Predicate

*My son is **playing** in the garden.*

*He has been **playing** there since morning.*

2. Attribute

*The **whipping** waves roared through the night.*

*The waves, **whipping** the shore savagely, roared through the night.*

3. Parenthesis

***Generally speaking**, he is a satisfactory student.*

4. Adverbial Modifier of Time (often with conjunctions **when**, **while**, **whilst**)

*(**While**) **waiting** for another question, he was silent.*

5. Adverbial Modifier of Cause

***Being late** for classes, I ran up the stairs.*

6. Adverbial Modifier of Attendant Circumstances

*He lay in bed **reading**.*

7. Adverbial Modifier of Concession (with conjunctions **though** / **although**)

***Though knowing** what was there, he took the paper out and walked to the window to read.*

8. Adverbial Modifier of Manner

*He spent his morning **reading** 'The Times'*

9. Adverbial Modifier of Comparison (with conjunctions **as if** / **as though**)

*For a moment he stood **as if waiting** for another question.*

Functions of Participle II

1. Predicative

*The door was **locked**.*

*The doll lay **deserted** on the porch.*

2. Part of a Simple Verbal Predicate

*The door was always **locked** by Tom.*

*The plant has **withered**.*

3. Attribute

*He answered through the **locked** door*

*There was no evidence **left**.*

4. Adverbial Modifier of Cause

***Overcome** by grief, he sat speechless.*

5. Adverbial Modifier of Time (with conjunctions: **when, till, until**)

*He spoke **when** spoken to.*

6. Adverbial Modifier of Condition (with conjunctions: **if, unless**)

*He didn't usually utter a word **unless** spoken to.*

7. Adverbial Modifier of Concession (with conjunctions: **though / although, even if / even though, even when, wherever, whether ... or**)

***Though** addressed to, he sat silent.*

***Whether** telecast or not, the game isn't worth missing.*

8. Adverbial Modifier of Comparison (with conjunctions **as if / as though**)

*For a moment he stood **as if** puzzled.*

Functions of Perfect Participle

1. Adverbial Modifier of Time

***Having finished** the repairs, the plumber is preparing to leave.*

2. Adverbial Modifier of Cause

***Having sold** their house, they were free to leave.*

6.2.2 Conjunctions before infinitive and participle

Infinitive

1. **Conjunctions of Purpose:** in order, so as, as if / as though, if only, on purpose, in an attempt, in an effort.

He made a slight shaking motion with his shoulders as if to demonstrate a willingness to laugh.

He spoke badly on purpose to make you laugh.

He sat on the ground ... in an attempt to steady himself.

2. **Conjunctions of Result:** so...as, such ... as

I enjoyed it so much as to be determined to go again.

Of course, she wouldn't be such a fool as to marry Tom.

3. **Conjunctions of Exception:** except, but, save

He rarely went out except to take part in the social life of the town.

4. **Conjunctions of Comparison:** than + (to) V

You ought to know better than to ask questions like that.

Participle

1. **Conjunctions of Comparison:** as if / as though

For a moment he stood as if puzzled.

He listened as though brooding.

2. **Conjunctions of Time:** when, while / whilst, till, until

When challenged, he denied it.

Men returning home could doze in their seats until roused by their journey's end.

While waiting for a question, he was silent.

When laughing she half closed her eyes and a dimple danced on her cheek.

3. **Conjunctions of Concession:** though / although, even if / even though, even when, wherever, whether ... or

Even if posted now, the letter could not reach John till Monday.

He felt a curious relief at the delay and at the fact that whether sent or not the letter was written.

Though knowing what was there, he took the paper out and walked to the window to read.

4. **Conjunctions of Condition:** if, unless (only Participle II is used)

If cornered, Soames need never tell a direct untruth.

He did not usually utter a word unless spoken to.

6.2.3 The objective participial construction

$$\left\{ \begin{array}{c} N_{\text{com}} \\ \text{Pron obj} \end{array} \right\} + \left\{ \begin{array}{c} \text{Participle I} \\ \text{Participle II} \end{array} \right\}$$

The construction is common with:

1. Verbs of Sense Perception (Participle I is used to denote an action in its process;
Participle II has a passive meaning):

to see

to hear

to watch

to feel

to observe

to smell

to notice

I smell the pie burning.

She heard herself called.

2. Verbs of Oblique Casuality

to have

to get

He had / got the house painted

3. Verbs of Mental Activity

to think

to know

to imagine

to consider

to believe

to find

to expect

to prefer

to feel

I prefer your hair curled.

4. Verbs of Declaring

to declare

to pronounce

to report

He reported the watch stolen.

5. Verbs of Wish / Intention

to wish

to (dis)like

to choose

to want

to intend

to hate

to desire

to mean

The photographer wanted his film developed.

6. Verbs:

to have

to find

to hold

to catch

to keep

to leave

to take

The drill left the team exhausted.

6.2.4 The subjective participial construction

$$\left\{ \begin{array}{c} \mathbf{N}_{\text{com}} \\ \mathbf{Pron}_{\text{nom}} \end{array} \right\} + \dots + \left\{ \begin{array}{c} \mathbf{Participle\ I} \\ \mathbf{Participle\ II} \end{array} \right\}$$

The construction is common with:

1. Verbs of Sense Perception (in the Passive):

to see

to hear

to watch

to feel

to observe

to smell

to notice

Participle I is used to denote an action in its process.

Participle II has a passive meaning

*He was heard **mentioning** the matter.*

*The matter wasn't heard **mentioned**.*

2. Verbs (in the Passive):

to have

to hold

to keep

to take

to find

to catch

to leave

*She was found **sitting** on the grass.*

*The door was left **locked**.*

3. Verbs (in the Active):

to seem; to appear (only **Participle II** is used !)

*His attention seemed **absorbed** by the book.*

6.2.5 The nominative absolute participial construction

$$\left\{ \begin{array}{c} \text{N}_{\text{com}} \\ \text{Pron}_{\text{nom}} \end{array} \right\} + \left\{ \begin{array}{c} \text{Participle I} \\ \text{Participle II} \end{array} \right\}$$

The construction can function as:

1. Complex Adverbial Modifier of Time

The game having ended, the streets got crowded.

A letter home finally written, he went to sleep.

2. Complex Adverbial Modifier of Attendant Circumstances

'Walter', she whispered, her lips trembling.

She stood motionless, her head bent.

3. Complex Adverbial Modifier of Cause (only Participle I and Perfect Participle can be used)

I found the house empty, my mother being at the shops.

4. Complex Adverbial Modifier of Condition (only Participle I and Perfect Participle can be used)

Conciliation failing, force remains.

6.2.6 The Prepositional Absolute Participial Construction

$$\text{with} + \left\{ \begin{array}{c} \text{N}_{\text{com}} \\ \text{Pron}_{\text{obj}} \end{array} \right\} + \left\{ \begin{array}{c} \text{Participle I} \\ \text{Participle II} \end{array} \right\}$$

The construction can function as:

Complex Adverbial Modifier of Attendant Circumstances

She wandered away, with the tears rolling down her cheeks.

She sat on the steps, with her bare arms crossed upon her knees.

Exercise 505. Give the reason why either Participle I or Perfect Participle is used.

1. Having signed the letter, she mailed it.
2. At last raising herself from the sofa with difficulty, as though she had had an illness, she found her feet were still weak.
3. Feeling ill I went to bed early.

4. I saw him going home.
5. Having settled into the chair, the cat was beginning to wash himself.
6. They were, indeed, old friends, having been at school together.
7. The children, having eaten their fill, were allowed to leave the table.
8. Ann spent the time in the country helping her grandmother in the orchard.
9. The weather having improved, we enjoyed the remainder of the game.

Exercise 506. Express the priority of the action by using Perfect Participle.

Example:

*Doreen was waiting for school to start. (to pass the examination). →
→ **Having passed** the examination, Doreen was waiting for school to start.*

1. Doreen felt at ease and cheerful, almost carefree. (to drink cocktail)
2. Ally ought to have a holiday. (to work hard in spring)
3. Doreen was entitled to a place at the Green Coat School. (to do well in all the papers)
4. Grandma sent Ally to the garden to find Father. (to ask about the health of the whole family).
5. Doreen came to eat an enormous dinner. (to write all her private thoughts in the essay)
6. Ally opened her diary to write some notes. (to turn on the light)
7. Mum led Doreen into the cold morning. (to muffle somebody up in a large scarf)
8. Ally gave up bread, potatoes and margarine. (to start to diet)
9. Aunt Glad took all the family to the sea. (to win money)

Exercise 507. A. Give the reason why either Participle I Active Voice or Participle I Passive Voice is used.

1. The sun was setting down slowly as if hiding itself behind the mountains.
2. People slowed their cars to see the Weeds being photographed for their Christmas card.
3. The members of the family occupied the spare bedrooms, the remaining guests having been booked in at neighbouring hotels.
4. The stranger, having discarded his jacket, moved threateningly towards me.
5. And at that lunch I found myself being regarded as a distinctly more estimable character.
6. – I'm afraid the toy may be broken. It's too fragile.
- Don't worry. I watched it being packed safely.
7. When skating on the lake, always watch for holes.
8. Having been demonstrated at the art exhibition for a fortnight, the picture was taken away.

B. Fill each of the blanks below with a suitable word-form of Participle I.

1. I found him ... the paper.
2. ... the room, he tipped over the mat.
3. Her aunt ... the room, I declared my passionate love for Celia.
4. When ... the street, never pass a tram behind.
5. All the money ..., we started looking for work.

6. I caught the boy ... a cigar.
7. ... his address I could not write to him.
8. Generally ..., we have done everything possible.
9. ... long ago, the thesis ought to be read by the members of the chair again.
10. ... the door, she found herself in a large room.

Exercise 508. Combine the following sentences, using Participle I as adverbial modifier of concession. Give the reason for what is stated in the sentence.

Example:

Jim knew his friend's telephone number. Yet he could not ring him up.

→ ***Though knowing*** his friend's telephone number, Jim could not ring him up.

The telephone was out of order.

1. Doreen felt giddy. Yet she went to take her examination.
2. The gadfly answered Gemma's questions. But he concealed from her some details of his life in South America.
3. James tried to protect Arthur. Yet he could not save him from Julia's merciless tongue.
4. James provided Arthur with money. But he did not even pretend to love the lad.
5. Montanelli was in high spirits in the mountains. Yet he could not begin a conversation with Arthur.
6. Arthur heard that the Father Director was out. Yet he went up to Montanelli's private study.
7. The student had a Russian-English dictionary. Yet he could not translate the article.
8. The mother had no spare time. Yet she went to the cinema.

Exercise 509. Express the manner of somebody's spending the time. Use Participle I.

Sample exchange:

- *I wonder what Ann was doing in the country in summer.*
- *Oh, she spent the time there helping her grandmother in the orchard.*

1. - Tell me what Robert is doing in the library now.
- ... (to read up for the exam)
2. - I'd like to know how you spent your time in Rome?
- ... (to do the sights of the city)
3. - Tell me, please, what you were doing on Saturday.
- ... (to do the room)
4. - I wonder how Judy spent her time in New York.
- ... (to do shopping)
5. - Will you tell me how Judy spent her first months at the college?
- ... (to read much to catch up with the girls)
6. - Tell me, please, how the father spent his time at the bedside of the sick boy.
- ... (to read the book)
7. - I wonder what you were doing in the reading room.
- ... (to look for the material for the report)

Exercise 510. Transform the following sentences so as to use Participle II as attribute

Pattern:

*I have a letter. Your friend has left it for you. →
→ I have a letter left for you by your friend.*

1. Here is a good poem in the book. J. Byron wrote it.
2. Here is the latest newspaper. Our neighbour has brought it.
3. Let me have the book. The teacher brought it for you yesterday.
4. There are some students in the Dean's office. The Dean has invited them.
5. Will you post the letters? I've just written them.
6. Let's examine the documents. The applicants sent them the other day.
7. Mother is watering the flowers in the garden. She planted them in the spring.
8. Will you have a piece of cake? I've made it specially for you.
9. Don't begin reading the book. The father has taken it from the library to prepare a report.

Exercise 511. Combine the two sentences into one using Participle I or Participle II.

Example:

*The bell rang. The sound woke him. →
→ The sound of the ringing bell woke him.*

1. This train will arrive tonight. It will be the last this month.
2. The gate is hidden by lilac bushes. It is hard to see.
3. The movie was filmed in black and white. Its director was Mr. Black.
4. The pretty girl is Helen. She is standing alone at the corner.
5. They sailed a raft across the Atlantic. It was made of papyrus.
6. The girls were dancing in the hall. They looked happy.
7. The grass was shining with dew. It looked fantastic.
8. The mother hurried to the children. They were quarrelling.
9. We looked forward to the picnic. It was planned for the weekend.

Exercise 512. Act out the following sample exchanges. Build your own exchanges like these. Use Participle II as attribute.

1. – Look here! Nina has written a composition.
– Has she? What is the topic of the composition *written* by her?
2. – My friend visited Holland last summer.
– What an interesting trip he had! What is the language *spoken* in Holland?
3. – Yesterday my mother brought a very interesting book to read.
– Did she? And what is the title of the book *brought* by your mother?
4. – Do you know Pete recited a poem at the concert?
– Really? What was the poem *recited* by him?
5. – My friend has translated a book from English.
– Good of him. And what is the title of the book *translated* by him?
6. – I was lucky to visit the Tretyakov Gallery when in Moscow.
– Great! What pictures *painted* by Repin did you see?
7. – I feel like reading some English books on holiday.
– You have always been a diligent student. And what are the books *read* by you for

the academic year?

Exercise 513. Express your opinion. Use Participle II as adverbial modifier of time.

Sample exchange:

- *Last year I read 'The Northern Light' by A. Cronin in Russian. I liked it immensely.*
 - *It is very interesting indeed. But I think, when translated, the novel loses much of its originality.*
1. - I'm afraid Ann is not willing to speak much today.
 - ... when asked ...
 2. - Oh! The peak of the mountain is magnificent.
 - ... when reached from the southern slope.
 3. - The meat tastes delicious though it's underdone a little.
 - ... when overdone.
 4. - Look! John is doing his best on the field! I'm sure his team will win today.
 - ... when cheered up ...
 5. - What's happened to Ann's voice? She can't sing today.
 - ... when frightened as she was ...
 6. - Peter came ten minutes before the meeting was due to start.
 - ... when invited ...
 7. - Nick is so easily getting nervous. He can hardly keep his tears back.
 - When laughed at, ...

Exercise 514. Express your opinion. Use Participle II as adverbial modifier of condition.

Sample Exchange:

- *I'm afraid to send the toy by post. It's too fragile.*
 - *Don't be afraid. If safely packed, it won't be broken.*
1. - They are going to screen 'Martin Eden' by J. London next year. I think it may lose its originality.
 - If screened well, ...
 2. - I could read 'The Forsyte Saga' only in Russian. Yet the novel produced a great impression on me.
 - If translated properly, ...
 3. - I'm afraid Ann is lagging behind the group. She has been ill for a fortnight.
 - If helped, ...
 4. - I think Jane's hair is too long.
 - If cut short, ...
 5. - I think we'll have to go to the theatre much time before the performance begins.
It will be difficult to get tickets.
 - If booked beforehand ...
 6. - The child is badly ill. I'm afraid complications may set in.
 - If looked after properly, ...

7. - I'd like Peter to tell us of his recent trip to Iran. But I'm not sure he can. He is very busy.
- If warned beforehand, ...

Exercise 515. Explain the reason for what is stated in the sentence. Use Participle II as adverbial modifier of concession.

Sample Exchange:

- *The girl felt lonely and ill at ease. Nobody spoke to her.*
- *Even if spoken to, the girl would have felt lonely and ill at ease. All the people at the party were strangers to her.*

1. The scientist did not finish the experiment. Nobody assisted him.
2. Bill looked worn out and old. He had not been shaven for a fortnight.
3. Maggie did not take part in the competition.
4. Jane didn't answer the question. Nobody asked her to do it.
5. The neighbour was disturbed but didn't lose his temper.
6. The city was ruined but not defeated.
7. The picture was placed far from the entrance. It was not noticed by the public.
8. The Gadfly was taken ill but he continued to work at the pamphlet.
9. The speaker was interrupted several times. But he managed to tell everything he intended.
10. The girl was frightened but she continued to walk in the darkness.

Exercise 516. Paraphrase the sentences so as to use Participle II as adverbial modifier of comparison.

Example:

She was breathing fast and deep as if she were frightened. →
→ She was breathing fast and deep as if frightened.

1. Sinclair was painting as if he were pursued.
2. He leaned back as if he had been given a violent blow.
3. He stood in front of his house as if he were surprised.
4. Betty was at a loss what to say as though she were unprepared to see her cousin.
5. She went into the house by the back door as if she were punished.
6. Roy smiled awkwardly as if he had been insulted.
7. The woman looked at the children angrily as if she were annoyed by the noise.
8. Michael spoke of that as if he were disappointed.
9. Bernard sat in his chair looking blankly before himself as if he were destined to die.

Exercise 517. A. Paraphrase the following clauses so as to use the Objective Participial Construction.

Example:

When she saw how they were coming she scrambled out. →
→ When she saw them coming she scrambled out.

1. Ally could see how Grandpa was working in the garden.
2. The girl was watching how Uncle William was beating all over his face.

3. Miss Turby saw how her brother was sneaking round by the huts.
4. Ally saw that the Rolls were standing in the yard.
5. Val saw how a fat lady in a nylon fur coat was putting the purse on the counter.
6. No one noticed how Val was taking the purse.
7. Whenever Ally entered the ward she heard how Mum was exchanging jokes with all the other patients.
8. Mum saw that Ruby's nose was running and her knees were bleeding.
9. She saw that all the people were watching her, and she could hardly breathe for excitement.
10. The family heard that somebody was shouting outside. It was Miss Turby.

B. Combine the two sentences into one with the Objective Participial Construction.

Example:

*I found my father. He was reading a newspaper. →
→ I found my father reading a newspaper.*

1. I left the girls. They were talking about the film stars.
2. The sergeant watched the soldiers. They were getting ready to fire the guns.
3. Tom caught his kitten. It was drinking milk.
4. People slowed their cars to see the Weeds. They were being photographed for their Christmas card.
5. She opened the door and found two small boys. They were standing in the halfway.
6. She was half asleep when she heard them. They were knocking at the door.
7. He saw a car. It was coming over the rise of a hill.
8. Russel and Esther went over to the well and found the animal. It was swimming in six feet of water.

C. Paraphrase the following clauses so as to use the Subjective Participial Construction

Example:

*In the afternoon it could be heard how she was practicing her scales. →
→ In the afternoon she could be heard practicing her scales.*

1. He was a loving but impatient father, and from the house it could be heard how he was scolding Binxy.
2. It could be heard how the pilot was singing faintly.
3. It could be seen how the passengers in the dining car were eating eggs and wiping their mouths with napkins.
4. The girl was caught when she was forging drug prescriptions.
5. It was found that she was sitting on your stool.
6. I'm sure that it could be heard how she was crying in the night.
7. It was seen through the window that Florence was packing a suitcase.
8. It was heard that the stewardess was explaining the conditions of our flight.
9. Some minutes later it was heard that a voice was calling his name.
10. That night it could be observed that my aunt was running back and forth in the carpeted upstairs hall.

D. Change the Objective Participial Construction into the Subjective Participial Construction.

Example:

*I saw him crossing the road amongst all the traffic. →
→ He was seen crossing the road amongst all the traffic.*

1. We distinctly saw the postman entering the house.
2. I heard the baby crying.
3. He felt the pain in his leg increasing.
4. They kept the bottle filled with ice water.
5. Mary watched her son playing in the garden.
6. Somebody is coming. Do you hear the dog barking?
7. I left two tickets reserved.
8. I declare the meeting closed.
9. Lanny heard somebody walking at a distance.
10. Lanny felt somebody watching him. It was Marble.

Exercise 518. Paraphrase the complex sentences into simple ones using the Nominative Absolute Participial Constructions where possible (the construction is not possible if the doers of both actions are identical).

Pattern:

*As Montanelli was a famous preacher, his visit caused a little flutter of excitement in Florence. →
→ Montanelli being a famous preacher, his visit caused a little flutter of excitement in Florence.*

1. As Montanelli's health was bad and his time fully preoccupied, he did not go into society.
2. As the leaflet was repulsive in tone, it left its trace upon the feeling of the town.
3. As Gemma expected to see a striking and powerful face, she was disappointed.
4. As Gemma was strong in character and direct, Signora Grassini hated her.
5. As Arthur's mother was ill, he could not leave her alone.
6. As the Gadfly was half starved, he fainted at the door of the tent.
7. When Arthur approached the table, he saw a letter addressed to him in Montanelli's handwriting.
8. As the matter was difficult to settle, the committee's views upon the subject were much divided.
9. As the Gadfly was badly ill, he had to keep to bed for some days.
10. When Arthur looked round the room, everything was hidden.
11. If conciliation fails, force remains.

6.3 Gerund

Forms of the Gerund		
	<i>Active</i>	<i>Passive</i>
<i>Indefinite (Simple)</i>	writing	being written
<i>Perfect</i>	having written	having been written

6.3.1 Functions of Gerund

Indefinite Gerund

1. Subject

Translating such texts is rather difficult. (The gerund would not occur after **essential, important,**

necessary)

*It is no use **translating** this text without a dictionary.*

2. Predicative (with no prepositions or 'like'; the choice is determined by **Verbs, Adjectives, Nouns**)

*My problem is **getting** to sleep on time.*

*I don't feel like **going** to bed yet.*

3. Part of a Compound Verbal Aspect Predicate

He $\left\{ \begin{array}{l} \text{began} \\ \text{kept on} \\ \text{stopped} \end{array} \right\}$ **translating** the novel.

4. Direct Object

*He suggested **going** to the museum.*

5. Prepositional Object (with prepositions: **of, about, on, in, for, from, at, to** etc, - determined by **Verbs, Adjectives, Nouns**)

*He insisted **on going** home.*

6. Attribute (with prepositions: **of, about, in, at, for, to**)

*He was busy and gave up the idea **of going** to the seaside.*

7. Adverbial Modifier of Time (with prepositions: **after, before, on, in, at**)

*She looked at him steadily **before answering**.*

8. Adverbial Modifier of Purpose (with prepositions: **for, for fear of, for the purpose of, for the sake of**)

*He wants to visit a solicitor tomorrow **for the purpose of making** a new will.*

9. Adverbial Modifier of Condition (with prepositions: **without, but for**)

*He won't go **without saying** goodbye.*

10. Adverbial Modifier of Cause (with prepositions: **for, through, owing to, for fear of, due to, because of**)

***Through being left** out all night in the rain, the metal had rusted.*

11. Adverbial Modifier of Attendant Circumstances (with prepositions: **without, instead of**)

*He went away **instead of working**.*

12. Adverbial Modifier of Concession (with prepositions: **in spite of, despite**)

***In spite of being busy**, she managed to translate the text.*

13. Adverbial Modifier of Manner (with prepositions: **in, by**)

*Her evening was spent **in reading**.*

14. Adverbial Modifier of Comparison

*The country is much better for you **than working** in the hot city all summer.*

Perfect Gerund

1. Direct Object

*He denies **having met** her.*

2. Prepositional Object (with prepositions: **of, about, on, in, for, from, at, to** etc. - determined by Verbs, Adjectives, Nouns)

*She was not conscious **of having shown** any special interest in Tom.*

3. Adverbial Modifier of Cause (with prepositions: **for, through, owing to, for fear of, due to, because of**)

*He felt better **for having written** the letter.*

4. Adverbial Modifier of Attendant Circumstances (with prepositions: **without, instead of**)

*He arrived at the age of forty-five **without having once appeared** upon a stage.*

Differentiation between Gerund and Participle I

Left – hand Combinability

Gerund:

a) Prepositions

In translating the text he consulted the dictionary.

b) Nouns in the Possessive Case and Possessive Pronouns

I suggested my friend's translating the text straight away.

c) Nouns in the Common Case and Personal Pronouns in the Objective Case

I don't mind him translating the text.

Participle I:

a) Conjunctions

While translating the text he consulted the dictionary.

b) Nouns in the Possessive Case and Possessive Pronouns (after Verbs of Sense

Perception and the Verbs – to hold, to keep, to find, to catch, to leave)

I saw him translating the text.

Functions

Gerund:

a) Subject

There is no translating the text without a dictionary.

b) Predicative

His intention is translating such texts every day.

c) Part of a Compound Verbal Aspect Predicate

He began translating this text.

d) Object

He suggested translating this text.

e) Attribute

A 'hunting dog – a dog for hunting.

Participle I:

a) Predicative

*His story is **surprising**. (emotional meaning)*

b) Attribute

*A '**hunting** 'dog – a dog that is hunting.*

Gerund and Verbal Noun

Left – hand Combinability

Verbal Noun:

a) Article

*It's the only way I got to make a **living**.*

*To begin at the **beginning**, the airplane ran into heavy weather.*

b) Demonstrative Pronoun

*I don't think this **building** is as clean as it should be.*

c) Adjective

*It is a clean **building**.*

Right – hand Combinability

Verbal Noun:

a) OF + Noun (after Transitive Verbs)

*The **ringing** of the bell grew louder.*

b) AND + Noun

*She pretended to pick **clothing** and jewelry from the advertisements in the paper and to dress herself with these things.*

Gerund:

a) Noun in the Common Case or Personal Pronoun in the Objective Case

(as a Direct Object after **Transitive Verbs**)

*He doesn't have any principles, he doesn't think about anything but **making** money.*

b) Adverbs

*Would you mind our **running** fast to catch the train?*

Categories

Verbal Noun:

a) Number (Singular – Plural)

This **building** is just as important as those **buildings** over on Park Avenue.

b) Correlation (Non-Perfect – Perfect)

You know she is never silent. She keeps on **talking**.

It is such a boring book, I regret **having wasted** so much time on it.

c) Voice (Active – Passive)

Do you prefer **teaching** anybody or **being taught**?

Infinitive or Gerund

Want

I **want to have** a haircut. = wish, have a desire

My hair **wants cutting**. = require, be in need of (the subject of the sentence is mostly lifeless)

Need

He didn't **need to be reminded** about it. = be under a necessity or obligation

This chapter **needs rewriting**. = want, require

Require

You **are required to be** there by nine o'clock. = demand, insist upon as a right or by authority (often passive)

That wall **requires whitewashing**. = need, depend on for success

Mean

I **meant to leave** tomorrow. = intend, have in mind as a purpose or plan;

I **meant to have left** yesterday but fell ill. = the Perfect Infinitive is used to denote an action which was not carried out in the past.

This illness **will mean going** to hospital. It'll require that treatment = signify

Stand

What **do we stand to gain** by the agreement? = run that risk, be in a position where one is likely to win

She **can't stand being kept** waiting. = can't bear, endure

Hate

I **hate to trouble** you. = don't want

She **hates getting** to the theatre late. = can't bear, have a strong dislike on for something

Like

I'd **like to go** to the South (this year). = a particular / singular action

Prefer

I **like going** to the South (each year). = a general / recurrent action

Be afraid

She **is afraid to wake** her husband. He may get angry. = worried, filled with apprehension

She **is afraid of waking** her husband. He is ill. = doubtful, anxious about the consequences

Be anxious

I **am anxious to hear** your news. = want to do very much, have a great desire

I **am anxious about leaving** Jimmy alone in the house. = afraid of the consequences.

- Try** *Try to behave* better. / Try and behave better. = attempt, use one's utmost efforts;
- ‘try + to V’ is often replaced by
‘try and+Vinf’, esp. in the Imperative
- Try knocking* at the back door if nobody hears you at the front door. =
= make that experiment and see whether the result is satisfactory
- Stop** We *stopped to have* a talk = put an end to the movement or progress of a person, thing, activity for some purpose
- We *stopped talking*. = cease, give up
- Remember** *Remember* to close the window.
- Forget** I *forgot to close* the window before leaving.
- Regret** I *regret* to inform you that it is impossible. – the action of the Infinitive takes place after the act of remembering, forgetting, or regretting.
- Do you *remember closing* the window before leaving?
I *shall never forget closing* that window. I broke it.
I bitterly *regret having told* her that. – the action of the Gerund took place before the act of remembering, or regretting.

6.3.2 Gerundial and Half-Gerundial Constructions

Gerundial Construction

$$(\text{prep} +) \left\{ \begin{array}{c} \text{N}_{\text{gen}} \\ \text{Pron}_{\text{poss}} \end{array} \right\} + \text{V}_{\text{ing}}$$

1. The construction is used when the speaker wants to emphasize the action.

I remember Mary's telling me that.

2. The construction can combine with the verbs: ‘to avoid’, ‘to defer’, ‘to delay’, ‘to deny’, ‘to enjoy’, ‘to postpone’, ‘to put off’, ‘to risk’, ‘to suggest.’

She denies his knowing anything about our plans.

3. The construction functioning as subject can be used in the first position in the sentence.

Your crying isn't going to do us any good.

Half-Gerundial Construction

$$(\text{prep} +) \left\{ \begin{array}{c} \text{N}_{\text{com}} \\ \text{Pron}_{\text{obj}} \end{array} \right\} + \text{V}_{\text{ing}}$$

1. The construction is common:

- a) **with inanimate nouns and pronouns that are not used in the Possessive Case**

There came the sound of the door closing then being locked.

- b) **with nouns accompanied by attributes in post-position;**

Fancy a woman of taste buying a hat.

- c) **when the V_{ing} is preceded by more than one noun**

She objected to children and women smoking.

- d) **when the speaker wants to emphasize the doer of the action**

It is no good you hating it.

2. The construction cannot combine with the verbs: 'to avoid', 'to defer', 'to delay', 'to deny', 'to enjoy', 'to postpone', 'to put off', 'to risk', 'to suggest.'

3. The construction functioning as subject cannot be used in the first position in the sentence.

Exercise 519. Complete the sentences putting the verbs into the *gerund* or the *to-infinitive*.

1 Caroline and Sandra, two friends, are talking.

C: Would you like ¹to go out (go out) for a meal tonight?

S: Yes, that would be nice. I just need ².... (wash) my hair first.

C: Shall we go to Perry's?

S: I'd prefer ³.... (go) somewhere else. Don't you remember ⁴... (send) the food back last time we went there? It was terrible.

C: Oh yes, I'd forgotten. We decided to stop ⁵.... (go) there, didn't we?

S: Yes, we did. So I've got another suggestion. Sally recommended ⁶.... (try) that new French restaurant, Chez Victor. She said it was very good. We'll go there, shall we?

C: OK. That's a good idea.

2

Dear Ms Walters,

Thank you for your application for the diploma in tourism but I regret ⁷.... (inform) you that this course is now full. Should you wish to take the course elsewhere, I would advise you ⁸.... (apply) to Central College. They started ⁹.... (run) a course in tourism a year ago and I would

recommend you ¹⁰.... (consider) ¹¹.... (enrol) on that course rather than ¹².... (wait) another year to do a course here. If you would prefer ¹³.... (wait) for this course, then I would encourage you ¹⁵... (try) ¹⁶.... (find) some work related to tourism so that you can start ¹⁶.... (acquire) some relevant experience.

3 Gareth and Vincent, two friends, are talking.

G: Did you remember ¹⁷.... (book) the tickets for that concert?

V: Yes, I did, but the problem now is ¹⁸.... (get) there. My mother says I'm not allowed ¹⁹.... (borrow) the car this weekend, so I don't know what to do. What about your old motorbike?

G: NO, I'm afraid it needs ²⁰.... (repair). I could try ²¹.... (ask) my brother if we can have his car. You never know - he might agree.

V: I doubt it. And the tickets were so expensive. I regret ²².... (buy) them now. I'm sure we've just wasted the money.

G: I'm sure we haven't. We just need ²³.... (give) the problem some thought.

V: Actually, I remember ²⁴.... (walk) there one night. Mind you, it took about two hours, and we did get a lift home.

G: OK, so we could walk if-necessary. Just stop ²⁵.... (worry) and start ²⁶.... (think).

Exercise 520. Express your opinion. Pay attention to the time reference of the Gerunds.

Sample exchanges:

- *What does she keep on doing?*
- *You know she is never silent. She keeps on **talking**.*
- *What do you regret?*
- *It is such a boring book. I regret **having wasted** so much time.*

1. What do your friends avoid doing, if it is raining?
2. What do restless children enjoy doing?
3. What do burglars deny?
4. I know you wish you had told the truth. What do you regret?
5. What does a brave person risk doing?
6. What does a greedy man hate doing?
7. It is late. What do you keep on doing at the Institute?
8. I did nothing wrong. What do I deny?
9. You are a student who doesn't work. Do you know what you risk?

Exercise 521. Find the answer that fits the situation better.

1. What does a piano require if it is out of tune?
(washing, tuning, repairing)
2. What does a classroom need if it is stuffy in it?
(painting the floor, whitewashing, airing)
3. What is a dress worth if it is well made?
(buying, trying on, looking at)
4. What does a TV-set need if it is out of order?
(repairing, painting, tuning in)
5. What does your room need if the walls are soiled?
(airing, sweeping, whitewashing)
6. What does a sock require if there is a hole in it?
(parching, washing, darning)
7. What does a picture deserve if it is painted well?

- (singing, praising, forgetting)
8. What do your shoes want if they are dusty?
(brushing, washing, repairing)
 9. What does a tooth need if it is decayed?
(brushing, filling in, pulling out)
 10. What is any book worth if it is interesting?
(reading, copying, binding)

Exercise 522. Express your agreement. Follow one of the sample exchanges.

Sample Exchanges:

- *Will you go to the seaside?*
 - *Of course, I shall. My intention is **to go** there this summer.*
 - *Will you go to the seaside?*
 - *No doubt about it. My plan is **going** there each summer.*
1. Will you read 'The path of Thunder'?
 2. Will you kick the ball?
 3. Will you end the game in a draw?
 4. Will you win the team championship?
 5. Will you go in for calisthenics?
 6. Will you win a prize?
 7. Will you take part in the tournament?
 8. Will you give up smoking?
 9. Will you publish your article?
 10. Will you teach me to play chess?
 11. Will you go to the skating-rink?
 12. Will you ring me up tonight?

Exercise 523. Confirm the statements. Speak on the favourite occupations of the persons, using the Gerund as Predicative.

Sample Exchange:

- *Benny is fond of animals.*
 - *You are right. His favourite occupation is **playing** with his hedgehog.*
1. Betty is fond of books.
 2. Mr Jones is a doctor.
 3. Lizzie's father likes football.
 4. Mr White is a gardener.
 5. Ann is a housewife. She is tired of cooking day in, day out.
 6. Elly's brother is fond of mathematics.
 7. My mother and sister are fond of music.
 8. Our friend cannot help buying a new stamp.
 9. My son is a great fun of rugby.
 10. Jane goes to the Hague every year.

Exercise 524. Express your wish, using ‘to feel like + V_{ing}’. Give your reason.

Sample Exchange:

- *I shouldn't mind having a cup of hot tea.*
- *Well, I also **feel like having** tea.*

1. I think the girl has something she wants to speak to you about.
2. She was on a tour round England a month ago. Would you mind inviting her to our meeting?
3. Victor has given up smoking. And what about the other boys in your group?
4. I should prefer rye bread.
5. I'll have to get permission of taking the day off.
6. I wish I knew Grammar rules well.
7. I don't want to spend money on buying colour slides when I can take them with my own camera.
8. He failed to find Nick at the University.
9. They have planned to visit us.
10. Jimmy is an excellent hand at painting.

Exercise 525. Counter the following suggestions, using ‘to feel like + V_{ing}’. Give your reason.

Sample Exchange:

- *Let's invite Pete to the discotheque.*
- *I'm sure he **doesn't feel like going** there. He's busy reading a detective story.*

1. Ann is fond of seeing films. Why not go to the cinema together?
2. The teacher always insists on our doing exercises in writing. Why not follow his instructions?
3. Ann never makes bad grammar mistakes. Let's ask her how she succeeds in avoiding making them.
4. Nelly is not good at teaching. What if to advise her to change her profession?
5. They say his mother strongly objects to his marrying so young. Why not speak to her?
6. He is badly ill. But the strange thing is his doctor doesn't insist on giving up smoking. Shall I speak to the doctor?
7. The boy never apologizes for disturbing people. Why not prompt him that he had bad manners?
8. We have an extra ticket to the theatre. Why not invite Ann?

Exercise 526. Transform the following sentences using either ‘before’ or ‘after’ with the Gerund. Develop the situation.

Example: *He paused a little and entered the room. →*
*→ **Before entering** the room he paused a little.*

He paused a little and entered the room. →
*→ **After pausing** a little he entered the room.*

1. The girl consulted the telephone directory and rang up her friend.
2. The old man sealed the letter carefully and went to post it.
3. I returned to my room and proceeded with my dictation.
4. The doctor examined the patient thoroughly and diagnosed his disease.
5. The students listened to the story twice and began to write the reproduction.
6. The surgeon cut quickly to the bone and found the source of the infection that was troubling his patient.
7. They left us at the gate and disappeared into the house.

Exercise 527. Express the condition without which the action will not take place.

Example: *I'll go to the Congo. But I should see you. →
→ I'll not go to the Congo **without seeing** you.*

1. Ann will speak English well. But she should improve her pronunciation.
2. Mike will enter the Institute. But he should pass his entrance examinations with excellent marks.
3. The flowers grow well. But they are watered every day.
4. Bill will make a good report on international situation. But he should speak on the latest news.
5. Maureen will enlarge her vocabulary. But she should read books in the original.
6. Kate will make good progress. But she should enlarge her vocabulary.
7. They will find that document. But they should ask the secretary about it.
8. My parents will catch the train. But they should take a taxi.
9. I know your guardian throws your letters into the wastebasket. But he reads them.

Exercise 528. Confirm the statements using two negatives in the sentence which cancel each other out.

Sample Exchange:

- *Nick went away saying good-bye.*
- *I know he **wouldn't** go away **without** saying good-bye.*

1. Nora throws a party on the occasion of her birthday and invites her bosom friends.
2. My room-mate will catch up with the group if she works at English regularly.
3. She drove the car and obeyed all posted speed limits.
4. The students must read the novel in English using the method-guide.
5. Ann will pass her final exams successfully if she prepares for them well.
6. He always gives in his papers after checking them up properly.
7. When my sister reads books she always takes notes of some interesting facts.
8. When he came to his native village he always visited his teacher.
9. You will recover soon by taking this mixture.

10. Do morning exercises and you will feel fit and healthy.

Exercise 529. Express the cause of the fact, using the phrase ‘for; through; for fear of; because of; owing to + Ving.

Example: *George was punished. He was late for classes yesterday. He overslept.* →

→ *George was punished **for being late** for classes yesterday.*

1. George was late for classes yesterday. He overslept.
2. George overslept. He forgot to set his alarm clock.
3. George didn't set his alarm clock. It always disturbed his wife.
4. My uncle knows much about the flora of Siberia. He traveled a lot.
5. The girls didn't notice the time pass. They talked much in the train.
6. I dropped my spectacles in the bus and broke them.
7. Mr Black is a bad driver. He has so many accidents.
8. George learns languages so easily. He has a very good ear for them.
9. The man was imprisoned. He stole a car.

Exercise 530. Confirm the following statements using the Gerund as adverbial modifier of concession. Express regret for the fact.

Sample Exchange 1:

- *Ann got up early but she missed the train.*
- *Alas! **In spite of getting up** early, unfortunately she missed the train.*

1. He worked hard but he failed in the exam.
2. He read the rule a few times but didn't understand it.
3. Mr. Black took part in the conference but didn't deliver his report.
4. The dean saw me but told me nothing about the meeting.
5. Jimmy is rather clever but cannot settle the problem on the whole.
6. I'm free now but I cannot help you peel the potatoes.

Sample Exchange 2:

- *I have read a few books on the subject. I have very little information on it.*
- *I know, **in spite of having read** a few books on the subject, unfortunately, you have very little information on it.*

1. Sue has caught up with the group. Yet she has many things to do.
2. Nick has passed all the exams. Yet he is not enrolled to the Institute.
3. I have promised to stop smoking. Yet I still smoke.
4. Nick has told his friend what to do. Yet he's not sure whether she will be a success.
5. Sam consulted the doctor. Yet he is still unwell.

6. Nan had been waiting for the teacher for a long time. Yet she didn't meet him.

Exercise 531. Express your readiness to do an action. Use 'to be on the point of + V_{ing}'.

Sample Exchange:

- *What about seeing the new western?*
- *I was **on the point of inviting** you to the cinema. I've got an extra ticket.*

1. What about going for a stroll in the park?
2. Have you packed your things up yet?
3. Do you think it's high time we had dinner?
4. Why don't you have your hair done?
5. Why not have a swim in the river?
6. Have you left everything to the last minute again?
7. Don't forget to turn off the gas before leaving.
8. We plan a picnic for the weekend.
9. Your shoes want mending.
10. What are you doing?

Exercise 532. Supply the Gerund or the Infinitive in the place of the verb in brackets according to the meaning of the sentence.

1. If I pick up a gun, what do you think I mean (do)?
2. What do they hate (do)?
3. At the end of a concert, what does the orchestra stop (do)?
4. I had been writing for several hours. So I stopped (have) a rest and went out into the street.
5. I put my gold-pen in my breast pocket when I stopped (write).
6. Some of the children were so adventurous that I was anxious (lose) them.
7. Many of them were anxious (get) jobs in the city.
8. After David married, he stopped (live) with his parents.
9. Did you really need (tell) him all the details?
10. Your watch needs (repair). It is slow.
11. Does your room need (do)? I certainly need (do) mine.
12. My shoes want (clean).
13. Where is the shoe polish? I want (clean) my shoes.
14. Just try (be) more industrious. It will do a lot of goods.

Exercise 533. Express the same idea by using Participle I instead of the Gerund.

Pattern: *Ann spent the whole afternoon in **sweeping and cleaning** the room.* →
→ *Ann spent the whole afternoon **sweeping and cleaning** the room.*

1. John spent half an hour **in writing** a letter to his friend.
2. They wasted a lot of time **in scolding** each other.
3. In spite of being very busy he spent much time **in going** sightseeing in the city.
4. The girl could not waste much time **in dreaming** of going to the seaside.
5. When Mum was at hospital Ally spent a lot of time **in working** about the house.
6. Doreen spent her time **in reading** up for her examinations.
7. The boy spent the time **in waiting** for his mother's arrival.
8. The man spent half a day in the British Museum **in reading** 'premonitory symptoms' of the diseases.
9. He spent some time **in trying** to examine himself.
10. I've spent an hour and a half **in looking** for you.

Exercise 534. Emphasize the doer of the action by using the half-gerundial construction if possible.

Pattern: *It's no good your **hating** it.* →
 → *It is no good **you** **hating** it.*

1. The only way out will be his taking the job.
2. I don't mind your sitting here in the sun at all.
3. I was afraid of his having an accident.
4. I remember your saying that.
5. Your doing nothing won't help anybody.
6. I don't approve of your staying out late.
7. I'm annoyed about John's forgetting to pay.
8. I've enjoyed our talking about old times.
9. He denies Mary's knowing anything about their plans.
10. My Granny's taking medicines too often is the real cause for her illness.
11. Do you mind my having a day off?
12. It's not so much use my buying salmon if you don't like fish.

Exercise 535. Take my advice but say what you should do first of all to succeed in it. Use the gerundial construction as Complex Predicative.

Sample Exchange:

- *You should get over your fear of dogs.*
- *The only way to it is **my buying** a dog for myself.*

1. – You should go in for sports.
 - The hard job is ...
2. – You should improve your pronunciation.
 - The only way out will be ...
3. – You should study the problem thoroughly.
 - The important part is ...

4. - You are much of a smoker. It's high time you gave up smoking.
- The first thing is ...
5. - You'd better not talk a lot over the phone.
- The hard job is ...
6. - You'd better eat less sweets.
- The only way out is ...
7. - You always object to going to the country. I think it will do you a lot of good to spend
a day or two in the forest.
- It goes without saying, but the most important thing is...
8. - You may lose all your teeth. You should consult the dentist immediately.
I absolutely agree. The only way out is...

6.1 Revision

Exercise 536. Use the bare infinitive or the to-infinitive where necessary.

1. I'd like ... dance.
2. She made me ... repeat my words several times.
3. I saw him ... enter the room.
4. She did not let her mother ... go away.
5. Do you like ... listen to good music?
6. Would you like ... listen to good music?
7. That funny scene made me ... laugh.
8. I like ... play the guitar.
9. My brother can ... speak French.
10. We had ... put on our overcoats because it was cold.
11. They wanted ... cross the river.
12. It is high time for you ... go to bed.
13. May I... use your telephone?
14. They heard the girl ... cry out with joy.
15. I would rather ... stay at home today.
16. He did not want ...play in the yard any more.
17. Would you like ... go to England?
18. You look tired. You had better ... go home.
19. I wanted ... speak to Nick, but could not ... find his telephone number.
20. It is time ... get up.
21. Let me ... help you with your homework.
22. I was planning ... do a lot of things yesterday.
23. I'd like ... speak to you.
24. I think I shall be able ... solve this problem.
25. What makes you ... think you are right?
26. I shall do all I can ... help you.
27. I like ... dance.

Exercise 537. Paraphrase the following clauses so as to use the Infinitive Constructions.

- **E.g.** The boy had many toys **which he could play with.**
The boy had many toys **to play with.**

1. Here is something **which will warm you up.**
2. Here is a new brush **which you will clean your teeth with.**
3. Here are some more facts **which will prove that your theory is correct.**
4. Here is something **which you can rub on your hands.** It will soften them.
5. Here are some screws **with which you can fasten the shelves to the wall.**
6. Here are some tablets **which will relieve your headache.**
7. Here are some articles **which must be translated for tomorrow.**
8. Who has a pen or a pencil to spare? I need something I could write with.
9. I have brought you a book **which you can read now,** but be sure and return it by Saturday.
10. Soon we found that there was another complicated problem **that we were to consider.**
11. The girl was quite young when both her parents died and she remained alone with two younger brothers **whom she had to take care of.**
12. I have no books **which I can read.**
13. Is there anybody **who will help you with your spelling?**
14. Don't forget that she has a baby **which she must take care of.**
15. Have you got nothing **that you want to say on this subject?**
16. There was nothing **that he could do except go home.**
17. I have only a few minutes **in which I can explain these words to you.**
18. I have an examination **which I must take soon,** so I can't go to the theatre with you.
19. King Lear decided to have a hundred knights **who would serve him** after he had divided up his kingdom.

Exercise 538. Paraphrase the following clauses so as to use the Infinitive Constructions.

- **E.g.** He is so old **that he cannot skate.**
He is **too old to skate.**

1. She has got so fat **that she cannot wear this dress now.**
2. The accident was so terrible **that I don't want to talk about it.**
3. They were so empty-headed **that they could not learn a single thing.**
4. The window was so dirty **that they could not see through it.**
5. She was so foolish **that she could not understand my explanation.**
6. I have very little wool: **it won't make a sweater.**
7. The problem is so difficult **that it is impossible to solve it.**
8. The box is so heavy **that nobody can carry it.**
9. The baby is so little **that it cannot walk.**
10. He is so weak **that he cannot lift this weight.**
11. She is so busy **that she cannot talk with you.**
12. She was so inattentive **that she did not notice the mistake.**
13. The rule was so difficult **that they did not understand it.**
14. He was so stupid **that he did not see the joke.**

Memorize the following set expressions with the Infinitive:

to cut a long story short — коротше кажучи
to tell (you) the truth — сказати (вам) по правді
to say nothing of — не кажучи вже про
to put it mildly — м'яко кажучи
to say the least of it — щонайменше
to begin with — почнемо з того що

Memorize the following sentences.

The book leaves much to be desired. — Книга залишає бажати кращого.

He is difficult to deal with. — З ним важко мати справу.

He is hard to please. — Йому важко догодити.

She is pleasant to look at. — На неї приємно дивитись.

Exercise 539. Translate the following into English using the set expressions with the Infinitive.

1. Спершу вона відкрила всі вікна.
2. З моїм сусідом важко мати справу.
3. По правді кажучи, я дуже втомився.
4. Його поведінка залишає бажати кращого.
5. М'яко виражаючись, ви мене здивували.
6. На цих дітей приємно подивитися.
7. Коротше кажучи, вони одружилися.
8. Сама відома книга Джерома — "Трое в човні, не рахуючи собаки"
9. Вам важко догодити.
10. Щонайменше, ми були здивовані.
11. М'яко виражаючись, вона була невічлива.
12. Ваша робота залишає бажати кращого.
13. Сказати по правді, я не люблю бокс.
14. Вашій сестрі важко догодити.
15. Почнемо з того, що я був зайнятий.
16. На нього було приємно дивитися.
17. Коротше кажучи, він не здав іспит.
18. Ми всі були раді, не говорячи вже про маму: вона сказала, що це найщасливіший день в її житті.
19. Твій твір залишає бажати кращого.
20. Це дуже дивно, щонайменше.

Зверніть увагу на відсутність союзу "щоб" перед інфінітивом в ролі обставини мети:

To **get** this book, you
must go to the library,

Щоб отримати цю книгу,
ви повинні піти до бібліотеки.

Memorize the following sentences:

I have nothing to read.

Мені нічого читати.

She has nobody to speak with.

Їй ні з ким поговорити.

What is to be done?

Що робити?

Who is to blame?

Хто винен?

I am not to blame.

Я не винен.

To see is to believe.	Бачити значить вірити.
He was the first (last) to come.	Він прийшов першим (останнім)
It is out of the question to go there.	Не може бути і мови про те, щоб іти туди.

Exercise 540. Translate the following into English using the set expressions with the Infinitive.

1. Сказати по правді, мені це не подобається.
2. Їм було нічого їсти.
8. Хто винний?
4. Коротше кажучи, він не зробив урок.
5. В нашій сім'ї мама завжди встає перша.
6. На неї приємно дивитися.
7. Щоб перекласти цю статтю, ви повинні скористатися словником.
8. Мені нікуди їхати влітку.
9. Про те, щоб купатися в цій річці, не могло бути і мови.
10. Йому було ні з ким обговорити цю проблему.
11. Вчора Катя прийшла в школу останньою.
12. Щоб отримати хорошу оцінку, ви повинні наполегливо попрацювати.
13. З нею важко мати справу.
14. Що робити?
16. Почнемо з того, що він хворий.
16. Щоб читати Діккенса в оригіналі, ви повинні добре знати мову.
17. М'яко виражаючись, він не має рації.
18. Вона не була винувата.
19. Дитині ні з ким гратися.
20. Бачити значить вірити.
21. Щоб встигнути на цей потяг, ви повинні поквапитися.
22. Не може бути і мови про купівлю машини цього року.
23. Книга залишає бажати кращого.

**Compare the use of
the Active Infinitive and the Passive Infinitive
to write — to be written**

I am glad **to help** you — радий допомогти (радий, що я *допомагаю*)
 I am glad **to be helped** — радий, що *мені допомагають*

Exercise 541. Translate into Ukrainian paying attention to the use of the Active Infinitive and the Passive Infinitive.

1. To play chess was his greatest pleasure.
2. The child did not like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. Nature has many secrets to be discovered yet.
8. To improve your phonetics you should record yourself and analyse your speech.
7. This is the book to be read during the summer holidays.
8. To be instructed by such a good specialist was a great advantage.
9. He is very forgetful, but he doesn't like to be reminded of his duties.

Exercise 542. Translate into Ukrainian paying attention to the use of the Perfect Infinitive.

1. The child was happy to have been brought home.
2. Jane remembered to have been told a lot about Mr. Rochester.
3. The children were delighted to have been brought to the circus.
4. I am sorry to have spoilt your mood.
5. Maggie was very sorry to have forgotten to feed the rabbits.
6. I am awfully glad to have met you.
7. Sorry to have placed you in this disagreeable situation.
8. I am very happy to have had the pleasure of making your acquaintance.
9. I am sorry to have kept you waiting.
10. Clyde was awfully glad to have renewed his acquaintance with Sondra.
11. Sorry not to have noticed you.
12. I am sorry to have added some more trouble by what I have told you.
13. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company.
14. I remembered to have been moved by the scene I witnessed.

Що значать ці форми? Розгляньте речення, що ілюструють значення різних форм інфінітива			
чому я радий?			
Active	<i>Indefinite (Simple)</i>	I am glad to <i>speak</i> with you	радий поговорити з вами (завжди радію, коли говорю)
	<i>Continuous</i>	I am glad to <i>be speaking</i> with you	радий, що зараз розмовляю
	<i>Perfect</i>	I am glad to <i>have spoken</i> with you	радий, що поговорив
	<i>Perfect Continuous</i>	I am glad to <i>have been speaking</i> with you	радий, що вже давно (весь цей час) розмовляю
Passive	<i>Indefinite (Simple)</i>	I am (always) glad to <i>be told</i> the news	завжди радий, коли мені розказують новини
	<i>Perfect</i>	I am glad to <i>have been told</i> the news	радий, що мені розказали

Exercise 543. Paraphrase the following clauses so as to use the Infinitive Constructions.

- E.g. He is sorry **that he has said it**.
He is sorry **to have said it**.
1. It is certain **that it will rain** if you don't take your umbrella.
 2. Don't promise **that you will do it**, if you are not sure that you can.
 3. He was happy **that he was praised by everybody**.
 4. He was very proud **that he had helped his elder brother**.
 5. She was sorry **that she had missed the beginning of the concert**.
 6. I am glad **that I see all my friends here**.
 7. I was afraid **of going past that place alone**.
 8. My sister will be thrilled **when she is wearing a dress as lovely as that**.
 9. We must wait **till we hear the examination results**.
 10. She is happy **that she has found such a nice place to live in**.
 11. I should be delighted **if I could join you**.
 12. He hopes **that he will know everything by tomorrow**.

Exercise 544. Use the required forms of the Infinitives in brackets.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. We expect (to be) back in two days.
6. He expected (to help) by the teacher.
7. The children seem (to play) since morning.
8. I am glad (to do) all the homework yesterday.
9. She seems (to work) at this problem ever since she came here.
10. I am sorry (to break) your pen.
11. I want (to take) you to the concert.
12. I want (to take) to the concert by my father.
13. She hoped (to help) her friends.
14. She hoped (to help) by her friends.
15. I hope (to see) you soon.

Exercise 545. Use the required forms of the Infinitives in brackets.

1. They seemed (to quarrel): I could hear angry voices from behind the door.
2. They are supposed (to work) at the problem for the last two months.
3. The only sound (to hear) was the snoring of grandfather in the bedroom.
4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall.
5. They seemed (to wait) for ages.
6. I hate (to bother) you, but the students are still waiting (to give) books for their work.
7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about.
8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
10. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
11. He seems (to know) French very well: he is said (to spend) his youth in Paris.
12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city.
13. The woman pretended (to read) and (not to hear) the bell.
14. You seem (to look) for trouble.
15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

Exercise 546. Translate into English. Use the required forms of the Infinitive.

1. Я радий, що розказав вам цю історію.
2. Я радий, що мені розказали цю історію.
3. Я хочу познайомити вас з цією артисткою.
4. Я хочу, щоб мене познайомили з цією артисткою.
5. Я радий, що зустрів її на станції.
6. Я радий, що мене зустріли на станції.
7. Ми дуже щасливі, що запросили його на вечір.

8. Ми дуже щасливі, що нас запросили на вечір.
9. Він буде щасливий відвідати цю знамениту картинну галерею.
10. Він був щасливий, що відвідав цю знамениту картинну галерею.
11. Діти люблять, коли їм розказують казки.
12. Я не припускав зупинятися на цій станції.
13. Я не чекав, що мене зупинять.
14. Я жалкую, що заподіяв вам стільки турбот.
15. Він не зносить, коли йому брешуть.
16. Я пригадав, що вже зустрічав це слово в якійсь книзі.
17. Мені дуже шкода, що я пропустив цю цікаву лекцію.
18. Вона щаслива, що чула концерт відомого італійського диригента.
19. Вона рада, що була присутня на лекції.
20. Він дуже задоволений, що закінчив свою книгу.
21. Наші спортсмени гордяться тим, що виграли кубок.
22. Я тільки хочу, щоб мені дозволили допомогти вам.
23. Я був вдячний, що мені дали кімнату з великим вікном.
24. Він був щасливий, що повернувся додому.
25. Він був щасливий, що знову удома.
26. Я жалкую, що перервав вас.
27. Я жалкую, що не застала вас удома.
28. Джейн була щаслива, що виїжджає від місіс Рід.
29. Рочестер був радий познайомитися з Джейн.
30. Рочестер був радий, що познайомився з Джейн.

6.2 Revision

Exercise 547. Translate into Ukrainian paying attention to the form of the Participle..

1. Everybody looked at the dancing girl.
2. The little plump woman standing at the window is my grandmother.
3. The man playing the piano is Kate's uncle.
4. Entering the room, she turned on the light.
5. Coming to the theatre, she saw that the performance had already begun.
6. Looking out of the window, he saw his mother watering the flowers.
7. Hearing the sounds of music, we stopped talking.
8. She went into the room, leaving the door open.
9. Working at his desk, he listened to a new CD.
10. Running into the road, the young man stopped a taxi.
11. Looking through the newspaper, she noticed a photograph of her boss.
12. Using chemicals, the firemen soon put out the fire in the forest.

Exercise 548. Paraphrase the following clauses so as to use the Participial Constructions.

1. All the **people who live in this house** are students.
2. The woman **who is speaking now** is our secretary.
3. The apparatus **that stands on the table in the corner of the laboratory** is quite new.
4. The young man **who helps the professor in his experiments** studies at an evening school for laboratory workers.

5. People **who take books from the library** must return them in time.
6. There are many pupils in our class **who take part in all kinds of extracurricular activities**.

Exercise 549. Paraphrase the following clauses so as to use the Infinitive Constructions.

1. **As he now felt more at ease**, the man spoke in a louder voice.
2. **Since he knew who the man was**, Robert was very pleased to have the chance of talking to him.
3. **As he thought that it was his brother at the window**, Steve decided to open it.
4. **As the people were afraid of falling into a ditch in the darkness at any moment**, they felt their way about very carefully.
5. **Since he needed a shelter for the night**, Peter decided to go to the neighbours' house.

Exercise 550. Paraphrase the following clauses so as to use the Infinitive Constructions. (Do not omit 'When')

1. You must have much practice **when you are learning to speak a foreign language**.
2. **When you speak English**, pay attention to the order of words.
3. **When you are copying English texts**, pay attention to the articles.
4. **When you begin to work with the dictionary**, don't forget my instructions.
5. Be careful **when you are crossing a street**.
6. **When you are leaving the room**, don't forget to switch off the light.
7. **When they were travelling in Central Africa**, the explorers met many wild animals.

Past Participle = Participle II
3rd form of the Verb

broken — зламаний, розбитий
written — написаний
eaten — з'їдений

Exercise 551. Translate into Ukrainian paying attention to the use of the Past Participle.

1. She put a plate of fried fish in front of me.
2. The coat bought last year is too small for me now.
3. Nobody saw the things kept in that box.
4. My sister likes boiled eggs.
5. We stopped before a shut door.
6. Tied to the tree, the goat could not run away.
7. They saw overturned tables and chairs and pieces of broken glass all over the room.
8. This is a church built many years ago.
9. The books written by Dickens give us a realistic picture of the 19th century England.

Exercise 552. Translate into Ukrainian paying attention to the use of the Participle I and Participle II.

1. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post office sending telegrams.
c) When sending the telegram she forgot to write her name.
2. a) Some of the questions put to the lecturer yesterday were very important.
b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket she broke one of them.
3. a) A fish taken out of the water cannot live.
b) A person taking a sunbath must be very careful.
c) Taking a dictionary, he began to translate the text.
4. a) A line seen through this crystal looks double.
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
5. a) The word said by the student was not correct.
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
c) Standing at the window, she was waving her hand.
6. a) A word spoken in time may have very important results.
b) The students speaking good English must help their classmates.
c) The speaking doll interested the child very much.
d) While speaking to Nick some days ago I forgot to ask him about his sister.

Exercise 553. Use the required form of the Participle. Choose between the ones given in brackets.

1. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
2. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
5. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.
6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?
16. The book (writing, written) by this scientist is very interesting.
17. Translate the words (writing, written) on the blackboard.

18. We could not see the sun (covering, covered) by dark clouds.
19. The (losing, lost) book was found at last.
20. (Going, gone) along the street, I met Mary and Ann.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

Exercise 554. Use the Present Participle or the Perfect Participle of the verbs in brackets.

1. (to live) in the south of our country, he cannot enjoy the beauty of St. Petersburg's White Nights in summer.
2. (to talk) to her neighbour in the street, she did not notice how a thief stole her money.
3. (to read) the story, she closed the book and put it on the shelf.
4. (to buy) some juice and cakes, we went home.
5. (to sit) near the fire, he felt very warm.
6. (to do) his homework, he was thinking hard.
7. (to do) his homework, he went for a walk.
8. (to sell) fruit, he looked back from time to time, hoping to see his friends.
9. (to sell) all the fruit, he went to see his friends.
10. (to eat) all the potatoes, she drank a cup of tea.
11. (to drink) tea, she scalded her lips.
12. (to run) in the yard, I fell and hurt my knee.
13. (to look) through some magazines, I came across an interesting article about UFOs.
14. (to write) out and (to learn) all the new words, he was able to translate the text easily.

Exercise 555. Translate into Ukrainian paying attention to the use of various forms of the Participle.

1. Being very ill, she could not go to school.
2. The first rays of the rising sun lit up the top of the hill.
3. The tree struck by lightning was all black and leafless.
4. Being busy, he postponed his trip.
5. The door bolted on the inside could not be opened.
6. Having been shown the wrong direction, the travellers soon lost their way.
7. The room facing the garden is much more comfortable than this one.
8. Having descended the mountain they heard a man calling for help.
9. Flushed and excited, the boy came running to his mother.
10. He stood watching the people who were coming down the street shouting and waving their hands.
11. The boy lay sleeping when the doctor came.
12. The broken arm was examined by the doctor.
13. While being examined, the boy could not help crying.
14. Having prescribed the medicine, the doctor went away.
15. The medicine prescribed by the doctor was bitter.
16. The dress bought at the department store was very beautiful.
17. While using a needle you should be careful not to prick your finger.
18. While crossing the street one should first look to the left and then to the right.
19. People watching a performance are called an audience.

Exercise 556. Translate the following into English. Mind the use of various forms of the Participle.

Той, що приносить, принесений, приносячи, принісши, той, що перекладає, перекладений, перекладаючи, переклавши, даючи, написавши, той, що читає, той, що бере, даний, прочитавши, зроблений, той, що п'є, сказаний, будучи втраченим, намалювавши, той, що написав, роблячи, узятий, узявши, малюючи, випитий, зробивши, йдучи, той, що пише, прочитаний, давши, той, що малює, робить, намальований, випивши, той, що говорить, беручи, написаний, читаючи, той, що йде, той, що дає, сказавши, сидячий, подивившись, будучи забутим, той, що буде, будеється, граючи, погикавши, розказаний, той, що розказав, бачивши, той, що приніс, будучи принесеним, побудований, продавши.

Exercise 557. Substitute Participles for Finite Forms of the Verbs where it seems appropriate. Make other necessary changes.

1. When he was running across the yard, he fell.
2. When I was going home yesterday, I kept thinking about my friend.
3. He put on his coat, went out and looked at the cars which were passing by.
4. She closed the book, put it aside and looked at the children who were running about in the yard.
5. As the book was translated into Russian, it could be read by everybody.
6. As we were given dictionaries, we managed to translate the article easily.
7. As soon as I have done my homework, I shall go for a walk.
8. As soon as I have bought the book, I shall begin reading it.

Exercise 558. Use the required forms of the Participle for the verbs in brackets

1. (to phone) the agency, he left (to say) he would be back in two hours.
2. (to write) in very bad handwriting, the letter was difficult to read.
3. (to write) his first book, he could not help worrying about the reaction of the critics.
4. (to spend) twenty years abroad, he was happy to be coming home.
5. (to be) so far away from home, he still felt himself part of the family.
6. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present.
7. (not to wish) to discuss that difficult and painful problem, he changed the conversation.
8. (to translate) by a good specialist, the story preserved all the sparkling humour of the original.
9. (to approve) by the critics, the young author's story was accepted by a thick magazine.
10. (to wait) for some time in the hall, he was invited into the drawing room.
11. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
12. They reached the oasis at last, (to walk) across the endless desert the whole day.
13. (to lie) down on the soft couch, the exhausted child fell asleep at once.
14. She went to work, (to leave) the child with the nurse.

Exercise 559. Paraphrase the following clauses so as to use the Participial Constructions. Make other necessary changes .

1. When he had left the house and was crossing the street, he suddenly stopped as he remembered that he had forgotten to phone his friend.
2. He looked at me and hesitated: **he did not know what to say.**

3. **As he had long lived in those parts and knew the place very well**, he easily found his way to the marketplace.
4. He has no language problems, **because he has been studying English for a long time**.
5. **After I had written this exercise**, I began to doubt whether it was correct.
6. Take care **when you cross the street**.
7. Students should always be attentive **while they are listening to the lecturer**.
8. There are many students **who study music**.
9. Don't you feel tired **after you have walked so much**?
10. **When he arrived at the railway station**, he bought a ticket, walked to the platform and boarded the train.
11. **As he was promised help**, he felt quieter.
12. **After he was shown in**, he was told to take off his coat and wait for a while.
13. Robinson **started the building of the house at once** and finished it before the season of rains set in.
14. He **poured out a cup of coffee**, sat down in an armchair and looked at the woman who was sitting opposite him.

Exercise 560. Translate the following sentences into English. Use of the required forms of the Participle.

1. Артистка, що розказує дітям казки по радіо, знаменита на всю країну.
2. Дитина завжди з цікавістю слухає казки, розказувані нянею.
3. Розказуючи дітям казки, вона говорить різними голосами, імітуючи героїв казок.
4. Казка, розказана нянею, справила на дитину велике враження.
5. Розказавши дитині казку, вона побажала йому на добраніч.
6. Моя бабуся, що розказала мені цю казку, живе в маленькому будиночку на березі озера.

Exercise 561. Translate the following sentences into English. Use of the required forms of the Participle.

1. Хлопчик, що біг повз будинок, раптом зупинився.
2. Будучи дуже зайнятим, він не відразу почув мене.
3. Почувши кроки, він підняв голову.
4. Випивши чашку чаю, вона відчула себе краще.
5. Граючись в саду, діти не помітили, що було темно.
6. Підійшовши до дверей, він відкрив їх.
7. Том підійшов до дівчинки, що сміялася.
8. Він поклав на стіл зім'ятий лист.
9. Дівчинка, що плакала, була голодна.
10. Бабуся дивилася на дітей, що грають у дворі.
11. Вона любить дивитися на дітей, що граються.
12. Зробивши уроки, діти пішли гуляти.
13. Лежачи на дивані, він читав книгу.
14. Принісши свої іграшки в кімнату, дитина почала гратися.
15. Прочитавши багато книг Діккенса, він добре знав цього письменника.

Exercise 562. Translate into Ukrainian concentrating on the use of the Nominative Absolute Participle Construction.

1. You can set your 'mind at ease, **all being well**.
2. **There being no chance of escape**, the thief was arrested on the spot.
3. Oliver knocked weakly at the door and, **all his strength failing him**, sank near the door.
4. **The bridge having been swept away by the flood**, the train was late.
5. **There being little time left**, they hired a cab to get to the theatre in time.
6. **It being cold and damp**, a fire was lighted for the weary travellers to warm themselves by.
7. **It being pretty late**, they decided to postpone their visit.
8. **The hour being late**, she hastened home.
9. **The sun having set an hour before**, it was getting darker.
10. **The weather being cold**, he put on his overcoat.
11. **The weather having changed**, we decided to stay where we were.
12. **The weather being very warm**, the closet window was left open.
13. **And the wind having dropped**, they set out to walk.
14. **The vessel being pretty deep in the water and the weather being calm**, there was but little motion.
15. **The resistance being very high**, the current in the circuit was very low.
16. **This material being a dielectric**, no current can flow through it.
17. The next morning, **it being Sunday**, they all went to church.
18. For the moment the shop was empty, **the mechanic having disappeared into a room at the back**.
19. **There being nothing else on the table**, Oliver replied that he wasn't hungry.
20. **Mrs. Maylie being tired**, they returned more slowly home.
21. **Their search revealing nothing**, Clyde and she walked to a corner.
22. **The wind being favourable**, our yacht will reach the island in no time.
23. I had long tasks every day to do with Mr. Mell, but I did them, **there being no Mr. and Miss Murdstone here**.
24. **It being now pretty late**, we took our candles and went upstairs.
25. **He being no more heard of**, it was natural to forget everything.
26. He started about five, **Riggs having informed him** that the way would take him three hours.
27. **Our horses being weary**, it was agreed that we should come to a halt.
28. **It having been decided** that they should not go but on account of the weather, the members of the party were busy rewriting their notes.
29. **The wind stirring among trees and bushes**, we could hear nothing.

Exercise 563. Translate into Ukrainian concentrating on the use of the Nominative Absolute Participle Construction.

1. **The treaty having been signed**, trade was at once resumed.
2. About eleven o'clock, **the snow having thawed, and the day being finer and a little warmer than the previous one**, he went out again.
3. **Dinner being over**, we assembled in the drawing room.
4. **The fifth of June arriving**, they departed.
5. **His directions to the porter finished**, he came up to his niece.
6. **This being understood**, the conference was over.
7. **The constraint caused by the old man's presence having worn off a little**, the

conversation became more lively.

8. **This done, and Sikes having satisfied his appetite**, the two men lay down on chairs for a short nap.

9. **The concert being over**, the lottery came next.

10. **Dinner being over**, the old lady asked Barbara to come and sit on the sofa near her.

11. Then, **the house search proving** that she was not there, Asa went outside to look up and down the street.

12. **All the necessary preparations having been made with utmost secrecy**, the army launched an attack.

13. **The cathode heated**, the electrons leave the surface and move to the anode.

14. **Electrons moving through a wire**, electrical energy is generated.

Exercise 564. Translate into Ukrainian concentrating on the use of the Nominative Absolute Participle Construction.

1. Then they heard the noise of the plane, **its shadow passing over the open glade**.

2. She remembered him talking, **his glasses magnifying his round blue eyes**.

3. She sat staring into the fire, **the sock forgotten on her knee**.

4. He heard the bathers coming up the sandy road, **their voices ringing through the quiet**.

5. They continued their way, **the boy sobbing quietly**, the man ashamed.

6. They went down the stairs together, **Aileen lingering behind a little**.

7. He lifted the lid and kept it in his hand while she was drinking, **both standing**.

8. She danced light as a feather, **eyes shining, feet flying, her body bent a little forward**.

9. We walked very slowly home, **Agnes and I admiring the moonlight**, and Mr. Wickfield scarcely rising his eyes from the ground.

10. They walked quickly through street after street, **the Dodger leading and Oliver at his heels**. 11. He was standing there silent, **a bitter smile curling his lips**.

12. The dog sat close to the table, **his tail pimpling now and again upon the floor, his eyes fixed expectantly on his master**.

13. The electrons move with varying velocities, **their velocity depending on the temperature and nature of the material**.

14. Any moving object can do work, **the quantity of kinetic energy depending on its mass and velocity**.

15. Radio was invented in Russia, **its inventor being the Russian scientist A. S. Popov**.

Exercise 565. Translate into Ukrainian concentrating on the use of the Nominative Absolute Participle Construction.

1. She stood listlessly, **her head dropping upon her breast**.

2. She rose from the bed and removed her coat and stood motionless, **her head bent, her lids clasped before her**.

3. Pale-lipped, **his heart beating fast**, Andrew followed the secretary.

4. Jack sat silent, **his long legs stretched out**.

5. The speaker faced the audience, **his hand raised for silence**.

6. He sat down quickly, **his face buried in his hands**.

7. Clyde sat up, **his eyes fixed not on anything here but rather on the distant scene at the lake**.

8. She hurried along, **her heels crunching in the packed snow**.

Exercise 566. Translate into Ukrainian concentrating on the use of the Nominative Absolute Participle Construction.

1. Little Paul sat, **with his chin resting on his hand.**
2. He stood, **with his arms folded.**
3. Lanny stood looking at the lorry rolling away, **with his cheek burning and his fists clenched.**
4. She stood there, **with her brows frowning, her blue eyes looking before her.**
5. He leant a little forward over the table, **with his wrists resting upon it.**
6. And then came the final moment, **with the guards coming for him.**
7. He slowly and carefully spread the paper on the desk, **with Lowell closely watching.**
8. She was standing on the rock ready to dive, **with the green water below inviting her.**
9. Twenty minutes later he came out of number seven, pale, **with his lips tightly compressed and an odd expression on his face.**
10. Little Oliver Twist was lying on the ground, **with his shirt unbuttoned and his head thrown back.**
11. The girl wandered away, **with tears rolling down her cheeks.**
12. The moonlit road was empty, **with the cool wind blowing in their faces.**
13. She sat on the steps, **with her arms crossed upon her knees.**
14. Then, **with her heart beating fast,** she went up and rang the bell.

Exercise 567. Paraphrase the following sentences so as to use the Nominative Absolute Participle Construction.

1. **As our work was finished,** we went home.
2. **If the letter is posted today,** the news will reach them tomorrow.
3. **If mother permits us,** we shall go to the theatre.
4. **When the working day was over,** she went straight home.
5. **As a storm was arising,** the ship entered the harbour.
6. **When the packing had been done,** the girls left for the station.
7. **As the stop was a long one,** the girls got off the train.
8. **As the weather was perfect,** Lydia played tennis every day.
9. **As the last month was a very busy one,** he could not answer her friend's letter.
10. **If time permits,** we shall come a few days earlier.
11. **When the third bell had gone,** the curtain slowly rose.
12. **As the underground station was not far,** we walked there.
13. Bill could not sleep the whole night, **as there was something wrong with his eye.**
14. **As the rules were very strict,** the doorkeeper did not permit Bill to enter.
15. **As the front door was open,** she could see straight through the house.
16. Rip had no desire to work on his farm, **for it was to his mind the worst piece of land in the neighbourhood.**
17. They stood there; **the night wind was shaking the drying whispering leaves.**
18. **As the situation was urgent,** we had to go ahead.
19. **When the greetings were over,** Old Jolyon seated himself in a Bicker chair.
20. The town of Crewe is known to be one of the most busy junctions in England: **many railway lines pass through it.**
21. We set off; **the rain was still coming down heavily.**
22. **After a private sitting room had been engaged, bedrooms inspected and dinner ordered,** the party walked out to view the city.
23. Dinner was served on the terrace, **as it was very close in the room.**
24. Thoughtful, Andrew finished his omelette; **his eyes were all the time fixed upon the**

microscope.

25. **There was in fact nothing to wait for**, and we got down to work.
26. **The question was rather difficult to answer at once**, and I asked for permission to think it over.
27. He stood leaning against the wall, **his arms were folded**.
28. **There was very little time left**; we had to hurry.
29. Of an evening he read aloud; **his small son sat by his side**.
30. The new engines were safely delivered, **all of them were in good order**.
31. **Our efforts to start the car had failed**, and we spent the night in a nearby village.

Memorize the following sentence:

Time permitting, we shall go for a walk. Якщо час дозволить, ми підемо гуляти.

Translate into English concentrating on the use of the Nominative Absolute Participial Construction.

1. Оскільки залишалося ще півгодини до відходу потягу, ми вирішили повечеряти на вокзалі.
2. Якщо погода буде сприятливою, спортсмени можуть показати добрі результати.
3. Ми довго розмовляли: він задавав мені питання, а я охоче на них відповідав.
4. Якщо умови дозволять, я приїду до вас на літо.
5. Оскільки було дуже тепло, діти спали на відкритому повітрі.
6. Коли всі приготування були закінчені, ми відправилися в похід.
7. Корабель поволі плув уздовж берегів Білого моря; сотні птахів кружляли над ним.
8. Було дуже темно, оскільки на небі не було жодної зірочки.
9. Коли сонце сіло, туристи розвели багаття.
10. Оскільки було дуже пізно, збори були закриті.
11. Якщо погода дозволить, ми підемо на каток.
12. Оскільки все було готово, вона вирішила відпочити.
13. Оскільки було вже пізно, вони нікуди не пішли.
14. Оскільки погода була холодна, Джек заховав руки в кишені.
15. Оскільки швидко темніло, вона поспішила додому.
16. Коли сонце зайшло, відразу стало темно.
17. Оскільки наша розмова була закінчена, я пішов додому.
18. Коли лист був написаний, вона швидко побігла на пошту відправити його.

6.3 Revision

Exercise 568. Translate into Ukrainian. Pay attention to the form of the Gerund.

1. Repairing cars is his business.
2. It goes without saying.
3. Living in little stuffy rooms means breathing poisonous air.
4. Iron is found by digging in the earth.
5. There are two ways of getting sugar: one from beet and the other from sugarcane.
6. Jane Eyre was fond of reading.
7. Miss Trotwood was in the habit of asking Mr. Dick his opinion.
8. Have you finished writing?
9. Taking a cold shower in the morning is very useful.
10. I like skiing, but my sister prefers skating.

11. She likes sitting in the sun.
12. It looks like raining.
13. My watch wants repairing.
14. Thank you for coming.
15. I had no hope of getting an answer before the end of the month.
16. I had the pleasure of dancing with her the whole evening.
17. Let's go boating.
18. He talked without stopping.
19. Some people can walk all day without feeling tired.

Exercise 569. Translate into Ukrainian. Pay attention to the form of the Gerund.

- A. I'm really looking forward to going to New York.
 B. Are you? I'm not. I can't stand visiting noisy cities.
 A. But New York is wonderful. I love seeing the skyscrapers, the museums, the historical monuments, the Statue of Liberty...
 B. I hate visiting museums. I'm not looking forward to going at all.
 A. Oh, it's so exciting! I like listening to the sounds of New York — the traffic, the different languages...
 B. The noise! I can tell you, I hate visiting noisy cities!
 A. Oh, come on! It'll be fun. New York's a great big melting pot of people from all over the world. And the world capital is worth seeing. It's so interesting!
 B. That's what you think! And the city's so dirty, you know.
 A. You are right, it is dirty. But it is beautiful, too. The Big Apple is really worth visiting!

Exercise 570. Paraphrase the following clauses so as to use the Gerund as Prepositional Object.

- **E.g.** She thought **she would go to the country for the weekend.**
 She thought **of going to the country for the weekend.**
- 1. I thought **I would come and see you tomorrow.**
- 2. I am thinking **that I shall go out to the country tomorrow to see my mother.**
- 3. What do you think you will do tomorrow? — I don't know now; I thought **I would go to the zoo**, but the weather is so bad that probably I shan't go.
- 4. I hear there are some English books at our institute bookstall now. — So you are thinking **that you will buy some**, aren't you?
- 5. I thought **I would work in the library this evening**, but as you have come, I won't go to the library.

Exercise 571. Paraphrase the following clauses so as to use the Gerund as adverbial modifier of time.

- **E.g.** When **she had bought everything she needed**, she went home.
 After **buying everything she needed**, she went home.
- 1. After **she took the child to the kindergarten**, she went to the library to study for her examination.
- 2. When **he had made a thorough study of the subject**, he found that it was a great deal more important than he had thought at first.
- 3. After **I had hesitated some minutes** whether to buy the hat or not, I finally decided that I might find one I liked better in another shop.

4. When she had graduated from the university, she left St. Petersburg and went to teach in her hometown.

5. When he had proved that his theory was correct, he started studying ways and means of improving the conditions of work in very deep coalmines.

Що значать ці форми? Розгляньте речення, що ілюструють значення різних форм герундію.		
Що він любить?		
Indefinite (Simple)	Active	He likes <u>telling</u> fairy tales. розказувати
	Passive	He likes <u>being told</u> fairy tales. щоб йому розказували
Чим він пишається?		
Perfect	Active	He is proud <u>of having spoken</u> to this outstanding person. що поговорив
	Passive	He is proud <u>of having been spoken to</u> що з ним поговорили

Exercise 572. Translate into Ukrainian. Pay attention to the form of the Gerund.

1. She has always dreamt of living in a small house by the sea.
2. She disliked living in her old house.
3. She was thinking of buying a new one.
4. Now, she enjoys living in a beautiful new house.
5. She misses seeing the neighbours of course.
6. She enjoyed talking to them and didn't mind helping them usually.
7. She likes cooking and is very good at it.
8. But she doesn't like washing and ironing.
9. She hates getting up early, but she has to.
10. She doesn't mind working a lot, you know.
11. She enjoys driving an expensive car.
12. She has always dreamt of travelling round the world.
13. But she hates flying and she's never been overseas.
14. She has risen to be head of the company in spite of being a woman in a man's world.
15. She loves meeting people because she can't bear being alone.
16. She loves talking to the press and appearing on TV shows.
17. She enjoys being photographed because she thinks she's beautiful.
18. She hates being laughed at.
19. She likes being stared at because she thinks she's attractive.
20. But she hates being ignored.

Exercise 573. Translate into Ukrainian. Pay attention to the form of the Gerund.

1. I understand perfectly your wishing to start the work at once.
2. Everybody will discuss the event, there is no preventing it.
3. At last he broke the silence by inviting everybody to walk into the dining room.
4. On being told the news she turned pale.

5. The place is worth visiting.
6. Watching football matches may be exciting enough, but of course it is more exciting playing football.
7. She stopped coming to see us, and I wondered what had happened to her.
8. Can you remember having seen the man before?
9. She was terrified of having to speak to anybody, and even more, of being spoken to.
10. He was on the point of leaving the club, as the porter stopped him.
11. After being corrected by the teacher, the students' papers were returned to them.
12. I wondered at my mother's having allowed the tourney.

Memorize the following verbs and word combinations which are always followed by the Gerund:

to avoid	to excuse	to keep (on)
to burst out	to finish	to mind¹
cannot help	to forgive	to postpone
to deny	to give up	to put off
to enjoy	to go on	to stop

¹only in the negative and interrogative

Exercise 574. Translate into Ukrainian. Pay attention to the form of the Gerund.

1. He keeps insisting on my going to the south.
2. Oh please do stop laughing at him.
3. Do you mind my asking you a difficult question?
4. Would you find coming again in a day or two?
5. I don't mind wearing this dress.
6. She could not help smiling.
7. I cannot put off doing this translation.
8. Though David was tired, he went on walking in the direction of Dover.
9. I avoided speaking to them about that matter.
10. She burst out crying.
11. They burst out laughing.
12. She denied having been at home that evening.
13. He enjoyed talking of the pleasures of travelling.
14. Excuse my leaving you at such a moment.
15. Please forgive my interfering.
16. He gave up smoking a few years ago.
17. They went on talking.
18. Her husband used to smoke, but he stopped smoking two years ago. But it was too late.
19. Have you finished washing the dishes yet?
20. Don't be nervous! Stop biting your nails!
21. He postponed going to New York as he felt ill.

Exercise 575. Translate into English. Pay attention to the form of the Gerund.

1. Перестаньте розмовляти.
2. Ми закінчили роботу над цією проблемою.
3. Продовжуйте співати.
4. Ви не проти того, щоб відкрити вікно?

5. Він заперечував свою участь в злочині.
6. Я дуже люблю малювати.
7. Ми отримали задоволення від плавання.
8. Я не могла не погодитися з ним.
9. Він розсміявся.
10. Вона кинула палити.
11. Вона уникала зустрічі з ним.
12. Ми відкладемо обговорення доповіді.
13. Нарешті, вони перестали сміятися.
14. Вона заперечувала, що вкрала гроші.
15. Давайте відкладемо поїздку на дачу до наступної суботи.
16. Пробачте, що я загубив вашу ручку.
17. Коли вона скінчить писати твір?
18. Я не заперечую проти того, щоб залишитися удома і попрацювати над моїм перекладом.
19. Перестаньте тремтіти. Уникайте показувати цим людям, що ви їх боїтеся.
20. Я не можу не турбуватися про них: вони перестали писати.
21. Я не заперечую, що бачив їх того вечора.
22. Він не заперечував проти того, щоб його оглянули: він перестав прикидатися, що здоровий.
23. Він не може мене пробачити за те, що я порвав його сумку.
24. Вона заперечувала, що узяла мій годинник.
25. Хлопчик любить командувати своєю сестрою.
26. Будь ласка, пробачте, що у мене поганий почерк.
27. Чи не могли Ви дати мені книгу, коли закінчите її читати?
28. Її син намагався уникнути відповіді на її питання, оскільки йому було соромно, що він збрехав їй раніше.
29. Він не міг не думати, що його син вчинив велику помилку.
30. Пробачте мене, будь ласка, що я відкрила Ваш лист помилково.
31. Я перестала їсти м'ясо і щодня одержую задоволення від більш здорової їжі.

Memorize the following verbs and word combinations which are always followed by the Gerund:

to accuse of	to insist on
to agree to	to look forward to
to approve of	to object to
to be afraid of	to persist in
to congratulate on	to prevent from
to depend on	to succeed in
to dream of	to suspect of
to feel like	to thank for
to give up the idea of	to think of

Exercise 576. Translate into Ukrainian. Pay attention to the form of the Gerund.

1. My friend succeeded in translating this difficult text.
2. She suspected him of deceiving her.
3. The poor peasant thanked Robin Hood heartily for Shaving helped him.

4. He gave up the idea of ever Shearing from her.
5. We are looking forward to see-King you again.
6. He has always dreamt of visiting k other countries.
7. He persisted in trying to solve I that difficult problem.
8. The cold weather prevented the girls from going for long walks.
9. Jane thought of leaving Lowood after Miss Temple's marriage.
10. They accuse him of having robbed the house.
11. He never agreed to their going on that dangerous voyage.
12. He did not approve of her drinking so much coffee.
13. The teacher of mathematics did not approve of his pupils dreaming.
14. All the happiness of my life depends on your loving me.
15. I don't feel like seeing him.
16. I insist on being told the truth.
17. I object to his borrowing money from you.
18. I stretched out my hand to prevent her from falling.
19. He was afraid of waking her.
20. I'm looking forward to going on holiday.
21. She congratulated herself on having thought of such a good idea.

Exercise 577. Translate into English. Pay attention to the form of the Gerund.

1. Дякую вам, що ви прислали мені такі красиві квіти.
2. Його звинуватили в тому, що він продав важливі державні секрети.
3. Він заперечував, що продав їх.
4. Він наполягав на тому, що невинний.
5. Він боявся, що його посадять у в'язницю.
6. Шум в сусідній кімнаті заважав мені думати.
7. Я думаю про те, щоб поїхати на південь влітку.
8. Хлопчик заперечував, що його постійно лають і карають.
9. Я наполягаю на тому, щоб поговорити з ним.
10. Я з нетерпінням чекав зустрічі з братом.
11. Мені щось не хочеться сьогодні грати в лото.
12. Їй вдалося зробити дуже хороший переклад цього важкого тексту.

Exercise 578. Supply the required forms of the gerund for the words in brackets.

1. He was always ready for (to help) people.
2. He was very glad of (to help) in his difficulty.
3. On (to allow) to leave the room the children immediately ran out into the yard and began (to play).
4. In (to make) this experiment they came across some very interesting phenomena.
5. The results of the experiment must be checked and rechecked before (to publish).
6. David was tired of (to scold) all the time.
7. The watch requires (to repair).¹
8. The problem is not worth (to discuss).¹
9. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.
10. Why do you avoid (to speak) to me?
11. She tried to avoid (to speak) to.
12. The doctor insisted on (to send) the sick man to hospital.
13. The child insisted on (to send) home at once.

14. Do you mind him (to examine) by a heart specialist?
15. He showed no sign of (to recognize) me.
16. She showed no sign of (to surprise).
17. He had a strange habit of (to interfere) in other people's business.
18. I was angry at (to interrupt) every other moment.

¹ Note: **to want, to need, to deserve, to require** as well as the adjective **worth** are always followed by the *active gerund with the passive meaning*.

E.g. My watch needs repairing (not **being repaired!**).

Exercise 579. Supply the required forms of the gerund for the words in brackets.

1. The machine needs (to clean).
2. I am quite serious in (to say) that I don't want to go abroad.
3. He seemed sorry for (to be) inattentive to his child.
4. She confessed to (to forget) to send the letter.
5. The old man could not stand (to tell) what he should do.
6. Going to the party was no use: he had no talent for (to dance).
7. The Bronze Horseman is worth (to see).¹
8. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.
9. After thoroughly (to examine) by the examination commission, the student was given a satisfactory mark.
10. She accused him of (to steal) her purse.
11. She reproached me for (not to write) to her.
12. This job is not worth (to take).
13. After (to look) through and (to mark) the students' papers, the teacher handed them back.
14. After (to look) through and (to mark), the papers were handed back to the students.
15. These clothes want (to wash).¹
16. David was very glad of (to find) his aunt.
17. Excuse me for (to break) your beautiful vase.
18. You never mentioned (to be) to Greece.
19. She was proud of (to award) the cup of a champion.
20. I don't remember ever (to meet) your sister.
21. I don't remember (to ask) this question by anybody.
22. The cat was punished for (to break) the cup.
23. The cat was afraid of (to punish) and hid itself under the sofa.

Exercise 580. Supply the required forms of the gerund for the words in brackets.

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over.
2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They frightened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold).
3. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry).

4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.

Compare:

I don't mind opening the window.

I don't mind *his* opening the window.

She did not object to doing the room.

She did not object to my doing the room.

She insisted on being allowed to go home.

She insisted on *her son* being allowed to go home.

Exercise 581. Translate into Ukrainian, paying attention to the use of Nouns and Pronouns which precede the Gerund.

1. The mother was surprised at her daughter having tidied up the room so quickly.
2. My trying to convince him is of no use.
3. When asked why she had missed the train, she said something about her watch being slow.
4. She approached without my seeing her.
5. She stayed in town the whole summer because of her daughter being ill.
6. I had no idea of his leaving St. Petersburg so soon.
7. Aunt's coming here gives me much pleasure.
8. The librarian did not object to the reader keeping the book one day longer.
9. She said that she knew nothing about the door having been left open.

Exercise 582. Paraphrase the following clauses so as to use the Gerundial Constructions introduced by the Prepositions given in brackets.

1. **When they entered the house**, they heard the last bell ringing. (on)
2. Thank you **that you invited me to the theatre**. (for)
3. The woman insisted **that her husband should consult the doctor at once**. (on)
4. She could not even think **that the operation might be postponed**. (of)
5. There was little hope **that James would return on the same day**. (of)
6. The thought **that he had been turned away by the doorkeeper** made him feel miserable. (of)
7. The pleasant-faced middle-aged woman insisted **that Olga should come to her town to teach**. (on)
8. Helen suggested **that they should go on a trip**.
9. There is a possibility **that my father will join us for the trip**. (of)
10. The girls knew **that the sportsman had been awarded a prize**. (of)
11. I don't mind **if you walk to the underground station with me**.

Exercise 583. Paraphrase the following clauses so as to use the Gerundial Constructions. Make other changes to the following sentences where it seems appropriate.

1. **That nobody saw them** was a mere chance.
2. The mother insisted **that her son should enter the university**. (on)

3. The place looked so picturesque and cheerful **that he rejoiced at the thought that he would come to live there. (of)**
4. When he entered, she stood up and left the room, **and even did not look at him. (without)**
5. **When Robert came home from the college**, after he had passed his examinations, he felt very happy. **(on)**
6. In the darkness they were afraid **that they might lose their way. (of)**
7. **When he reached his destination**, he sent a telegram home to say that he had arrived safely. **(on)**
8. Thank you **that you helped me. (for)**
9. The new medicine may be recommended only **after it is approved by the Scientific Board.**
10. You will never learn your mistakes **if you do not write them out. (without)**
11. **When the boy entered the room**, he glanced curiously around. **(on)**
12. The patient felt much better **after he had been given proper treatment.**
13. **Just before I left the classroom**, I was approached by a fellow student who asked me to help him.
14. Looking at the man attentively, she remembered **that she had seen him and spoken to him on several occasions.**

Exercise 584. Paraphrase the following clauses so as to use the Gerundial Constructions. Make use of Prepositions where it seems appropriate.

1. My teacher insists **that I should read aloud every day.**
2. Will Mary have anything against it **if I take her umbrella for some time?**
3. I remember **that I have seen this picture somewhere.**
4. **That you are against John's proposal** does not mean that I must decline it.
5. **The fact that you took English lessons some years ago** helps you in your studies now.
6. I am told **that you are very busy.**
7. Do you mind **if I smoke here?**
8. Will you object **if I close the door?**
9. Thank you **that you did it.**

Exercise 585. Paraphrase the following clauses so as to use the Gerundial Constructions. Make use of Prepositions where it seems appropriate.

1. Tom was afraid **that he might be late.**
2. Bill remembered **that he had walked about the factory gate for months.**
3. **When the young man graduated from Harvard**, he returned to Russia.
4. Mary asked John to forgive her **that she had not answered his letter sooner.**
5. **After we had passed our examinations**, we had a very entertaining evening.
6. Michael remembered **that he had enjoyed the trip to the Bahamas.**
7. They gave up the idea **that they would find work.**
8. The girls were afraid **that they might miss the train.**
9. I am thankful **that I have been given a chance to hear this outstanding singer.**
10. Helen insisted **that she should be given that job.**
11. I don't remember **that I have ever seen anyone dance like Plisetskaya.**

Exercise 586. Translate the following sentences into English concentrating on the use of the Gerund.

1. Я наполягаю на тому, щоб допомогти їй.
2. Він заперечував, що розбив вазу.
3. Вона боїться загубити свій гаманець.
4. Я не схвалюю того, що ви витрачаєте так багато часу даремно.
5. Вона думала про те, що весь час зайнята.
6. Вона звинувачує його в тому, що він дуже рідко дзвонить їй по телефону.
7. Перестань плакати.
8. Мій маленький брат не давав мені робити уроки.
9. Ви не заперечуєте, якщо я прийду трохи пізніше?
10. Продовжуйте писати.
11. Тато заперечує проти того, щоб я йшов з нею в театр.
12. Я не можу не сміятися, коли дивлюся на вас.

Exercise 587. Translate the following sentences into English concentrating on the use of the Gerund.

1. Ми залишили думку про купівлю нових меблів.
2. Вона боялася, що її покарають.
3. Перестаньте розмовляти.
4. Я не заперечую, що був там вчора.
5. Я схвалюю ваше бажання вивчати німецьку мову.
6. Ви не заперечуєте, якщо я піду гуляти?
7. Я не можу не боятися.
8. Вона не заперечувала того, що у неї немає часу.
9. Продовжуйте працювати.
10. Я наполягаю на тому, щоб побачити мого друга.
11. Мама заперечує проти того, що я багато граю у футбол.
12. Він звинувачує мене в тому, що я йому не допоміг.

Exercise 588. Translate the following sentences into English concentrating on the use of the Gerund.

1. Я не можу не думати про це весь час.
2. Я наполягаю на тому, щоб піти туди.
3. Мама заперечує проти того, що я сиджу так пізно.
4. Вона скаржилася на те, що погано себе відчуває.
5. Ви не заперечуєте, якщо я палитиму в цій кімнаті?
6. Я схвалюю те, що ти допомагаєш бабусі.
7. Я думаю про те, щоб поїхати до Австралії.
8. Він кинув грати у футбол.
9. Він боявся, що його забудуть.
10. Продовжуйте читати.
11. Він думає, що я йому заважаю.
12. Погана погода перешкодила нам поїхати за місто.

Exercise 589. Translate the following sentences into English concentrating on the use of the Gerund.

1. Він розплакався.
2. Я не можу не милуватися цією чудовою картиною.
3. Мама заперечує проти того, що ти пізно приходиш додому.
4. Я схвалюю вашу наполегливу роботу.
5. Вона заперечувала, що допомогла им.
6. Перестань дратувати кішку.
7. Я боюся простудитися.
8. Вона заперечує, що у неї немає підручника.
9. Я наполягаю на тому, щоб залишитися в Санкт-Петербурзі.
10. Він звинувачує тебе в тому, що ти не пишеш йому листи.
11. Ви не заперечуєте, якщо я ляжу спати?
12. Продовжуйте робити уроки.

Exercise 590. Translate the following sentences into English concentrating on the use of the Gerund.

1. Він думав про те, щоб поступити в університет.
2. Він звинувачує мене в тому, що я йому не допомагаю.
3. Я не можу не відчувати сорому.
4. Вона не заперечує того, що живе в поганих умовах.
5. Продовжуйте розмовляти.
6. Я наполягаю на тому, щоб сказати йому правду.
7. Вони боялися спізнитися на потяг.
8. Я не схвалюю того, що ти граєш в комп'ютерні ігри.
9. Ми залишили думку про поїздку за місто.
10. Вона кинула танці.
11. Мама заперечує проти того, що я привожу в будинок друзів.
12. Ви не заперечуєте, якщо я подзвоню вам?

Exercise 591. Translate the following sentences into English concentrating on the use of the Gerund.

1. Перестань бігати.
2. Він заперечував, що узяв гроші.
3. Він боявся втратити друзів.
4. Вона не схвалювала того, що він дуже часто ходив на вечірки.
5. Він думає, що ти не написав йому листа.
6. Мама заперечує проти того, що він часто ходить в кіно.
7. Вона звинувачує його в тому, що у неї немає машини.
8. Я не можу не сердитися на нього.
9. Він розсміявся.
10. Ви не заперечуєте, якщо я приведу мого друга?
11. Я наполягаю на тому, щоб запитати його поради.
12. Продовжуйте писати йому.

Exercise 592. Translate the following sentences into English concentrating on the use of the Gerund.

1. Вона звинувачує його в тому, що у неї немає грошей.
2. Я не можу не спізнюватися на перший урок.
3. Ви не заперечуєте, якщо я візьму вашу ручку?
4. Я не схвалюю того, що ви граєте в карти.
5. Його звинуватили в тому, що він пограбував будинок.
6. Він кинув палити рік тому.
7. Вона боялася розмовляти з директором.
8. Ми залишили думку коли-небудь побачити його.
9. Він звинуватив нас в тому, що ми до нього не прийшли.
10. Мама заперечує проти того, що він читає в ліжку.
11. Я наполягаю на тому, щоб запросити їх.
12. Продовжуйте обговорювати це питання.

Exercise 593. Translate the following sentences into English concentrating on the use of the Gerund.

1. Мама заперечує проти того, що я піднімаю шум в домі
3. Його звинуватили в тому, що він вкрав гроші.
4. Вона не схвалювала того, що він палить.
5. Він кинув грати в шахи.
6. Діти боялися заблукати в лісі.
7. Я наполягаю на тому, щоб написати йому.
8. Вона думає, що дуже багато працює.
9. Ви не заперечуєте, якщо я відкрию вікно?
10. Шум в сусідній кімнаті не давав мені заснути.
11. Він не схвалює того, що ти погано працюєш.
12. Продовжуйте грати.

6.1 – 6.3 Revision

Pay attention to the various meanings of the **ing-** form:

In the following sentences **reading** functions as a **Participle**:

My brother is reading a book.

In the library you can see many people reading books.

Reading his newspaper, the old man fell asleep.

In the following sentences **reading** functions as a **Gerund**:

Reading a good book gives me a lot of pleasure.

It is no use reading these notes.

I like reading a good book.

I am thinking of reading a new A.Christie book.

I remember reading a very clever article on market economy.

Compare these two sentences.

My brother is reading the latest story by R. Bradbury. (Participle)

My dream is reading the latest story by R. Bradbury. (Gerund)

Exercise 594. Select the sentences where:

*a) the **ing-form** functions as a **Participle**;*

*b) the **ing-form** functions as a **Gerund**.*

1. a) We all listened with great interest to the speaker criticizing the new book.
b) Criticizing the work of our sports club, he said that it was not satisfactory.
c) We were criticizing the work of our sanitary committee at that moment.
d) I have no objection to your criticizing me.
2. a) When we entered the classroom, we saw many students writing at the desks.
b) Do you mind my writing with your pen?
c) He was writing a letter when I entered the room.
3. Lydia could retell the English story she had read without looking into the book.
4. Everybody ran to meet the people returning from the city.
5. They went home quickly, protecting themselves from the rain by walking under the trees.
6. In this factory much attention is paid to protecting the health of the workers.
7. He stopped writing and looked around.
8. In this picture you can see a young man giving flowers to a girl.
9. Playing volleyball is a good amusement for young people.
10. She left the room without saying a word.
11. We had the pleasure of seeing the performance.
12. John likes studying history.
13. Never jump off a moving train.
14. Reading books out of doors is his favourite way of spending the summer holidays, but he likes swimming and going on excursions as well.
15. Running water is always better than standing water.
16. The remaining cakes were given to the children.
17. The cakes, remaining from the evening, were given to the children.

18. You can learn what the new words mean by looking them up in the dictionary.
19. Before going to meet his friend he went home to change his clothes.
20. They went out to meet the returning women.
21. Returning home after a good holiday is always pleasant.
22. Returning home after a good holiday he looked the picture of health.

Exercise 595. Select the sentences where:

a) the *ing-form* functions as a **Participle**;

b) the *ing-form* functions as a **Gerund**.

1. He was looking at the plane flying overhead.
2. Wishing to learn to skate, she bought herself a pair of skates.
3. Just imagine his coming first in the race!
4. The children were tired of running.
5. Being frightened by the dog, the cat climbed a high fence.
6. It is no use going there now.
7. Coming out of the wood, the travellers saw a ruined castle in the distance.
8. My greatest pleasure is travelling.
9. Growing tomatoes need a lot of sunshine.
10. Growing corn on his desert island, Robinson Crusoe hoped to eat bread one day.
11. Growing roses takes a lot of care and attention.
12. Having prepared all the necessary equipment, they began the experiment.
13. Mary will stop for a few days at the seaside before going back home.
14. While translating the text I looked up many words in the dictionary.
15. I usually help mother by washing the dishes and doing the rooms.
16. Entering the room, I saw my friends smiling at me.
17. Instead of phoning his friend, he went to see him.
18. The boys continued playing football.
19. Watching the playing kittens was great fun for the children.

Compare the Gerund and the Verbal Noun

Reading a good book gives me a lot of pleasure.

the *Gerund*

The reading of a good book gives me a lot of pleasure.

the *Verbal Noun*

Exercise 596. Select the sentences where:

a) the *ing-form* functions as a **Gerund**;

b) the *ing-form* functions as a **Verbal Noun**.

1. She blamed herself for having been a dull companion.
2. The singing of those beautiful folk songs impressed me greatly.
3. Your having written is really no excuse for your not coming on the day fixed.
4. Such doings can hardly be explained.
5. The motor was carefully examined before starting.
6. I am very pleased to meet you after hearing so much about you.
7. Your hair wants cutting.
8. I shall look forward to seeing you again.
9. It was no use talking about it any longer.
10. Sleeping is necessary.
11. We felt so disappointed at your having missed nearly half the programme.
12. The building of this house will cost much money.

13. Are you dressed for going out?
14. I hate the idea of doing it once more.
15. Then came a general lighting of pipes and cigars.
16. But you don't mind being asked to help us, do you?
17. The forest resounded with the hooting of owls and the howling of wolves.

Exercise 597. Select the sentences where:

- a) the *ing-form* functions as a **Participle**;
 - b) the *ing-form* functions as a **Gerund**.
 - c) the *ing-form* functions as a **Verbal Noun**.
1. The driving wheel of the machine is broken.
 2. Driving in a motorcar we passed many villages.
 3. We have every chance of passing our examinations well.
 4. Having been knocked down by a passing car, the poor man was at once taken to hospital.
 5. You don't know what you miss, not having the desire to listen to good music.
 6. These happenings are remarkable.
 7. Travelling is a pleasant way of improving one's education.
 8. Every trust arranges for the marketing of its products.
 9. I was told of a great friendship existing between the two captains.
 10. It is no use crying over spilt milk.
 11. Asking him for help is useless.
 12. Happily we escaped being delayed on our way.
 13. There are many discoveries being made all over the world.
 14. Seeing this man, I recollected perfectly having met him many years before.

Exercise 598. Select the sentences where:

- a) the *ing-form* functions as a **Participle**;
 - b) the *ing-form* functions as a **Gerund**.
 - c) the *ing-form* functions as a **Verbal Noun**.
1. Sitting by her sleeping child, the worried mother at last began to realize by its peaceful breathing that all danger was over.
 2. I stopped knocking pit the door and, sitting down at the top of the stairs, began waiting for my father to come.
 3. With a sudden tightening of the muscles he became aware of a figure walking noiselessly beside him.
 4. She praised herself for having come.
 5. Having stopped crying, the child quieted down to hard thinking.
 6. The old clock kept ticking on the mantelpiece, as if counting the seconds left before the coming of daylight.
 7. Remembering that time was like going back to his childhood and reliving those happy days.
 8. Looking back upon that time, he realized how happy he had been then.
 9. Tom lived there like a paying guest, attracting very little attention of the others.

Exercise 599. Select the sentences where:

a) the *ing-form* functions as a **Participle**;

b) the *ing-form* functions as a **Gerund**.

c) the *ing-form* functions as a **Verbal Noun**.

1. We sat by the riverside listening to the running of the water.
2. The cleaning of the room was done by the girls.
3. Working in the garden is very good for the health of people.
4. Going home from the theatre, they were discussing the play they had seen.
5. You should think before speaking.
6. After finding the new word in the dictionary, I wrote it down and went on reading.
7. He spent much time in the copying of his literature lectures.
8. What do you mean by saying that?
9. The students found the reading of English newspapers rather difficult at first.
10. Instead of going home after school, the girls went for a walk.
11. Chalk is used for writing on the blackboard.

Exercise 600. Comment on the form and meaning of the Verbals.

1. Everyone seemed **to be talking**, and I, sitting in **silence**, felt awkward; but I was too shy **to break** into any of the groups that seemed **absorbed** in their own affairs.
2. The main cause of disturbance is an old injury that seems **to have been** disgracefully **neglected**.
3. The rain prevented us from **coming**.
4. There was nothing then **to wait** for.
5. Billy turned up three years later **having done** many jobs and **played** many parts in many theatres.
6. All the money **having been spent**, we started looking for work.
7. He could **hear** the car **coming** down the dirty road. Its sound was hard **to distinguish** from the sound of the wind.
8. I remember his **saying**, 'If it's real, you'll **consent**, if you don't, I shall look upon it as a proof that you are shamming.'
9. I have some things **to do**.
10. **Looking** at pigs and things always soothes him, if he's been upset.
11. In the end she gave in, but, unfortunately, ten days before they were **to have been married** she ran away.
12. Is it necessary for you **to be** so economical?
13. She must have gone for a drive and had an accident, perhaps. The police must **be informed** at once.
14. What had **happened** seemed **to have happened** in another world.
15. ... often I would **sit up** the night, and Jemma Warren would **come** in the day **to let me get to sleep**.
16. I ought **to have stopped** her.
17. 'Impossible', said Mrs Bantry to herself. 'I must **have been dreaming**.'
18. He cursed himself for **having come**, and at the same time resolved that, **happen** that would, **having come** he would **carry** it through.
19. That's why I want you **to come** and **help** me **find out** who did it and **unravel** the mystery, and all that.
20. His habit of **giving** in to the gentry was lifelong.

21. And of course Arthur goes simply livid when he hears him **mentioned**.
22. The chief constable, after **viewing** the body and **seeing** his subordinates **set to work** on their routine tasks, had adjourned with the master of the house to the study.
23. 'No,' I said, sorry for **having interrupted** her.
24. Suppose a collector with a bill for points, paper and canvas should, in **traversing** this route, suddenly **meet** himself **coming** back, without a cent **having been paid** on account.
25. And once more he left his own country, this time on an impulse **come** from fear.
26. She needed **cheering** and he was prepared **to cheer** her.
27. And at that lunch I found myself **being regarded** as a distinctly more estimable character.
28. She had **come** to the just **returned**, infantly **sleeping** Henry **to ask** where he had **been**.
29. When I was younger I was used to **walking** long distances, but now I am out of practice.
30. He looked very funny **holding** the egg on his lap as if he weren't **supposed to be eating** it.
31. Theodore was **afflicted** with the acute embarrassment that always seemed **to overwhelm** him when **greeting** or **saying** goodbye to someone.

Exercise 601. Select Verbals, define their form and meaning in the sentence.

1. Looking at her lying back against her pillow, it was impossible to believe that she was ill.
2. They love being dominated.
3. There is nothing to be said.
4. A rising wind made some of the willows rattle.
5. The picture must be hidden away at all costs. It had been mad of him to have the thing to remain, even for an hour, in a room.
6. Deeply flattered, John bowed from his hips as he had been taught at dancing school in Hades.
7. John saw Braddock Washington standing in the lighted lift, wearing a fur coat and a pair of riding boots.
8. Every evening he walked home from the city after having dined moderately in George's Street.
9. She seemed not to have turned a hair over this business.
10. Michael, it's so nice to be dancing with you again.
11. My advice to you is to sit tight.
12. I think, when translated, any novel loses much of its originality.
13. Neither of us had seen Strickland for two or three weeks – I because I had been busy with friends who were spending a little while in Paris, and Stroeve because, having quarreled with him more violently than usual, he had made up his mind to have nothing more to do with him.
14. I am sure Peter doesn't feel like going to the discotheque. He is busy reading a detective story.
15. Being driven by an old horse, the cart was moving very slowly.
16. I am so sorry not to have written.
17. She was, to put it bluntly, a common little piece.
18. Newly arrived chisschaffs and willow-warblers sang in every bush and tree-top.

19. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not having let him know.
20. Her taking medicines too often is the real cause for her illness.
21. I must have eaten a record quantity of Italian pastries.
22. You must have been fighting! You have a black eye.

Exercise 602. Supply the Gerund or the Infinitive in the place of the verb in brackets according to the meaning of the sentence.

1. What is he doing? He's just trying (open) the window.
2. Try (taste) the meat before offering it to our guests.
3. Try (not upset) yourself, darling. We must keep our heads.
4. You must try (understand) what I say.
5. Try (add) water to your drink.
6. Do you mind my trying (mend) your watch?
7. Do you remember (meet) her once at the dancing-party?
8. Please remember (wipe) your feet before coming in.
9. I completely forgot (turn off) the gas before leaving.
10. Don't forget (take) your bathing things before setting off for the beach.
11. It's very hot this year. I'm afraid you will regret (come) to the South.
12. I greatly regret (tell) you I'm to go away. I'm being waited for.
13. Your composition is very poor, I regret (say).
14. Passing by a radio-shop he suddenly remembered (buy) some cassettes for his recorder.

Exercise 603. Complete the sentences, using either the Infinitive or the Gerund. Develop the situation.

Patterns:

- What can you say when
 1. it has been all done in bad taste?
 - Why don't you try ... (to put/putting yourself in my position)?
*Why don't you **try to put yourself** in my position?*
How else could you have possibly acted, under those circumstances?
 2. nobody opens the door though your friend has rung the bell some times?
 - Try ... (to knock / knocking).
***Try knocking.** Something must be wrong with the bell.*
- What can you say when ...
 1. you come to a barber's?
 - I want ... (to have / having a shave)
 2. you see the windows in you room are dirty?
 - The windows want ... (to clean / cleaning)
 3. your plants don't look nice?
 - They require ... (to water / watering more frequently)
 4. your friend is idling away his time?
 - You are required ... (to take / taking three papers in English literature)
 5. you have phoned your daughter and learned she is on the point of leaving the flat?

- Remember ... (to turn off / turning off the gas)
- 6. some time later you see your daughter and want to make sure if she turned off the gas before leaving the flat?
 - I think you remember... (to turn off / turning off the gas)
- 7. you have a splitting headache and your child is too talkative?
 - Stop ... (to talk / talking)
- 8. you are sick of seeing one of the schoolgirls biting her nails?
 - Stop ... (to bite / biting your nails).
- 9. you have come home rather late and your husband is getting nervous?
 - Sorry, my darling, I stopped behind ... (to talk / talking to a friend of mine).
- 10. I put on speed as we were passing by that small eating place by the road?
 - Couldn't we have stopped ... (to have / having a quick bite there)?

Exercise 604. Point out the difference between the two sentences. Pay attention to the doers of the action of the finite verb and that of the verbal.

1. John suggested playing the piano.
John suggested his sister's playing the piano.
2. I'd like to go on an excursion.
I'd like my brother to go on an excursion.
3. Irene didn't choose to help the others.
Irene didn't choose you to help the others.
4. Grown weary they decided to stop for rest.
Tom being grown weary, they decided to stop for rest.
5. Did you mean to help me?
Did you mean Bob to help me?
6. I never intended to spend so much money.
I never intended my wife to spend so much money.
7. I don't approve of smoking too much.
I don't approve of your smoking too much.
8. It is necessary to know a foreign language.
It is necessary for my son to know a foreign language.

Exercise 605. Comment on the proverbs and sayings and give their Ukrainian equivalents. Use them in situations of your own.

1. A **rolling** stone gathers no moss.
2. **Barking** dogs seldom bite.
3. Better die **standing** than live **kneeling**.
4. A **creaking** gate hangs long.
5. A **drowning** man will clutch at a straw.
6. A man without a **smiling** face must not open a shop.
7. Rats desert a **sinking** ship.
8. The tongue ever turns to the **aching** tooth.
9. Wake not a **sleeping** lion.
10. Water is a boon in the desert, but the **drowning** man curses it.
11. A **burnt** child dreads the fire.

12. The **beaten** road is the safest.
13. A **watched** pot never boils.
14. Children should be **seen** and not **heard**.
15. A door must be either **shut** or open.
16. **Forbidden** fruit is sweetest.
17. A **forced** kindness deserves no thanks.
18. **United** we stand, **divided** we fall.
19. There's many a good tune **played** on an old fiddle.
20. Men are **known** by the company they keep.

Exercise 606. Select the '-ing – forms' and say whether they are a Gerund, Participle I, or a Verbal noun.

1. It is a true saying that a man must eat a pack of salt with his friend before he knows him. (M. Cervantes)
2. But the real lasting victories are those of peace, and not of war (R. Emerson)
3. He flattered himself on being a man without any prejudices; and this pretension itself is a very great prejudice. (A. France)
4. Enthusiasm is the leaping of lightning, not to be measured by the horse-power of the understanding. (R. Emerson)
5. Speaking truth is like writing fair, and comes only by practice. (J. Ruskin)
6. Welcome the coming, speed the parting guest. (A. Pope)
7. Be favourable to bold beginnings. (Virgil)
8. Life being very short and the quiet hours of it few, we ought to waste none of them in reading valueless books. (J. Ruskin)
9. Nationalism is a silly cock crowing on its own dunghill. (R. Aldington)
10. No pleasure is comparable to standing on the vantage ground of truth. (F. Bacon)
11. One must keep in training. (A Chekhov)
12. Nothing astonishes men so much as commonsense and plain dealing. (R. Emerson)
13. A reliable general is better than a dashing one. (Euripides)
14. The faculty of doubting is rare among men. A few choice spirits carry the germ of it in them, but these do not develop without training. (A. France)
15. The art of pleasing consists in being pleased. (W. Hazlitt)
16. Wisdom denotes the pursuing of the best end by the least means. (F. Hutcheson)
17. Our teaching is not a dogma, but a guide to action. (K. Marx)
18. Opinion in good men is but knowledge in the making. (J. Milton)
19. More than an end to war, we want an end to the beginnings of all wars. (F. Roosevelt)
20. The test of a man or woman's breeding is how they behave in a quarrel. (B. Shaw)

Exercise 607. Prove that the ing-forms are Verbal Nouns. Comment on the proverbs and sayings and give their Ukrainian equivalents.

1. A good beginning is half the battle.
2. A good beginning makes a good ending.
3. After dinner comes the reckoning.
4. Every cloud has a silver lining.
5. The proof of the pudding is in the eating.
6. A witty saying proves nothing. (Voltaire)
7. It is a very hard undertaking to seek to please everybody. (Publilius)
8. Everything must have a beginning.

9. **Constant dripping wears away the stone.**
10. **He that would have eggs must endure the cackling of hens.**
11. **It's a long lane that has no turning.**
12. **A little learning is a dangerous thing.**
13. **A tale never loses in the telling.**

Exercise 608. Compare the two sentences. Point out the difference between them.

1. a) **He went to Australia to search for gold, but found none.**
b) **He went to Australia to die there of malaria.**
2. a) **He woke up early to catch the first train.**
b) **He woke up to find out he had a sister.**
3. a) **He left London to have a rest at the seaside.**
b) **He left London never to return there.**
4. a) **I once arrived to find her in great distress.**
b) **She came to know a lot of interesting about some film stars.**

Exercise 609. Comment on the proverbs and sayings and give their Ukrainian equivalents. Use them in situations of your own.

1. **Let sleeping dogs lie.**
2. **The last drop makes the cup run over.**
3. **To make both ends meet.**
4. **If you want a thing well done, do it yourself.**
5. **Talk to the devil and he is sure to appear.**
6. **Wait for the cat to jump.**

Exercise 610. Give negative answers to the questions and explain your reason.

Sample Exchange:

- *Did you wait for him to open the door?*
- *No, I didn't wait for him to do it. He had no key either.*

1. Do you want me to translate this article?
2. Are they expected to arrive on Sunday?
3. Did Sue allow her boy to go out yesterday?
4. Did his father allow him to come home late yesterday?
5. Did your mother hear us come in yesterday?
6. Are you eager for me to take it easy?
7. Does Jane let her child run barefoot?
8. Did you want David to give up his plan?
9. Do you like Mary to sing English songs?

Exercise 611. Comment on the proverbs and sayings and give their Ukrainian equivalents. Use them in situations of your own.

1. There is no crying over spilt milk.
2. By doing nothing we learn to do ill.
3. It is good fishing in troubled water.
4. You can't make an omelette without breaking eggs.
5. There are many ways of skinning the cat.
6. It is ill jesting with edged tools.
7. It is ill striving against the stream.
8. It is ill waiting for dead men's shoes.
9. It is no use spoiling the ship for a ha'p'orth of tar.
10. Footprints on the sands of time are not made by sitting down.
11. The sun is never the worse for shining on a dunghill.
12. There is no disputing about tastes.
13. Submitting to one wrong brings on another.
14. There is no royal road to learning.
15. Pouring oil in the fire is not the way to quench it.

6.1.3 , 6.1.5 , 6.2.3 Revision

Exercise 612. Complete the following sentences concentrating on the use of the Complex Object.

• E.g. "Bring me a book," said my brother to me. My brother **wanted me to bring** him a book.

1. The teacher said to the pupils: "Learn the rule." — The teacher wanted ...
2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want...
3. "My daughter will go to a ballet school," said the woman. — The woman wanted ...
4. The man said: "My son will study mathematics." — The man wanted ...
5. "Oh, father, buy me this toy, please," said the little boy. — The little boy wanted ...
6. "Wait for me after school," said Ann to me. — Ann wanted ...
7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ...
8. "It will be very good if you study English," said my mother to me. — My mother wanted
9. "Bring me some water from the river, children," said our grandmother. — Our grandmother wanted ...
10. "Come to my birthday party," said Kate to her classmates — Kate wanted ...
11. The biology teacher said to us: "Collect some insects in summer." — The biology teacher wanted ...
2. "Don't eat ice cream before dinner," said our mother to us. Our mother did not want ...

Exercise 613. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу, щоб всі діти сміялися.
2. Я хочу, щоб всі це прочитали.
3. Мені хотілося б, щоб доктор оглянув його.
4. Діти хотіли, щоб я розказав їм казку.
5. Я не хочу, щоб вона знала про це.

6. Він хотів, щоб його друг пішов з ним.
7. Мій брат хоче, щоб я вивчала Іспанську мову.
8. Я б хотів, щоб мої учні добре знали англійську мову.
9. Я не хочу, щоб ти отримав погану оцінку.
10. Мені б не хотілося, щоб вони спізналися.
11. Я не хотіла, щоб ви мене чекали.
12. Вона б хотіла, щоб її брат отримав перший приз.
13. Я хочу, щоб ви прочитали цю книгу.
14. Мені б хотілося, щоб ви приїхали до нас.
15. Вона хотіла, щоб її син добре закінчив школу.
16. Їм би хотілося, щоб ми програли гру.
17. Вона не хотіла, щоб я виїхав до Москви.
18. Я б не хотів, щоб ви втратили мою книгу.
19. Тато хоче, щоб я була піаністкою.
20. Ми хочемо, щоб цей артист приїхав до нас в школу.
21. Вам би хотілося, щоб я розказав вам цю історію?
22. Хочете, я дам вам мій словник?

I expect him to come.

I know him to be a good pupil.

Exercise 614. Paraphrase the following clauses so as to use the Complex Object.

- **E.g.** I expect **that she will send** me a letter.
I expect **her to send** me a letter.
I know **that he** is a great scientist.
I know **him to be** a great scientist.
- 1. I know that my friend is a just man.
- 2. I expect that he will understand your problem and help you to solve it.
- 3. I expected that she would behave quite differently.
- 4. I did not expect that my brother would forget to send her flowers.
- 5. He knows that my mother is a very kind woman.
- 6. She expected that her brother would bring her the book.
- 7. I know that your uncle is an excellent mathematician.
- 8. People expect that the 21st century will bring peace on the earth.

Exercise 615. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Вона знала, що він дуже добра людина.
2. Всі знали, що вона прогресивний учений.
3. Я знаю, що твоя сестра — дуже здібна студентка.
4. Всі знають, що Байрон — великий поет.
5. Я не чекав, що це трапиться так скоро.
6. Ми розраховуємо, що ви нам допоможете.
7. Він чекав, що міністр відповість відразу.
8. Ми розраховували, що погода зміниться.
9. Я розраховую, що лист прийде завтра.
10. Він розраховував, що вчитель похвалить його.
11. Вона не розраховувала, що вони повернуться так пізно.

12. Я знаю, що вона талановита співачка.
13. Я знала, що він великий учений.
14. Ми не розраховували, що ви так багато зробите.
15. Вчитель розраховував, що учні зрозуміють правило.
16. Я не чекав, що він напише такі прекрасні вірші.

I like her to sing.

I hate her to cry.

Exercise 616. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я ненавиджу, коли ти забуваєш свої обов'язки.
2. Бабуся любить, коли Олена грає на роялі.
3. Тато любить, коли я говорю англійською
4. Мій дідусь не любив, коли діти розмовляли за столом.
5. Він терпіти не міг, коли ми ламали іграшки.
6. Він любив, коли ми грали в тихі ігри.
7. Я люблю, коли діти сміються.
8. Вона не любить, коли я з нею сперечаюся.
9. Вона не любила, щоб ми приходили пізно.
10. Він терпіти не може, коли я спізнююся.
11. Наш вчитель любить, коли ми задаємо питання.

Mother made me eat the soup.

Exercise 617. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Будь ласка, не примушуйте мене пити молоко.
2. Вона не могла примусити його лягати спати рано.
3. Собака примусив кішку підійнятися на дерево.
4. Вчитель примусив її переписати вправу.
5. Вона примусила собаку перестрибнути через паркан.
6. Він примусив брата стрибнути у воду.
7. Дощ примусив нас повернутися додому.
8. Примусьте її надіти пальто: сьогодні дуже холодно.
9. Чому ви не примусили сина вивчити вірш?
10. Я не можу примусити свою кішку ловити мишей.
11. Коли ти примусиш свого друга робити зарядку?

I saw him enter. — I saw him entering.

I heard her speak. — I heard her speaking.

I noticed him frown. — I noticed him frowning.

I felt him tremble. — I felt him trembling.

Exercise 618. Translate the following sentences into English concentrating on the use of the Objective Participial Construction.

- **E.g.** He was reading in the garden. She saw him.
She saw **him reading** in the garden.
- 1. We noticed a man. The man was cleaning his shoes.
- 2. He saw two girls. They were dancing on the stage.
- 3. She watched the children. They were running and playing in the garden.
- 4. I saw her. She was arranging her hair.
- 5. We saw our neighbour. He was listening to the latest news on the radio.
- 6. The cat was rubbing itself on my leg. I felt it.
- 7. They were fishing. We saw it.
- 8. The pupils were writing a test paper. The teacher watched them.
- 9. A caterpillar was crawling on my arm. I felt it.
- 10. We heard I. Arkhipova last night. She was singing a Russian folk song.
- 11. I watched the sun. It was rising.
- 12. I heard him. He was singing an English song.
- 13. John heard his sister. She was talking loudly on the veranda.
- 14. We saw Ben. He was crossing the square.
- 15. They heard their father. He was playing the piano in the drawing room.
- 16. I can see the train. It is coming.
- 17. I watched the rain. It was beating down the flowers in the garden.
- 18. I saw a group of boys. They were eating ice cream.
- 19. We noticed a group of people. They were digging potatoes in the field.
- 20. Didn't you see her? She was smiling at you.
- 21. The girl was singing. I heard her.
- 22. They were talking about computers. He heard them.
- 23. You and your friend were walking along the street yesterday. I saw you.
- 24. The little girls were playing on the grass. We watched them.
- 25. The ship was leaving the port. He stood and looked at it.
- 26. She was sleeping peacefully in her bed. Mother watched her.

Exercise 619. Translate the following sentences into English concentrating on the use of the Objective Infinitive Construction.

- **E.g.** He dropped his bag. I saw it.
I saw **him drop** his bag.
- 1. The boy noticed a bird. It flew on to the bush near the window.
- 2. Jane saw her neighbour. He opened the door of his flat and went in.
- 3. I saw him. He pointed to a picture on the wall.
- 4. I heard him. He shut the door of the study.
- 5. We saw that the children climbed to the tops of the trees.
- 6. I noticed that Henry went up and spoke to the stranger.
- 7. He slipped and fell. I saw it.
- 8. I heard that she suddenly cried out loudly.
- 9. She bent and picked up something from the floor. The policeman saw it.
- 10. I saw that he opened the door and left the room.
- 11. She dropped the cup on the floor and broke it. I saw it.
- 12. They turned the corner and disappeared. We watched them.
- 13. The doctor touched the boy's leg. The boy felt it.

14. Pete bought some flowers. His friends saw it.
15. The wounded hunter felt that the bear touched him, but he did not move.
16. Shall we hear it if the telephone rings?
17. Tamara saw that the waves carried the boat away.
18. The ship sailed away from the shore. They saw it.
19. Have you heard how he sings the part of Herman in Tchaikovsky's "Queen of Spades"?

Exercise 620. Translate into Ukrainian, Paying attention to the shades of meaning depending on whether the second part of the Complex Object is expressed by a Participle or an Infinitive.

1. He felt her arm slipping through his.
2. She felt her hands tremble.
3. Now and then he could hear a car passing.
4. He felt his heart beat with joy.
5. He felt his heart beating with joy.
6. She could hear her father walking up and down the picture gallery.
7. We saw him cross the street looking to the left and to the right.
8. I felt the wind blowing through a crack in the wall.
9. We stood on deck and watched the sun going down.
10. I heard him playing the piano in the house.
11. It is nice to see people enjoying themselves.
12. We watched the planes circling above us.
13. Nobody noticed him come in and sit down.
14. I felt Nick put his hand on my shoulder.
15. She felt tears roll down her cheeks.
16. I was so weak that I felt my knees shaking.
17. We saw them jump with parachutes.
18. He heard a car approaching from the opposite direction.
19. In the room he could see a man sitting in an old armchair.
20. I heard the door of the entrance hall open and close softly.
21. In the little summerhouse at the bend of the garden path he saw someone sitting.
22. He went back to the window and, looking through it, suddenly saw her walking down the path.
23. They all gathered on the hill to watch the sun rise.
24. She watched her mothers bending over the tea things.
25. The people living in the north do not see the sun come out for months.
26. The door creaked. He saw Irene come in, pick up the telegram and read it.
27. At the stop she saw another girl waiting for the bus.
28. I heard him tell the teacher about it.
29. I heard him telling the teacher about it.
30. She heard people walking in the corridor.
31. She heard somebody walk up to her door.
32. We saw some people washing clothes in the stream.

Exercise 621. Translate into English. Use the Complex Object expressed by either the Infinitival or the Participial Construction depending on the meaning.

1. Я чув, як він відкриває двері.
2. Я чув, як він відкрив двері.

3. Я відчув, як він торкнувся моєї руки.
4. Я відчував, що він торкається моєї руки.
5. Я бачив, як птахи летять до лісу.
6. Я побачив, як птахи полетіли до лісу.
7. Ми побачили, що вона перепливає річку.
8. Ми бачили, як вона перепливла річку.
9. Я не помітила, як він поклав лист на стіл.
10. Я бачила, як він поставив свій чемодан біля дверей.
11. Ми бачили, як вона зійшла з потягу і пішла у напрямку до кас.
12. Ми спостерігали, як він підійшов до вікна, зупинився, відкрив журнал і став читати.
13. Я відчула, що хтось дивиться на мене справа.
14. Ми бачили, як вона виходила з будинку.
15. Він чув, як голова назвав його ім'я.
16. Він відчув, що його руки тремтять.
17. Ми чули, як вони весело сміються в сусідній кімнаті.
18. Я помітив, що вона зблідла.
19. Я бачив, що він встав із стільця і пішов до вікна.
20. Мати стежила, як її маленький син чистить зуби.
21. Він спостерігав, як мама миє посуд.
22. Ми бачили, що вони поволі наближаються.
23. Ми побачили, що вони сплять.
24. Він помітив, що вона здригнулася.
25. Я чув, як він грає на скрипці.
26. Ми чули, як він заговорив з нею французькою.

Exercise 622. Translate into English. Use the Complex Object expressed by either the Infinitival or the Participial Construction depending on the meaning.

1. Вона бачила, що Ніна приміряє капелюх.
2. Аліса бачила, що її сестра узяла книгу.
3. Він бачив, що його учні стоять біля школи.
4. Тому бачив, що вона вийшла з кімнати.
5. Мати бачила, що її діти роблять домашнє завдання.
6. Вона бачила, що Андрій сидить на дивані.
7. Микола бачив, що Ганна щось пише.
8. Вона не чула, як я увійшов до кімнати.
9. Я не чув, як вони розмовляли.
10. Ви коли-небудь чули, як вона співає?
11. Ви коли-небудь чули, як він говорить іспанською?
12. Я бачив, що Коля прийшов.
13. Я бачила, що Джордж йде по вулиці.
14. Я бачив, що Неллі читає.
15. Ми бачили, як студенти танцюють.
16. Ми бачили, як розмовляли їх батьки.
17. Ми дивилися, як діти грають.
18. В зоопарку ми часто стежили за тим, як мавпи грають в клітці.
19. Я часто чую, як він грає у себе в кімнаті.
20. Ви бачили, як бігли ці два хлопчики?

21. Він почув, як на вулиці плаче якась дитина.
22. Діти стояли і дивилися, як плавають ведмеді.
23. Хлопчик стежив за тим, як кішка намагається відкрити двері.
24. Він помітив, що вони переходять вулицю з двома великими чемаданами в руках.
25. Вчитель помітив, що учні розмовляють.
26. Вона помітила, як батько вийшов з кімнати.
27. Ви помітили, що вони сміються?
28. Ви помітили, що він пішов?

I want the work to be done = I want the work done

Exercise 623. Translate the following sentences into Ukrainian concentrating on the use of the Complex Object.

1. He wanted his letters sent at once.
2. I don't want my papers looked through.
3. She did not want her child taken to hospital.
4. She gave him some papers and said that the client wanted them signed.
5. The teacher wants our homework to be prepared well.
6. Would you like your luggage carried upstairs?
7. I want a bedroom prepared for my guest.
8. If you want things done well, do them yourself.
9. I should very much like it to be made clear to me.
10. The traveller entered the inn and ordered supper to be prepared.

Exercise 624. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Вона хоче, щоб цю пісню співали якомога частіше.
2. Він хотів, щоб його картини бачили у всіх країнах.
3. Дитина хотіла, щоб його ведмедика поклали до нього в ліжко.
4. Вона хотіла, щоб її твір перевірили зараз же.
5. Я не хочу, щоб цю сукню порвали.
6. Він не хотів, щоб йому стригли волосся.
7. Я хочу, щоб мій велосипед привезли з дачі.
8. Я хочу, щоб цю статтю надрукували в завтрашній газеті.
9. Я хочу, щоб цей килим розстелили на підлозі у вітальні.
10. Він не хотів, щоб чіпали його речі.
11. Ви хочете, щоб цю картину повісили над каміном?
12. Він хотів, щоб траву на лужку підстригли.

Exercise 625. Pronounce all other possible variants of the construction. Use the table given below.

- E.g. I must have my hair cut.
- I must have my watch repaired.
- I must have my photo taken.
- I must have a new dress made.
- I want to have my hair cut.
- I want to have my watch repaired, etc.

Exercise 626. Translate the following sentences into Ukrainian concentrating on the use of the Complex Object.

1. They had some dinner brought.
2. She had the children looked after in the evening when she went out.
3. Ellen had her needle threaded for her as her eyesight was getting worse and worse.
4. I must have these shoes mended.
5. I shall have my son taught music.
6. The planters had the trees in the jungle cut down.
7. I shall have your taxi kept at the door.
8. I shall have your things brought up and unpacked at once.
9. I must have my hair cut tomorrow.
10. I have just had my photograph taken and thought you might like to get one.
11. I meant to have this dress altered but I never did.
12. She has had no photographs of herself taken since her childhood.
13. Have this carpet spread on the floor.

Exercise 627. Paraphrase the following clauses so as to use the Complex Object.

1. I should like to see how he would say it to my face.
2. I expect that you will join our excursion.
3. We had not expected that she would reply, but she did.
4. We knew that he was a clever man.
5. I don't like it that you repeat this nonsense.
6. I hate it when people speak so cynically.
7. We expect that everybody will be ready by seven.
8. They showed themselves even more narrow-minded than we had expected they would be.
9. I felt that somebody touched me lightly on the shoulder.
10. He heard that someone called his name.
11. We did not expect that he would return so soon.
12. I saw that the telegraph boy handed the cable to the man.
13. They heard how the woman uttered a little exclamation.
14. He hated it when people argued about trifles.

Exercise 628. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Він терпіти не міг, коли люди голосно сміялися.
2. Мама хотіла, щоб я полила квіти.
3. Я бачив, як вона вийшла з трамвая і перейшла вулицю.
4. Я не чекав, що моя сестра отримає трійку.
5. Я знаю, що ваш друг — хороший учень.
6. Я хочу, щоб це правило вивчили.
7. Я чув, як хтось постукав в двері.
8. Коли ти полагодиш свій годинник?
9. Я знаю, що ваш брат був хворий.
10. Я розраховував, що тато принесе мені книги.
11. Я хочу, щоб цю п'єсу поставили в нашому шкільному театрі.
12. Я примушу його принести книгу завтра.

13. Я розраховую, що він мені подзвонить.

Exercise 629. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу, щоб ви були більш уважні.
2. Я примусила її вивчити цей вірш напам'ять.
3. Вони чекали, що ми візьмемо участь в обговоренні.
4. Ми хочемо, щоб наші діти вирости активними і енергійними.
5. Шум літака, що летить високо в небі, примусив його підняти голову.
6. Нам краще б увійти до будинку: я не хочу, щоб ви простудилися.
7. Він примусив машину їхати на повній швидкості.
8. Ми хотіли, щоб вони досягли успіху.
9. Я бачила, як діти біжать до річки.
10. Я хочу, щоб ви перевели цю статтю.
11. Вона чула, як хтось увійшов до кімнати.
12. Я б хотіла, щоб ви провели літо з нами.
13. Я не хотіла, щоб ви заучували цей текст напам'ять.
14. Ми чекали, що делегація приїде в кінці тижня.

Exercise 630. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я не чекав, що ти розсердишся.
2. Я не люблю, коли діти залишаються одні.
3. Я розраховую, що лист прийде завтра.
4. Доктор примусив мене прийняти ліки.
5. Ваша мама вже пошила нове плаття?
6. Я не зношу, коли втрачають ключі.
7. Я хочу, щоб диктант був написаний добре.
8. Коли ви фотографувалися?
9. Я почув, як щось важке впало на підлогу.
10. Ми знаємо, що він великий музикант.
11. Він спостерігав, як ми граємо в шахи.
12. Де ви стрижетеся?
13. Ви бачили, щоб хто-небудь бився з ним?
14. Я не хотів, щоб ти залишався у дворі.

Exercise 631. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу, щоб зарядку робили кожний ранок.
2. Ви б хотіли, щоб я для вас зтанцювала?
3. Бабуся не любить, коли кішка сидить на ліжку.
4. Він відчув, як щось важке притискує його до підлоги.
5. Коли ти підстрижешся?
6. Вона розраховувала, що він запросить її в театр.
7. Вчитель не хотів, щоб ми залишалися в класі.
8. Хлопчик спостерігав, як його батько розпрягає коня.
9. Коли вона зшила цю сукню?
10. Буря примусила корабель повернутися в порт.

11. Ви бачили, щоб хто-небудь узяв цей молоток?
12. Я розраховую, що ти залишишся удома.
13. Вчора я сфотографувався.
14. Я терпіти не можу, коли собак тримають на ланцюзі.

Exercise 632. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу пошити нову сукню.
2. Я хочу, щоб ці слова пам'ятали.
3. Дощ примусив нас залишитися удома.
4. Ми спостерігали, як корабель відпливає.
5. Я терпіти не можу, коли б'ють тварин.
6. Ви бачили, щоб хто-небудь впав?
7. Всі знають, що він боягуз.
8. Де ви фотографуєтеся?
9. Я розраховував, що ти прийдеш увечері.
10. Я не люблю, коли ти приносиш погані оцінки.
11. Ти повинен сьогодні підстригтися.
12. Мама не хотіла, щоб я йшов в кіно.
13. Я відчув, як щось торкнулося мого волосся.
14. Я знаю, що ваш брат — кращий учень школи.

Exercise 633. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Тато примусив його переписати вправу.
2. Я хочу, щоб ти написав бабусі листа.
3. Я знаю, що ваша сестра — прекрасна співачка.
4. Він знає, що я великий театрал.
5. Ми розраховували, що погода зміниться.
6. Вчитель хотів, щоб диктант переписали.
7. Я почув, як щось важке впало на підлогу.
8. Я бачив, як хлопчик посковзнувся і впав.
9. Ми примусили його займатися Англійською.
10. Я хочу, щоб ви зрозуміли свою помилку.
11. Я знаю, що вона розумна.
12. Він розраховує, що я йому напишу.
13. Ми бачили, як вона перепливла річку.

Exercise 634. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Він спостерігав, як робітники розвантажують грузовик.
2. Я знаю, що ваш батько — видатний спортсмен.
3. Моя подруга не хотіла, щоб я писала цього листа.
4. Я повинен завтра сфотографуватися.
5. Я хочу, щоб мої книги повернули.
6. Я терпіти не можу, коли птахів тримають в клітках.
7. Вчитель змусив його повторити правило.
8. Вона бачила, що люди біжать по вулиці.

9. Я розраховую, що вчитель поставить мені хорошу оцінку.
10. Я не люблю, коли ти залишаєшся в школі після уроків.
11. Коли вона підстригалася?
12. Я хочу, щоб цю музику грали щодня.
13. Коли ти пошиєш собі нову сукню?
14. Ви бачили, щоб хто-небудь вийшов з кімнати?

Exercise 635. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Погана погода примусила нас повернутися додому.
2. Ми розраховуємо, що корабель прийде завтра.
3. Я бачив, як корабель зник за горизонтом.
4. Хвороба примусила його залишитися удома.
5. Мама хоче, щоб ми поїхали за місто.
6. Діти хотіли, щоб ялинку поставили в найбільшій кімнаті.
7. Ми розраховували, що він повернеться того ж дня.
8. Я наполягаю на тому, щоб ви пішли зі мною.
9. Я хочу, щоб ви допомогли мені.
10. Мама примусила мене поїхати на дачу в неділю.
11. Я бачив, як він пройшов мимо.
12. Я почув, як двері відчинилися.
13. Я хочу, щоб ви з'їздили до Франції.

Exercise 636. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Тато не хотів, щоб Коля читав цю книгу.
2. Я терпіти не можу, коли ламають речі.
3. Вона хоче підстригтися.
4. Я не люблю, коли Катя співає цю пісню.
5. Всі знають, що вона дуже смілива.
6. Я розраховував, що ти приготуєш уроки.
7. Ви бачили, щоб хто-небудь говорив з ним?
8. Вона спостерігала, як діти грають в лото.
9. Мама примусила його лягти в ліжко.
10. Ви вже сфотографувалися?
11. Я хочу, щоб обід приготували вчасно.
12. Я зшила собі нову сукню минулого тижня.
13. Я знаю, що він капітан великого корабля.
14. Вона відчувала, як сльози котяться по її щоках.

Exercise 637. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Мері примусила Тома вимити руки і обличчя знову. "Я хочу, щоб ти був чистим," — сказала вона.
2. "Я хочу, щоб підлога була вимита до вечора," — сказала мама.
3. Він чув, як вона зітхала уві сні.
4. Вона була така зайнята своїми думками, що не помітила, як я ввійшов.
5. Ми хотіли, щоб вони розказали що-небудь про себе.

6. Я часто чув, як вони сперечаються.
7. В дитинстві я любив, коли мама співала мені пісні.
8. Вона відчула, що хтось підійшов до неї, але не обернулася.
9. Хлопчик спостерігав, як механік лагодив холодильник.
10. Девід чув, як доктор вийшов з кімнати матері і пішов вниз.
11. Ніхто не бачив, як Джим увійшов до будинку. Ніхто не чекав, що він прийде так рано.
12. "Я хочу, щоб всі були щасливі," — сказав він.
13. "Ви не можете примусити мене віддати вам дитину," — сказала міс Бетсі.
14. Сід бачив, як Тому виплигнув з вікна.

Exercise 638. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Ми знаємо, що він капітан великого корабля.
2. Ми розраховуємо, що ви нас відвідаєте в суботу.
3. Вона чула, як її брат увійшов до кімнати.
4. Я примушу тебе добре вчитися.
5. Ніна хоче, щоб я теж прийшла.
6. Я знаю, що ви були хворі.
7. Я розраховував, що ви прийдете вчасно.
8. Я знаю, що ваш тато дуже високий.
9. Вона не хотіла, щоб я виїжджав до Англії.
10. Я розраховую, що ви мені допоможете.
11. Я знаю, що вона — краща учениця.
12. Я хочу, щоб робота була зроблена.
13. Ми бачили, як він перейшов через дорогу.

Exercise 639. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Ми любили приходити в цей сад і спостерігати, як граються діти.
2. Коли Роберт вийшов в коридор, він відчув, як хтось доторкнувся до його руки.
3. Вона хотіла, щоб дітей привели в зал.
4. Тому був дуже старанним учнем і скоро примусив всіх поважати себе.
5. Я не хочу примушувати вас робити це відразу.
6. Я хочу, щоб ти зробила це сама.
7. Ви коли-небудь чули, як він виконує цю річ?
8. Я хочу, щоб ви познайомили мене з своїм братом.
9. Я люблю, коли моя сестра розмовляє англійською з своїми друзями.
10. Ганна не чекала, що книга буде така цікава.
11. Я часто чула, як він розказував студентам про свою батьківщину.
12. Ми часто бачили, як вони працюють в читальному залі.
13. Коли вам полагодили машину?
14. Якщо я побачу Ніну в бібліотеці, я примушу її розказати мені про все.

Exercise 640. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Він хоче, щоб листи принесли в його кімнату.
2. Ми знаємо, що вони були дуже зайняті.

3. Я хочу сфотографуватися.
4. Я знаю, що він великий театрал.
5. Я розраховую, що ти напишеш мені листа.
6. Він почув, що хтось заходить до кімнати.
7. Я не люблю, коли дитина грається з собакою.
8. Я терпіти не можу, коли рвуть книги.
9. Гарріс не хотів, щоб його дружина зістрибувала з велосипеда.
10. Де ви шиєте сукні?
11. Мама примусила його надіти пальто.
12. Мати спостерігала, як дитина йде по кімнаті.
13. Ви бачили, щоб хто-небудь увійшов до класу?
14. Він підстригся вчора.

Exercise 641. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу, щоб листи написали сьогодні.
2. Мені хочеться, щоб ви зайшли до мене сьогодні увечері.
3. Я не спав і чув, як хтось ввійшов до нас в купе.
4. Я бачив, як вони разом йшли по вулиці.
5. Ніхто ніколи не чув, як вона читає вірші.
6. Це примусило мене подумати, як виправити помилку.
7. Цікаво, що примусило його відмовитися від поїздки до Криму.
8. Мій батько хоче, щоб я вивчив дві іноземні мови.
9. Мама примусила мене поїхати за місто.
10. Професор хоче, щоб я ще попрацював над докладом.
11. Ми розраховуємо, що ви поїдете з нами на південь.
12. Вони не хочуть, щоб ми це робили.
13. Художник спостерігав, як жовте листя падає на землю.
14. Заходьте, я розраховую, що мій брат скоро повернеться.

Exercise 642. Translate the following sentences into English concentrating on the use of the Complex Object.

1. Я хочу, щоб ці книги були повернені.
2. Дощ примусив нас повернути назад.
3. Вона відчула, як хтось торкнувся її руки.
4. Ми почули, як задзвонив дзвінок.
5. Хвороба брата примусила її поїхати до Києва.
6. Холодний вітер примусив його надіти пальто.
7. Мій друг хоче, щоб я до нього прийшов.
8. Я знаю, що ваш друг — дуже майстерний фотограф.
9. Ми розраховуємо, що ви візьмете участь в концерті.
10. Я знаю, що ти мій друг.
11. Мама хотіла, щоб картоплю купили на ринку.
12. Я знаю, що ці люди — іноземні туристи.
13. Вона розраховує, що вчитель її запитає.

6, 6.2.4 Revision

He is said to know six languages.

Кажуть, що він знає шість мов.

He was said to know six languages.

Говорили, що він знає шість мов.

He is said to have gone to London.

Кажуть, що він поїхав у Лондон.

He was said to have gone to London.

Говорили, що він поїхав у Лондон.

The following table could serve as a tip for translation of sentences with the *Complex Subject*.

He was said <u>to work</u> a lot. — Говорили, що він багато <u>працює</u>.	
... was said to ...	— Говорили, що...
... was seen to ...	— Бачили, що...
... was heard to ...	— Чули, що...
... was supposed to ...	— Припускали, що...
... was believed to ...	— Вважали, що...
... was expected to ...	— Чекали, що...
... was reported to ...	— Повідомляли, що...
... was considered to ...	— Вважали, що...
... was thought to ...	— Думали, що...
... was found to ...	— З'ясували, що...
... was announced to ...	— Оголосили, що...
... was known to ...	— Було відомо, що...

Exercise 643. Translate the following sentences into English concentrating on the use of the Complex Subject.

1. Many books are known to be published in our country every year.
2. You are supposed to graduate in four years.
3. Radium is said to be very radioactive.
4. This device was known to have been designed in that laboratory.
5. His invention is considered to be of great importance.
6. The sun is known to represent a mass of compressed gases.
7. The new rocket is reported to go into operation next year.
8. This type of rocket is supposed to have many advantages.
9. For a long time the atom was thought to be indivisible.
10. The helium atom was found to have two electrons.
11. I did not know what I was expected to say to that, so I said nothing.
12. He was said to be one of the most promising nuclear physicists.
13. He is said to be a good translator.
14. Roberta was known to be an honest and hardworking girl.
15. Clyde was expected to arrive at the weekend.
16. Becky and Tom were supposed to have stayed at the widow Douglas.
17. The number of the unemployed is reported to be increasing with every year.
18. Many new textbooks are expected to be published soon.
19. The Moscow Underground is said to be the finest in the world.

20. A hare is known to run very fast.
21. The man was seen to take off his coat.
22. The diamond content of the mines in Western Yakutia is said to be in no way inferior to that of the world-famous South African mines.
23. That power station is known to be situated on the Angara River.
24. These devices are considered to be very effective.

Exercise 644. Paraphrase the following sentences so as to use the Complex Subject.

- **E.g.** We *heard* that a car stopped outside the door.
A car was heard to stop outside the door.
 It *is believed* that **the poem was written** by Byron.
The poem is believed to have been written by Byron.

1. People consider the climate there to be very healthful.
2. It was announced that the Chinese dancers were arriving next week.
3. It is expected that the performance will be a success.
4. It is said that the book is popular with both old and young.
5. It is believed that the poem was written by an unknown Soldier.
6. It is supposed that the playwright is working at a new comedy.
7. It is reported that the flood has caused much damage to the crops.
8. It was supposed that the crops would be rich that year.
9. It has been found that this mineral water is very good for the liver.
10. Scientists consider that electricity exists throughout space.
11. It is said that the weather in Europe was exceedingly hot last summer.
12. It was reported that five ships were missing after the battle.

The following verbs are always used in the Active Voice in the sentences with the Complex Subject:

to seem, to appear, to turn out, to happen

Exercise 645. Translate the following sentences into Ukrainian concentrating on the use of the Complex Subject.

1. Money just doesn't happen to interest me.
2. In the middle of the lecture Dr. Sommerville happened to pause and look out of the window.
3. From the very first mention of Long John, I was afraid that he might turn out to be the very one-legged sailor whom I had watched for so long at the inn.
4. Clyde seemed to have been thinking of no one else but Sondra since their last meeting.
5. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta.
6. She appeared to be an excellent actress.
7. One day a Hare happened to meet a Tortoise.
8. The Tortoise seemed to be moving very slowly.
9. The Hare turned out to be the loser of the race.
10. The apparatus seemed to be in excellent condition.
11. You appear to have found in him something that I have missed.
12. This work seems to take much time.
13. The operation seemed to be a complicated one.
14. The new methods of work appear to be very effective.
15. The percentage of carbon in this steel turned out to be low.
16. Irving turned out to be a long, pale-faced fellow.
17. His office turned out to be in one of the back streets.
18. He appeared to be an ideal man.
19. She doesn't seem to want to do anything I suggest.
20. He turned out to have no feeling whatever for 'his nephew.

21. This appeared to amuse the policeman.
22. You can easily get in through the window if the door happens to be locked.
23. The peasants did not seem to see her.
24. The Gadfly seemed to have taken a dislike to Signora Grassini from the time of their first meeting.
25. You don't seem to have done any great thing to yourself by going away.
26. "Jim," he said at last, in a voice that did not seem to belong to him.

Exercise 646. Paraphrase the following sentences so as to use the Complex Subject.

- **E.g.** It *appeared* that **they had lost** the way.
They appeared to have lost the way.

1. It appeared that he was losing patience.
2. It appeared that he had not heard what had been said.
3. It happened that I was present at the opening session.
4. It so happened that I overheard their conversation.
5. It turned out that my prediction was correct.
6. It turned out that the language of the article was quite easy.
7. It seems they know all about it.
8. It seems they have heard all about it.
9. It seemed that the discussion was coming to an end.
10. It seems that you don't approve of the idea.
11. It seemed that the house had not been lived in for a long time.

Memorize the following sentences with the Complex Subject:

He is likely to win the prize. — Схоже, що він виграє приз.

He is sure to come. — Він обов'язково прийде.

Exercise 647. Translate into Ukrainian paying attention to the use of to be likely to, to be sure to.

1. We most of us want a good many things that we are not likely to get.
2. He is sure to tell me all about this even if I don't ask him.
3. When Sondra said that they were sure to meet again, she saw Clyde's face suddenly brighten.
4. If we go on arguing, we are sure to quarrel.
5. They are sure to acknowledge your talent.
6. He is sure to give us some useful information.
7. The article is likely to appear in the next issue of the journal.
8. Mr. Worthing is sure to be back soon.
9. These two young people are sure to be very good friends.
10. You are sure to be there tomorrow night, aren't you?
11. She is not likely to change her opinion.
12. They were sure to come to an understanding.
13. Don't worry: everything is sure to turn out all right.
14. This new course of treatment is sure to help your grandmother.

Exercise 648. Translate the following sentences into English concentrating on the use of the Complex Subject.

1. Ніяк не чекали, що холодна погода наступить так рано.
2. Виявилося, що ми вже колись зустрічалися.
3. Ви, здається, втомилися.
4. Умови роботи виявилися більш важкими, чим передбачалося.
5. Ви випадково не знаєте цієї людини?

6. Книга, яку ви мені дали, виявилася нудною.
7. Нові автобуси виявилися дуже зручними.
8. З трьох сестер Бронте Шарлота вважається найталановитішою.
9. Як відомо, Англійська письменниця Войніч жила протягом декількох років в Петербурзі і вивчала російську літературу. Вважають, що російська література вплинула на її творчість.
10. Ваш приятель, здається, дуже цікавиться стародавньою історією.
11. Відомо, що Римляни побудували на Британських островах хороші дороги.
12. Вважають, що поема "Беовульф" була написана в VIII столітті.
13. Вальтер Скотт вважається творцем історичного роману.
14. Повідомляють, що експедиція досягла місця призначення.
15. Я випадково знаю номер його телефону.
16. Він виявився хорошим спортсменом.
17. Він, здається, пише нову статтю: здається, він працює над нею вже два тижні.
18. Я випадково зустрів його в Москві.
19. Говорять, що ця будівля була побудована в XVII столітті.
20. Відомо, що марсіанські канали були відкриті в 1877 році.
21. Припускають, що засідання закінчиться о десятій годині.
22. Вважають, що вони знають про це більше, ніж хочуть показати.
23. Джим виявився хоробрим хлопчиком.
24. Рочестер випадково зустрів Джейн дорогою додому.
25. Говорять, що він працює над своїм винаходом вже декілька років.
26. Говорять, що ця стаття була перекладена на всі мови світу.
27. Ви, здається, багато читали до вступу в університет.

7 Reported speech

7.1 Reported statements

In reported speech (also known as indirect speech), the tense used in the speaker's original words is usually (but not always) moved back a tense when the reporting verb (*said, told, etc.*) is in the *past*. The tense does not change if the reporting verb is in the *present, present perfect or future*.

Tense changes

<i>Speaker's words</i>		<i>Reported speech</i>
present simple	→	past simple
present continuous	→	past continuous
present perfect simple	→	past perfect simple
present perfect continuous	→	past perfect continuous
past simple	→	past perfect simple
past continuous	→	past perfect continuous
past perfect	→	past perfect
<i>going to future</i>	→	<i>was going to</i>
<i>shall/will</i>	→	<i>would</i>
<i>shall</i> in offers and suggestions	→	<i>should</i>
<i>must</i>	→	<i>had to</i>
<i>can</i>	→	<i>could</i>

*Example: 'Sales **have dropped** dramatically in the last year.'*

*A representative said (that) sales **had dropped** dramatically in the last (or previous) year.*

* Note: It is possible to omit **that**.

7.1.1 When the tense doesn't change

The *past simple* and *continuous* often remain unchanged in reported speech, in both written and spoken English, if this can be done without causing any confusion about the time of the actions.

It is also possible for other tenses to remain unchanged in reported speech in spoken English.

- Past continuous

The *past continuous* usually remains unchanged in reported speech.

*'When they arrived, I **was** still **cooking** the dinner.'*

*He said that when they arrived, he **was** still **cooking** the dinner.*

*'I **was** **working** until ten o'clock last night.'*

*She said that she **was** **working** until ten o'clock last night/on Tuesday night.*

Where the *past continuous* is used to refer to an activity that was completed before an event in the *past simple* or *present perfect*, we are more likely to change the *past continuous* to the *past perfect continuous*.

*'We **were** **planning** to go out but then Joe started feeling sick.'*

*She said that they **had been** **planning** to go out but then Joe started/had started feeling sick.*

- Past simple

When the *past simple* is used in a *time clause*, it does not generally change.

When there is a time clause, the verb in the main clause can remain in the *past simple* or change to the *past perfect*.

*'When I **got** there, the place **was** almost empty.'*

*She said that when she **got** there, the place **was/had been** almost empty.*

When the *past simple* is used to refer to a situation that still exists in the present, it does not generally change.

*'We **didn't** stay in the hotel because it **was** too expensive.'*

(And presumably the hotel is still expensive now.)

*She said that they **hadn't** stayed in the hotel because it **was** too expensive.*

In other circumstances, it is better to change the *past simple* to the *past perfects* written reporting. However, in oral reporting, it is becoming increasingly common to leave the past simple unchanged.

*'I **enjoyed** myself last night.'*

Oral reporting *Clare said that she **enjoyed** (had enjoyed) herself last night/on Saturday night.*

Written reporting *Clare said that she **had enjoyed** herself last night/the previous night/on Saturday night.*

- Present tenses

In oral reporting, it is becoming increasingly common not to change the present tenses if the activity is still going on or the situation still exists at the time of reporting.

*'Alison's **living** with her parents now.'*

Jo told me that Alison **is living** (was living) with her parents now.

I can't come to the party because **I'm doing** my homework.'

He said that he can't (couldn't) come to the party because he **is doing** (was doing) his homework.

However, if the party is now finished and he is no longer doing his homework, then we change the tense in reported speech.

He said that he couldn't come to the party because he **was doing** his homework.

'The school **takes on** new students every month.'

Assuming that this situation still exists, the verb can stay in the *present simple* or change to the *past simple* in oral reporting.

The receptionist told me that the school **takes on/took on** new students every month.

- The future

In oral reporting, the future tenses can remain unchanged if the event is still in the future.

'**I'm meeting** John tonight.'

Sheila said that she **is meeting/was meeting** John tonight. (Tonight is still in the future.)

BUT

Sheila said that she **was meeting** John last night. (Tonight is now in the past.)

We're going to launch a thorough investigation.'

The police said that they **are going to/were going to launch** a thorough investigation.

'There **will be** no increase in taxes.'

The Prime Minister said that there **will/would be** no increase in taxes.

'The plane **will be leaving** in thirty-five minutes.'

They announced that the plane **will/would be leaving** in thirty-five minutes.

7.1.2 Time and place changes

It is often necessary to change time, place and other references in reported speech depending on when and where the reporting takes place in relation to the actual words.

Some common changes

now	→ then
tonight	→ that night
yesterday	→ the day before/on + name of day
tomorrow	→ the following day/the next day/on + name of day
this morning	→ that morning
last week	→ the previous week
next Saturday	→ the following Saturday
ago	→ before/previously
here	→ there
this + the place	→ that/the + the place
this	→ that/the

Note on the following exercises

In the following exercises, you should make the tense changes as for written reporting.

Exercise 649. Rewrite the sentences in reported speech.

1 'I'll come and see you on Friday if that's all right.' (She said)

She said (that) she would come and see us on Friday if that was all right.

- 2 The conference will be spending a considerable time discussing the world debt crisis.'
(The statement said)
- 3 'The shop's closing in about half an hour.' (She explained)
- 4 'You're planning to set up your own business.' (Gareth tells me)
- 5 'We're going to have to make quite a few cutbacks.' (The managing director said)
- 6 'The police have been investigating new allegations of fraud.' (A spokesperson said)
- 7 'When the project first started, there was a lot of interest in it.' (She explained)
- 8 'It's pouring with rain down here.' (She told me).
- 9 'I'll have finished writing the report by the time you get here.' (She promised me)
- 10 'My new computer has made a lot of difference to me.' (She says)
- 11 'The 8.45 train from Waterloo will be arriving in approximately five minutes.' (The station announcer has just said)
- 12 When we were setting up the organization, we had very little money.' (They told me)
- 13 The club lost quite a lot of money last month.' (The treasurer told the meeting)
- 14 'It will be a very difficult time for all of us.' (He agreed)
- 15 'You work too hard. You should take more time off.' (He told me)

7.2 Reported questions

The rules about tense changes apply to questions in the same way as they apply to statements.

- **wh** questions

The *subject* and *verb* are NOT inverted in reported speech.

*'Why **didn't** you tell me the truth?'*

inversion

*She asked me why **I hadn't told** her the truth.*

subject + verb

- **yes/no** questions

Put **if** or **whether** before the *subject* + *verb*.

***Have I seen** you before?'*

*She asked me if **she had seen** me before.*

7.2.1 to-infinitive in reported speech

- In reported requests, advice, commands, etc., use *to-infinitive*.

'Can you help me write my speech?'

*She asked me **to help** her write her speech.*

'Don't stay out too late.'

*She told me **not to stay out** too late.*

- After question words

When reporting **shall/should** questions, we can use *to-infinitive* after the question word.

'How much should we give them?'

*He wanted to know how much **to give** them.*

'What should I buy for Peter?'

*She asked me what **to buy** for Peter.*

'Should I tell her what happened?'

*He wanted to know whether **to tell** her what had happened.*

Note

We do not use the *to-infinitive* after **why** or **if**.

Exercise 650. Write the following in reported speech.

- 1 'Where do you think we should advertise?' (He asked me)
He asked me where I thought we should advertise.
- 2 'Are you going to audition for the play?' (Jean asked me)
- 3 'Give me a ring if you need any help.' (She told me)
- 4 'How is Eileen getting on?' (She often asks me ... you ...)
- 5 'Shall I ask her out for a meal?' (He's been wondering)
- 6 'Why did Trevor look so embarrassed when he saw Carole?' (He asked)
- 7 'Must we stay here all evening?' (He asked)
- 8 'What are they doing about publicity for the event?' (She wondered)
- 9 'Will you send me the report when it's finished?' (He asked me)
- 10 'What have you done with the student records?' (She asked me)
- 11 'Do you think you could keep your voices down a bit?' (She asked us)
- 12 'Where did you buy that hat?' (He wanted to know)
- 13 'Have you been eating properly?' (The doctor asked me)
- 14 'Don't make any noise during the performance.' (They asked us)
- 15 'Were you still teaching music when you met Adrian?' (Mike asked me)

7.3 Verbs used in reporting

Many different verbs are used in reporting. We do not usually report every word that was said or written and these different verbs can help to summarize the original words.

'Would you like to come and stay for the weekend?'

-----► *He **invited** us to stay for the weekend.*

'No, no, I don't want your money. I'm definitely going to pay for the meal and that's that.'

-----► *She **insisted** on paying for the meal.*

Examples of verbs used in reporting

advise someone agree decide encourage s.o.

invite s.o. offer promise refuse warn s.o. (not to ...) + INFINITIVE

remind s.o. persuade s.o.

accuse s.o. of agree on/about apologize for

complain about insist on recommend suggest + GERUND

warn against advise s.o. against

dissuade s.o. from persuade s.o. against

agree complain decide insist recommend

suggest (+should) announce boast + *that* clause

claim concede

Exercise 651. Put the sentences into reported speech, summarizing what was said and using the verbs in the box.

decide complain accuse advise apologize offer persuade remind warn refuse

- 1 'I know you've got a lot of work to do at the moment. I'll help you type up that report if you like,' he said.

He offered to help me type up the report.

- 2 A: I don't think you should hand in your resignation immediately. Give yourself more

time to think about it.

B: OK. I suppose you're right. I'll leave it for a while then.

He persuaded me not to hand in my resignation immediately.

3 'No, I'm not going to discuss it with you. I think it's a waste of time,' he said.

4 'I really think I should have been invited to the meeting. I'm very unhappy about the fact that I wasn't,' he said.

5 'You've been quite ill and you need to recover. I really think you should take it easy for a few days,' the doctor said.

6 'You must not go near their house again or there will be trouble,' the police said to him.

7 'After giving the matter some serious thought, we have now reached a final decision. We are going to close down the naval base in two years' time,' said the Ministry of Defence.

8 'Someone's been reading my diary. I know they have. I found it in the wrong drawer this morning. It was you, wasn't it?'

9 'Remember that you've got to apply for a new passport. Yours is out of date now,' he said to me.

10 'I'm really sorry about all the trouble I've caused. I didn't mean to,' she said.

7.4 Summarizing when reporting

When we are reporting, we do not repeat everything that was said or written. As we report, we summarize.

A range of different verbs are used and these help to summarize. (See p.362)

In addition, we often use adjectives to describe how someone responded, instead of reporting their words.

'Oh, that's fantastic. I'm just so pleased. This is the best news we've had in ages.'

-----► *She was **delighted** when we told her the news.*

- Oral reporting.

When we report orally, we regularly switch our method of reporting. We use a mixture of direct speech, reported speech and descriptions of the content of the conversation. For example:

I was talking to Jo last night about the holiday. She thinks we shouldn't book anything up yet because we'll probably get a cheaper deal if we leave it till just before we go. I agreed with her but I said I didn't know what you would think about that. And then of course we have to decide definitely where we want to go. I said we quite fancied going to one of the islands but she said, 'Well, I'm not sure Graham will like the idea.' Anyway, in the end, she said why don't we talk to him about it when we meet him on Thursday.

- Written reporting.

In written reports, we tend to use reported speech consistently rather than switching from one style of reporting to another. If we are reporting what one person said, it is not necessary to keep repeating **She/He/It said** However, we continue to use the reported speech tenses if it is understood that we are still reporting.

For example:

The meeting was concluded by the Chair of the Governors, who said that although it had been a difficult year, the staff of the school had managed very well, The financial cutbacks had hit hard and it was to be hoped that there would be no further cutbacks in the coming year. Library stocks were severely depleted and he suggested that there should be a series

of fundraising activities to help raise money for books. He thanked all the staff for their hard work and hoped that the coming year would be successful. The Headteacher then thanked the Chair of the Governors for his contribution to the school and the meeting was closed at 9.00 p.m.

Exercise 652. Do a written summarized report of the following speech.

'I am delighted to have been elected onto the Council and I thank all those voters who came out in the rain today to vote for me. I am very much looking forward to representing the interests of the residents of Kimbridge Valley and hope that I will have the opportunity to do so for many years to come.

During the last few weeks, I have spoken to many of the valley residents on the doorstep and I have a clear idea of the issues which are of most concern to them. The proposed closure of the school is understandably causing a great deal of anxiety and I shall do everything in my power to fight against that. I hope that I will be successful.

Thanks again to my supporters and a big thank you to all those who helped me during the campaign.'

In her acceptance speech, Diane Banham said that she was delighted...

7.1 – 7.4 Revision

Exercise 653. Translate into Ukrainian paying attention to the use of tenses in Ukrainian and English.

1. When he learnt that his son always received excellent marks in all the subjects at school, he was very pleased.
2. When he learnt that his son had received an excellent mark at school, he was very pleased.
3. We did not know where our friends went every evening.
4. We did not know where our friends had gone.
5. She said that her best friend was a doctor.
6. She said that her best friend had been a doctor.
7. I didn't know that you worked at the Hermitage.
8. I didn't know that you had worked at the Hermitage.
9. I knew that you were ill.
10. I knew that you had been ill.
11. We found that she left home at eight o'clock every morning.
12. We found that I she had left home at eight o'clock that morning.

Exercise 654. Make the following sentences Past concentrating on the dependence in use of tense-aspect forms in the subordinate clause on the ones in the main clause.

1. My uncle says he has just come back from the Caucasus.
2. He says he has spent a fortnight in the Caucasus.
3. He says it did him a lot of good.
4. He says he feels better now.
5. He says his wife and he spent most of their time on the beach.
6. He says ii they did a lot of sightseeing.
7. He says he has a good camera.
8. He says he took many photographs while travelling in the Caucasus.
9. He says he will come to see us next Sunday.
10. He says he will bring and show us the photographs he took during his stay in the Caucasus.

Exercise 655. Make the following sentences Past concentrating on the dependence in use of tense-aspect forms in the subordinate clause on the ones in the main clause.

1. Mike says he is sure Ann and Kate will be excellent guides.
2. He says they have made good progress in English.
3. Oleg says that in a day or two several English students will come to pay a visit to their school and he will probably have to act as interpreter.
4. Ann says she has just met Boris in the street.
5. She says Boris told her a lot of interesting things about his travels in the south.
6. Nick says he is going to the hotel to see his friends, who have just arrived in St. Petersburg from the United States of America.
7. He says they have not been here for a long time.
8. He says they were friends at school.
9. He says he will take them to the theatre on Sunday.
10. They say they will write me a letter when they return home.

Exercise 656. Use the required tense-aspect forms of the verbs in brackets.

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sarie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.
16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

Exercise 657. Use the required tense-aspect forms of the verbs. Choose between the ones given in brackets.

1. My friend asked me who (is playing, was playing) the piano in the sitting room.
2. He said he (will come, would come) to the station to see me off.
3. I was sure he (posted, had posted) the letter.
4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse.
5. I knew that he (is, was) a very clever man.
6. I want to know what he (has bought, had bought) for her birthday.
7. I asked my sister to tell me what she (has seen, had seen) at the museum.
8. He said he (is staying, was staying) at the "Ritz" Hotel.
9. They realized that they (lost, had lost) their way in the dark.
10. He asked me where I (study, studied).
11. I thought that I (shall finish, should finish) my work at that time.
12. He says he (works, worked) at school two years ago.
13. Victor said he (is, was) very busy.

Exercise 658. Make the following sentences subordinate. Use the sentences given in brackets as the main clauses for the resulting complex sentences. Make all the necessary changes in the tense-aspect forms of the verbs.

1. You will fall and break your leg. (I was afraid)
2. My friend has never been to Washington. (I knew)
3. She never drinks milk. (I was told)
4. He is a very talented singer. (We were told)
5. They live a happy life. (We knew).
6. The children are playing in the yard. (She thought)
7. Her friend will come to see her. (She hoped)
8. Father has repaired his bicycle. (He thought)
9. She knows English very well. (I supposed)
10. Our sportsmen will win the game. (We were sure)
11. He does not know German at all. (I found out)
12. She made no mistakes in her dictation. (She was glad)
13. He works at his English hard. (I knew)
14. She dances better than anybody else. (I was told)
15. My cousin has received a very interesting offer from his firm. (I learnt)
16. She will come to stay with us. (My aunt wrote in her letter)
17. He is painting a new picture. (We heard)
18. His new picture will be a masterpiece. (We were sure)

Exercise 659. Translate the following sentences into English observing the rules of Sequence of Tenses.

1. Я знала, що вона працює на заводі, що у неї є чоловік і двоє дітей, що сім'я у неї дуже дружна і вона щаслива.
2. Він сказав мені вчора, що раніше він вчився в університеті.
3. Ми вирішили минулого тижня, що майбутнього літа ми всі поїдемо до Криму.
4. Сестра сказала, що хоче приїхати до нас сама.
5. Я знала, що вона була дуже зайнята.
6. Ніхто не знав, що ви чекаєте тут. Ходімо в будинок.
7. Гід попередив нас, що в цій частині міста рух досить сильний.
8. Секретар не помітив, що директор з кимось розмовляє.
9. Всі ми знали, що її сім'я знову в Санкт-Петербурзі.
10. Олена сказала, що вона дарує нам цю картину.
11. Вона сказала, що її колеги завжди дають їй прекрасні поради.
12. Він сказав, що любить цю п'єсу.
13. Минулого року вони думали, що ніколи добре не читатимуть англійською, але вчора вони побачили, що читають тексти досить добре.
14. Він сказав мені вчора, що його батько — професор і живе в Москві.

Exercise 660. Translate the following sentences into English observing the rules of Sequence of Tenses

1. Я боявся, що заблукаю в лісі.
2. Вона знала, що ми ніколи не бачили її картини.
3. Учений був упевнений, що знайде рішення проблеми.
4. Я знав, що ти приїхав до Санкт-Петербурга, і вважав, що ти відвідаєш мене.
5. Ми не думали, що він так розсердиться.
6. Ми вчора дізналися, що вона хвора.
7. Він думав, що вона не прийде до школи.
8. Я знав, що моя сестра вивчає Французьку мову, і думав, що вона поїде до Парижа.
9. Мені сказали, що ти мені дзвонив.
10. Я думав, що ти в Москві.

11. Я не знав, що ти вже повернувся до Санкт-Петербурга.
12. Ми сподівалися, що поїдемо до Лондона.
13. Вчитель сказав, що наші друзі прислали лист з Лондона.
14. Вона сказала, що її подруга запросила її в театр.
15. Ми боялися, що не купимо квиток в театр.
16. Ми побачили, що діти граються в піску.
17. Вона сказала, що більше не купатиметься, тому що вода холодна.
18. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами в театр, хоча вже двічі слухала "Травіату."

Exercise 661. Translate the following sentences into English observing the rules of Sequence of Tenses.

1. Я думав, що він зачекає на мене.
2. Він боявся, що йому буде важко зробити доповідь.
3. Він сказав нам, що коли він увійшов до кімнати, його друг вже сидів на дивані. Він читав газету.
4. Ми сподівалися, що вона скоро прийде.
5. Він сказав, що не знає, коли почнеться конференція.
6. Я був упевнений, що якщо ми поспішимо, ми не спізнаємося на потяг.
7. Він запитав мене, що я робитиму увечері. Я відповів, що не знаю, чи буду я вільний увечері, але сказав, що якщо буду вільний, то подзвоню йому годині о восьмій.
8. Всі були упевнені, що Борис добре здасть іспити.
9. Він говорив, що Лев Толстой — його улюблений письменник.
10. Я знав, що ви живете в Москві, але не знав вашу адресу.
11. Він сказав, що кине палити.
12. Всі знали, що вона поїде до Рима.
13. Пробачте, ми не думали, що ви чекаєте на нас.
14. Я не знав, що ви теж любите футбол.
15. Я був упевнений, що він буде видатним артистом.
16. Я боявся, що ви не скористаєтеся моєю порадою.
17. Я не знав, що ти працюватимеш в читальному залі.

Exercise 662. Commands, requests, advice. Put the following into indirect speech.

1. The teacher said to me: "Hand this note to your parents, please."
2. Oleg said to his sister: "Put the letter into an envelope and give it to Kate."
3. "Please help me with this work, Henry," said Robert.
4. "Please bring me some fish soup," he said to the waitress.
5. "Don't worry over such a small thing," she said to me.
6. "Please don't mention it to anybody," Mary said to her friend.
7. "Promise to come and see me," said Jane to Alice.
8. He said to us: "Come here tomorrow."
9. I said to Mike: "Send me a telegram as soon as you arrive."
10. Father said to me: "Don't stay there long."
11. Peter said to them: "Don't leave the room until I come back."
12. "Take my luggage to Room 145," he said to the porter.
13. He said to me: "Ring me up tomorrow."
14. "Bring me a cup of black coffee," she said to the waiter.
15. "Don't be late for dinner," said mother to us.
16. Jane said to us: "Please tell me all you know about it."
17. She said to Nick: "Please don't say anything about it to your sister."

Exercise 663. Commands, requests, advice. Put the following into indirect speech.

1. "Explain to me how to solve this problem," said my friend to me.
2. The doctor said to Nick: "Open your mouth and show me your tongue."
3. "Don't be afraid of my dog," said the man to Kate.
4. "Take this book and read it," said the librarian to the boy.
5. The doctor said to Pete: "Don't go for a walk today."
6. "Don't eat too much ice cream," said Nick's mother to him.
7. "Go home," said the teacher to us.
8. "Buy some meat in the shop," said my mother to me.
9. "Sit down at the table and do your homework," said my mother to me.
10. "Don't forget to clean your teeth," said granny to Helen.
11. "Don't sit up late," said the doctor to Mary.

Exercise 664. Put the following statements into Indirect Speech.

1. He said: "I have just received a letter from my uncle."
2. "I am going to the theatre tonight," he said to me.
3. Mike said: "I spoke to Mr. Brown this morning."
4. He said to her: "I shall do it today if I have time."
5. I said to them: "I can give you my uncle's address."
6. Oleg said: "My room is on the second floor."
7. He said: "I am sure she will ring me up when she is back in St. Petersburg."
8. Misha said: "I saw them at my parents' house last year."
9. He said: "I haven't seen my cousin today."
10. "I don't go to this shop very often," she said.
11. Tom said: "I have already had breakfast, so I am not hungry."

Exercise 665. Put the following statements into Indirect Speech.

1. "This man spoke to me on the road," said the woman.
2. "I can't explain this rule to you," said my classmate to me.
3. The teacher said to the class: "We shall discuss this subject tomorrow."
4. The woman said to her son: "I am glad I am here."
5. Mike said: "We have bought these books today."
6. She said to me: "Now I can read your translation."
7. Our teacher said: "Thackeray's novels are very interesting."
8. She said: "You will read this book in the 9th form."
9. Nellie said: "I read 'Jane Eyre' last year."
10. "My friend lives in Moscow," said Alec.
11. "You have not done your work well," said the teacher to me.
12. The poor man said to the rich man: "My horse is wild. It can kill your horse."
13. The rich man said to the judge: "This man's horse has killed my horse."

Exercise 666. Put the following statements into Indirect Speech.

1. The mother said: "The children are in the nursery, doctor."
2. "I have no time for lunch today," said the boy to his mother.
3. "You speak English very well," said the woman to me.
4. My brother said to me: "I am going to become a doctor."
5. My uncle said to us: "I buy several newspapers every day."
6. The teacher said to the pupils: "Next year we shall have six hours of English a week."
7. He said to me: "I want to see you today."
8. She said: "I am free tonight".
9. Mother said to me: "I feel bad today."
10. The pupil said to the teacher: "I can do my homework after dinner."

11. The teacher said to Jack: "You work hard, I know. You are a good boy."
12. The old man said to the girl: "You can sing perfectly. I think you will be a famous singer."
13. My sister said to me: "You look very well, much better than you looked yesterday. I think you have recovered after your illness."
14. "You are an excellent cook. Everything is so tasty," said my guest to me.
15. The student said: "I can't answer this question. I don't understand it."

Exercise 667. Put the following statements into Indirect Speech.

1. He said to me: "They are staying at the "Europe" hotel."
2. He said: "They are leaving next Monday."
3. The clerk said to them: "You can leave the key with the maid upstairs."
4. Masha said: "I usually spend my holidays in the south."
5. She said: "I spent my holidays in the Crimea last year."
6. Boris said: "I go to the south every year."
7. He said: "I am going to a health resort tomorrow."
8. Ann said to us: "They haven't yet come."
9. She said to us: "They arrived in St. Petersburg yesterday."
10. I said: "I was in London last year. My friends in London sometimes invite me to spend my holidays with them."
11. Nick said: "I have never been to London. I think I shall go there next year."
12. He said: "I shall not stay with my friends too long."

Exercise 668. Put the following statements into Indirect Speech. Any Noun or Pronoun can be used as a subject for the main clause in the resulting complex sentence.

1. I shall come as soon as I am ready.
2. You will know that I have gone to the concert if I am not at home by eight.
3. I shall come to the Philharmonic with you if you get tickets.
4. Five years ago there were no people living here at all.
5. I shall go skiing on Sunday if I have time.
6. They finished building this house only last week.
7. It will be so pleasant when Tom comes home.
8. I shall do it now if you like.
9. My brother was here today.
10. It's a pity you didn't come earlier.
11. There will be an interesting lecture at the school assembly hall tomorrow. One of our teachers will speak about Charles Dickens.
12. Last year I spent my summer vacation in the Caucasus.
13. I came to live in this town several years ago.
14. I'll be reading you a story until it is time to go to bed.
15. I have read all about it in today's newspaper.

Exercise 669. Put the following statements into Indirect Speech.

1. "When your turn comes, listen very carefully to what the doctor tells you," I said to my grandmother.
2. "If you are in a hurry, we shall make only the first experiment," said the laboratory assistant to me.
3. "I shan't start anything new until I have finished this novel," said the writer to the correspondent.
4. "When I get a job, I'll buy you a warm coat," said the boy's father.
5. "If you spill the milk, there won't be any for the cat," said my mother to me.
6. "When you come to see me on Sunday, I shall show you my new dress," she said to me.
7. "If Mary arrives before seven, bring her to our house for the evening," said Jane to Henry.

8. "Don't wait until I come. As soon as you finish the exercises, begin playing volleyball," said the PT teacher to the pupils.
9. "As soon as Robert appears, ask him where he put the dictionary," said Mary to her mother.

Exercise 670. Put the following into Direct Speech.

1. Tom said he would go to see the doctor the next day.
2. He told me he was ill.
3. He told me he had fallen ill.
4. They told me that Tom had not come to school the day before.
5. I told my sister that she might catch cold.
6. She told me she had caught cold.
7. He said that while crossing the English Channel they had stayed on deck all the time.
8. The woman said she had felt sick while crossing the Channel.
9. She said she was feeling bad that day.
10. The old man told the doctor that he had pain in his right side.
11. He said he had just been examined by a good doctor.
12. He said he would not come to school until Monday.
13. The man said he had spent a month at a health resort.
14. He said that his health had greatly improved since then.

Exercise 671. Put the following special questions into Indirect Speech.

1. Mother said to me: "Who has brought this parcel?"
2. He said to her: "Where do you usually spend your summer holidays?"
3. Ann said to Mike: "When did you leave London?"
4. She said to Boris: "When will you be back home?"
5. Boris said to them: "How can I get to the railway station?"
6. Mary asked Tom: "What time will you come here tomorrow?"
7. She asked me: "Why didn't you come here yesterday?"
8. She asked me: "What will you do tomorrow if you are not busy at your office?"
9. I said to Nick: "Where are you going?"
10. I said to him: "How long are you going to stay there?"
11. I said to him: "How long will it take you to get there?"
12. Pete said to his friends: "When are you leaving St. Petersburg?"
13. He said to them: "Who will you see before you leave here?"
14. They said to him: "What time does the train start?"
15. I asked Mike: "What will you do after dinner?"
16. I asked my uncle: "How long did you stay in the Crimea?"
17. Ada said to me: "Where did you see such trees?"
18. I said to Becky: "What kind of book has your friend brought you?"

Exercise 672. Put the following special questions into Indirect Speech. Begin your sentences with the words *in brackets*.

1. Where did I put the book? (I forgot...)
2. Who has given you this nice kitten? (She wanted to know...)
3. Where can I buy an English-Russian dictionary? (He asked me...)
4. How long will it take your brother to get to Madrid? (He wondered...)
5. Where is he going? (He didn't tell anybody...)
6. Where has he gone? (Did you know...)
7. Where is he? (Did you know...)
8. When is he leaving school? (I wanted to know...)
9. Where does he live? (Nobody knew...)
10. When will he come back? (She asked them...)

11. Where did she buy this hat? (He wanted to know...)
12. How much did she pay for it? (I had no idea...)

Exercise 673. Put the following general questions into Indirect Speech.

1. I said to Mike: "Have you packed your suitcase?"
2. I said to Kate: "Did anybody meet you at the station?"
3. I said to her: "Can you give me their address?"
4. I asked Tom: "Have you had breakfast?"
5. I asked my sister: "Will you stay at home or go for a walk after dinner?"
6. I said to my mother: "Did anybody come to see me?"
7. I asked my sister: "Will Nick call for you on the way to school?"
8. She said to the young man: "Can you call a taxi for me?"
9. Mary said to Peter: "Have you shown your photo to Dick?"
10. Oleg said to me: "Will you come here tomorrow?"
11. He said to us: "Did you go to the museum this morning?"
12. I said to Boris: "Does your friend live in London?"
13. I said to the man: "Are you living in a hotel?"
14. Nick said to his friend: "Will you stay at the "Hilton"?"
15. He said to me: "Do you often go to see your friends?"
16. He said to me: "Will you see your friends before you leave St. Petersburg?"
17. Mike said to Jane: "Will you come to the railway station to see me off?"
18. She said to me: "Have you sent them a telegram?"
19. She said to me: "Did you send them a telegram yesterday?"

Exercise 674. Put the following general questions into Indirect Speech. Begin your sentences with the words in brackets.

1. Have they sold the picture? (I did not know...)
2. Do they know anything about it? (I wondered...)
3. Has Jack given you his telephone number? (She asked me...)
4. Is he coming back today? (I was not sure...)
5. Have you found the book? (She asked me...)
6. Are there any more books here? (The man asked...)
7. Did she go shopping yesterday? (I wanted to know...)
8. Has she bought the dictionary? (He did not ask her...)
9. Does she know the name of the man? (I doubted...)
10. Did Boris see the man this morning? (I asked...)

Exercise 675. Put the following special questions into Indirect Speech. Begin your sentences with the words in brackets.

1. Kate said: "Mike, do you like my dress?"
2. Grandfather said to Mary: "What mark did you get at school?"
3. My sister said to me: "Will you take me to the theatre with you tomorrow?"
4. Mother asked me: "Did you play with your friends yesterday?"
5. "Why don't you play with your friends, Kate?" said her mother.
6. "Do you like chocolates?" said my little sister to me.
7. "Did you see your granny yesterday, Lena?" asked Mr. Brown.
8. The doctor asked Nick: "Do you wash your face and hands every morning?"
9. The teacher said to Mike: "Does your father work at a factory?"
10. Mother said to us: "What are you doing here?"
11. Father said to Nick: "Have you done your homework?"
12. Tom said: "Ann, where are your friends?"

Exercise 676. Put the following into Direct Speech.

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now.
2. I asked the man how long he had been in St. Petersburg.
3. I asked him if he was going to a health resort.
4. We asked the girl if her father *was* still in Moscow.
5. I asked the girl what sort of work her father did.
6. I asked if they had taken the sick man to hospital.
7. I asked my friend if he had a headache.
8. I wanted to know when he had fallen ill.
9. I wondered if he had taken his temperature.

Exercise 677. Put the following into Indirect Speech.

1. "Do you like my pies, Ann?" asked her grandmother.
2. "Sit down at the table and do your homework," said Tom's mother to him.
3. "What did you do at school yesterday, John?" said his father.
4. "Will you play the piano today, Helen?" asked her aunt.
5. My uncle said: "We shall visit you next week."
6. "Don't cross the street under the red light," said the man to Nick.
7. "I took a very good book from our library yesterday," said Mike to his father.
8. "Come to my house tomorrow, Jane," said Lena.
9. "Where are your books, Betsy?" said her mother.

Exercise 678. Put the following into Indirect Speech.

1. She said: "I am busy today and I shall be busier tomorrow."
2. Jane said: "I shall come to school early tomorrow."
3. They said: "We shall not go to school on Sunday."
4. Mr. Dickson said: "I shall have to pay a lot of money for the car."
5. Peter said to me: "I'll be waiting for you at the station."
6. Mary said: "I'll be back soon."
7. She said to me: "What are you going to do when you come home?"
8. She said: "I hope I'll soon speak English well."
9. He said: "I am sure it will rain tomorrow."
10. They said: "We shall go to the river tomorrow if it is hot."
11. He said: "I am sure she will come in time."
12. She said: "I shall be able to read English newspapers without a dictionary next year."

Exercise 679. Put the following into Indirect Speech.

1. "Lock the door when you leave the house," said my elder sister to me.
2. "Have you received a telegram from your wife?" she asked Robert.
3. Mabel said: "Nothing will change my decision and I shall leave for Cape Town tonight."
4. "Please don't smoke in the room," said the old woman to her nephew.
5. "I am shivering with cold," said the girl.
6. "I want to sit in the armchair," said the boy.
7. The secretary said to me: "The delegation arrived in St. Petersburg yesterday."
8. "Open the window, please," she said to me.
9. He said: "I shall light a fire and make myself breakfast."
10. "Don't run to the door when you hear the bell," said the woman her little daughter.
11. She asked me: "How long are you going to stay here?"
12. Mary asked me: "Will you spend your vacation in Moscow?"

Exercise 680. Put the following into Indirect Speech.

1. "What have you prepared for today, children?" said the teacher.
2. The teacher said to the pupils: "Don't open your books."
3. Mother said to me: "You will go to the cinema tomorrow."
4. Father said to Jane: "Show me your exercise book."
5. "What are you doing here, boys?" said Kate.
6. "Don't make noise," said Tom's mother to him.
7. Helen said to Pete: "Did you play chess with your father yesterday?"
8. Kate said to her grandmother: "Help me to cook the soup, please."
9. Mike said to the teacher: "My sister knows two foreign languages."
10. Tom said to his sister: "I saw your friend at the library yesterday."

Exercise 681. Put the following into Indirect Speech.

1. "When did you receive this letter?" my friend said to me.
2. "Will you play football with us?" said the boys to Peter.
3. "Tom, go to bed," said his mother.
4. "I have never seen your toys," said Nellie to Pete.
5. "Give me your record book, Nick," said the teacher.
6. Ann said to Lena: "Look at my nice kitten."
7. "We shall go to the zoo tomorrow," said our grandmother.
8. Mother said to Pete: "Don't forget to wash your hands."
9. Nick said to his mother: "I am doing my homework."
10. "I have learnt a long poem," said Mike to the teacher.
11. "Don't play in the street," said the man to the boys.
12. "Why don't you drink your tea?" said my mother to me.
13. "I saw my friend at the stadium yesterday," said Johnny to his mother.

Exercise 682. Put the following into Indirect Speech.

1. "Are you fond of going to the theatre?" asked my friend. "Have you seen any plays by Shakespeare?"
2. Nellie asked me: "Did you see 'Hamlet' last night?"
3. I asked Nellie: "Shall we go to the theatre together?"
4. "Does Mike like Shakespeare?" asked Nellie. "Will he go to the theatre with us?"
5. "I shall buy some new stamps for you if you give me this one," said Mike to Kate.
6. "Will you bring your sister to the party with you, Boris?" asked Mary.
7. "Please don't touch me," he said to me.
8. My father said: "I think I shall not go to the beach with you today because I am very busy."
9. "I am very thirsty. Please give me some lemonade, Ann," said Tom.
10. "Don't lie to me, Tom," said Aunt Polly. "I am tired of your lies."

Exercise 683. Put the following into Indirect Speech.

1. The teacher said to us: "You will have to work hard tomorrow."
2. My girlfriend said to me: "I shall not be able to go for a walk with you today, because I am very busy."
3. She said to me: "How long are you going to stay in the country?"
4. He said to me: "I like to go to the canteen during the break."
5. He asked me: "When will you go to the canteen?"
6. John said: "I met them at the airport yesterday."
7. He said: "I shall come to the party if I am free tomorrow."
8. She said: "I shall go to the cinema in the evening if I am not very tired."
9. My mother said to me: "It will be difficult for you to get up tomorrow if you don't go to bed at once."

10. Nina said: "I like music and I listen to it every evening before going to bed."
11. My aunt said: "I shall not be thirsty if I eat some grapes."
12. Mother said to us: "Don't go out before I return."
13. My sister said: "I shall be neither hungry nor thirsty if I have a cup of tea with a sandwich."
14. Mary said: "Don't switch on TV, Fred, I am working."

Exercise 684. Put the following into Indirect Speech.

1. "Why are you shouting, man?" said Prince John to Locksley. "What is your name?"
2. "Who has read 'Ivanhoe'?" asked the teacher. "Whom was it written by?"
3. One of the pupils asked the teacher of literature: "What novels shall we read next year?"
4. "Is the river Volga in Russia?" asked the Frenchman.
5. "Are you playing volleyball, girls?" said Ann. "I did not know that you liked it."
6. "Don't touch these photographs," said Peter to us. "They are still wet, and you may spoil them."
7. "Does your friend often come here, boys?" said Fred. "I want to speak to him."
8. "How did you manage to solve this difficult problem in such a short time?" said my friend to me.
9. The teacher said to us: "You will write a test paper tomorrow."
10. "I saw a new film yesterday," said Kate to Nick. "Did you like it?" asked Nick.

Exercise 685. Put the following into Indirect Speech.

1. "Do you know where the Browns live?" we asked a passerby.
2. "There are a lot of trains to my station on Sunday," said Andrew to us. "You will have no problems getting to my country place."
3. "Do you often meet my sister at the library?" he asked me.
4. "Will the teacher return our exercise books today?" asked Nick.
5. "My nephew is a very capable young man," said the woman. "He has just graduated from college, but he is already a very skilful specialist."
6. "Sit still and don't move your head," said the doctor to me.
7. "I want to know how your cousin likes working at this hospital," said Vera to Helen.
8. "Don't forget to bring your exercise books tomorrow," said the teacher to us. "You are going to write a very important paper."
9. "How can I get to the circus?" asked the girl. "Take tram number five," said the man.
10. "I am very sorry, Kate," said Mike, "I have forgotten to bring your dictionary."
11. "When does your mother go shopping?" asked the neighbour.

Exercise 686. Put the following into Indirect Speech.

1. He said to me: "Come at nine o'clock, I shall be free at that time and we shall have a nice cup of coffee."
2. Nina asked her friend: "What did the professor speak about in his lecture?"
3. Ann said: "He is one of the best speakers I have ever heard."
4. He said: "I haven't yet seen the film you are talking about."
5. He said: "I seldom went to see my friend in May as I was very busy."
6. She asked her brother: "Will you manage to get tickets to the Philharmonic on Sunday?"
7. My friend said: "We arrived in Kiev on Saturday and the next day we went to have a look, around the city."
8. She said to me: "Did you live in St. Petersburg ten years ago?"
9. She said to me: "Are you going to leave St. Petersburg for the summer?"
10. My friend said to me: "The discussion will still be going on when you return."
11. He said: "I am proud of my brother who took the first prize at the competition."
12. She asked me: "How long have you been living in St. Petersburg?"
13. She said: "He has just left."
14. He asked me: "When will your parents arrive in St. Petersburg?"
15. She said to me: "Were you present at the meeting yesterday?"

Exercise 687. Put the following into Indirect Speech.

1. "I shall gladly go to the cinema with you because I haven't seen this film and I want to see it very much," said my aunt.
2. "Which of you can answer my question?" the teacher asked the pupils.
3. "Do you think that simple food is better for children than rich food?" she asked the doctor."
4. "Why did our team lose the game?" said Vera. "It has always been very strong."
5. "Where have you put my book, Mary?" said Tom. "I cannot find it."
6. "I am very happy," said Fred. "I have bought a very good bicycle."
7. "Whom are you waiting for, boys?" asked the man.
8. "I shall not go to the party tomorrow because I don't feel well," said Mary.
9. "We saw a lot of places of interest when we were travelling around Europe last summer," said Walter.
10. "I suppose we shall go to the theatre tomorrow," said Jane.
11. "Please don't take the books from my table," said Lena to me. "I have specially prepared them for working at my report."
12. "Don't be afraid, Nick," said his grandfather. "This dog is very clever and it won't do you any harm."

Exercise 688. Put the following into Direct Speech.

1. When I came home, my mother told me that a friend of mine had called on me half an hour before.
2. He said that he studied at Moscow University.
3. She said that her brother was playing chess with her grandfather.
4. George said it was very difficult to play that role.
5. He asked why there were so few people in the street.
6. The man asked the boy if he knew where he lived.
7. The woman told him not to worry and go home quietly.
8. She said that she would sleep in the open air.
9. She wondered if I was going to leave St. Petersburg the next day.
10. He told me that he had bought that watch the day before.
11. Ann said that she had just had a telephone call from home.
12. My neighbour asked me to leave the key at my sister's.
13. He said he could not understand the rule.
14. He told me he had bought a ticket the day before.

Exercise 689. Put the following into Direct Speech.

1. Annie said that she had seen the film several months before.
2. Lydia said she had not seen it yet.
3. Boris told me that he wanted to make a radio set.
4. He told me that he had made a radio set.
5. Jack said that he often went to see Bob.
6. She said she had seen Mary that day.
7. Mike said he liked Dickens' novels very much.
8. He told me he had read "Dombey and Son" the year before.
9. The teacher said that the pupils would read the text the next day.
10. She asked me to buy some bread on my way home.
11. Mother told me not to be late for dinner.
12. I asked Mike if he had "Gulliver's Travels."
13. Mike asked me if I had read "Robinson Crusoe" by Daniel Defoe.
14. I asked John if he would be at home at three o'clock.
15. The teacher asked who was ill.
16. Nick asked Pete what he had seen at the museum.

Exercise 690. Put the following into Direct Speech.

1. The man told us to have our passports ready.
2. He told us to pass up the gangway.
3. He said we would find our luggage on deck.
4. I asked my friend if he would go down to his cabin or stay up on deck.
5. He said he was a bad sailor and could not stay on deck.
6. We told the porter to take our luggage to cabin number eight.
7. I asked my friend if he often went to England.
8. He said he did not cross the English Channel very often for it was rough as a rule.
9. My friend asked me if I knew when the boat was due¹ at Southampton.
10. I asked my friend if he thought it would take us long to get through the customs.

¹ **when the boat was due** — коли корабель прибуває

Exercise 691. Put the following into Direct Speech.

1. Mary wondered if Jane would be busy the next day.
2. Tom asked if Jane would come to the Philharmonic with him. Jane asked at what time he was planning to go. Tom said that it would take them long to get there. Jane asked where they would meet.
3. John asked Mary if she was afraid of thunderstorm.
4. He asked her if she had ever walked in rainy weather.
5. Mary told John that she preferred sunny days.
6. The woman asked her son if he was in a hurry.
7. Ann asked if they would go to the country the next day.
8. Kate asked her friend what she liked to do on her days off.
9. I asked the secretary if I might speak to the headmistress.
10. Nick wanted to know if Helen would give him her book.

Exercise 692. Put the following into Direct Speech.

1. I asked my aunt if she was going to her home town for the holidays.
2. He told me that he hadn't been able to ring me up in time.
3. He asked his classmates to wait for him.
4. He asked her if anyone else knew about his arrival.
5. I asked him when he would take his last examination.
6. He asked me if I had taken part in the football match.
7. She asked me where I lived.
8. He said that he had joined a sports society.
9. He told me that he had seen my brother the day before.
10. She asked me to hurry up as there was little time left before the beginning of the meeting.
11. She asked her friend if the rain had stopped.
12. He answered that it was still raining.
13. My sister told me that she had found the book I was looking for.
14. He said that he didn't like the main character of the book but he could not explain why.
15. He asked his brother what he would do if he did not find the book he needed.

Exercise 693. Answer the following questions using Indirect Speech.

• **E.g.** "I like novels written by Dickens," said Nina to her friend Vera. "I have read many of them." What did Nina say to Vera?

Nina **told** Vera that she **liked** novels written by Dickens and that she **had read** many of them.

1. "My favourite books are 'Gulliver's Travels' and 'Robinson Crusoe'," answered Vera. "And now I am reading a novel by Walter Scott."

What did Vera answer Nina?

2. "Last year we learnt some poems by Byron and Shelley, they are so beautiful," said Nina.

What did Nina say?

3. "I know many poems by these great poets. I have read some books about Byron and Shelley, too," said Vera.

What did Vera tell Nina?

4. "This year we shall read a play by Shakespeare in English," said Nina.

What did Nina say?

Exercise 694. Translate into English. Pay attention to the word-order for statements and orders in Direct and Indirect Speech.

1. Мій друг сказав: "Всі учні нашого класу люблять уроки історії."

1. Мій друг сказав, що всі учні їх класу люблять уроки історії.

2. Я сказав йому: "Ми любимо уроки Англійської мови."

2. Я сказав йому, що ми любимо уроки англійської мови.

3. Вчителька сказала: "Скоро ви будете добре говорити англійською оскільки ви багато працюєте."

3. Вчителька сказала що скоро ми добре говоритимемо англійською, оскільки ми багато працюємо.

4. Мама сказала: "Не шуміть! Дідусь спить."

4. Мама сказала нам щоб ми не шуміли оскільки дідусь спить.

5. Катя сказала: "Тато в кімнаті. Він читає."

5. Катя сказала, що тато в кімнаті і що він читає.

6. Вчитель сказав: "Я вже перевірів вашу контрольну роботу."

6. Вчитель сказав, що він вже перевірів нашу контрольну роботу.

7. Ганна сказала "Ми знайшли в лісі багато грибів."

7. Ганна сказала, що вони знайшли в лісі багато грибів.

Exercise 695. Translate into English. Pay attention to the word-order for interrogative sentences in Direct and Indirect Speech.

1. Вчора наш вчитель запитав нас: "Чи багато ви читаете?"

1. Вчора наш вчитель запитав нас, чи багато ми читаємо.

2. Коли він побачив у мене в руках "Девіда Копперфільда", він запитав: "Де ви узяли цю книгу?"

2. Коли він побачив у мене в руках "Девіда Копперфільда", він запитав, де я узяв цю книгу.

3. Потім він запитав:

3. Потім він запитав,

"Чи знаєте ви що-небудь
про автора цієї книги?"

чи знаю я що-небудь
про автора цієї книги.

4. Міша запитав мене:
"Коли ти підеш
купувати книги?"

4. Міша запитав мене,
коли я піду купувати
книги.

Exercise 696. Put the following into Indirect Speech.

1. "Did you run a race yesterday?" said Peter. "Yes, we did," said Ann. "Tamara was the first to come to the finish."
2. "Where is my bag, mother?" asked Tom. "I have put it on the chair near the door," said his mother. "Don't forget to put your record book into it."
3. "Why can't we play here, mother?" asked the children. "Father is sleeping," said their mother. "He has worked very much today. Keep quiet."
4. "Why do you help her?" said Alec to us. "She is lazy. She can do everything herself."
5. "I don't want to go to the zoo. I was there last week with my cousin and saw all the animals," said Lena.
6. "Look at my stamps, father," said Nick. "When will you buy some new ones for me?"
7. "I can't do this exercise: it is too difficult," said Tanya. "Why didn't you ask your teacher to explain it?" said her brother.
8. "Can you see the lights over there in the distance?" said the lighthouse keeper. "Yes, I can," said his assistant. "A ship is giving signals."

Note that the word combinations given below can be reported in the following way.

"Let's play chess," said Nick. — Nick **suggested playing** chess.

"All right," said Pete. — Pete **agreed**.

"Oh no," said Mike. — Mike **refused**.

Exercise 697. Put the following into Indirect Speech.

1. "I shall go to see my friend tomorrow," said Kate. "Will you come with me?" "Yes, I shall," said Pete. "I want to see your friend."
2. "Does your friend always come to school so early?" said Victor. "No," said Mary. "She came so early this morning because she is on duty today."
3. "Let's play badminton," said Nina. "All right," said Mike. "I like to play badminton very much."
4. "Let's run a race," said Bill. "No," said Jack. "I hurt my foot three days ago and now I cannot run."
5. "Will you show me your new flat?" said Tom. "Of course," said Becky. "Come to our place tomorrow."
6. "There is a new film on at our cinema," said Lena. "Let's go and see it." "No, I can't," said Mike. "I shall be busy."
7. "What shall we do with Nick?" said Ann. "He has got a bad mark again." "Let's help him with his Russian," said Pete. "I am sure we can do it."

Exercise 698. Put the following into Indirect Speech.

1. He said: "Who is this man? I don't know him."
2. I thought: "He is a very clever man: he can help me."
3. My brother said: "In two hours I shall have finished my work and then I shall go to the cinema." Then he said to me: "Let's go together." "All right," I said.
4. The teacher said: "Open your books and begin reading the new text."
5. The girl asked: "What is the price of this dress?"
6. "Please help me with this problem, I cannot solve it," I said to my father. "All right," said my father, "let's try to solve it together."

7. He said: "We have forgotten to take the ball!"
8. She said: "I shall be very glad to see you."
9. "Let's go to the Philharmonic. There is a good concert there tonight," said Walter. "Oh, very good," said Robert. "I haven't been to the Philharmonic for a long time."
10. Alec asked me: "Have you ever been to the National Gallery?" "Yes, I have," said I. "I visited it last year when we were staying in London."
11. "Let's go to Finland for the winter holidays," said Kate. "No," said Andrew, "we have already been to Finland. Let's go to Greece. It will be very interesting to see the country we have read about so much." "All right," said Kate, "let's go."
12. Nellie said "Yesterday I went to see Paul, but he was not at home." "Let's go, to see him today," said Nick. "I think he will be at home." "No," said Nellie, "I can't go today, I am very busy."

Exercise 699. Put the following into Indirect Speech.

1. "I haven't seen him since last year," said Lena, "and I think he has grown. Let's go and see him tomorrow." "All right," said I. "It will be interesting to see him and talk to him."
2. "Do you think it is really correct?" I asked my friend. "I am afraid you have made a mistake in one or two words."
3. "That's enough," said Tom's mother, "he will never go there again. I shall see to it."
4. "Who will read the next story?" asked grandmother, "It is very interesting, and I am sure you all will like it."
5. "Will you come and see me on Friday?" Lena asked her friend. "All right," said her friend, "I think I shall be free on Friday."
6. "Will you need the book for a long time?" he asked me. "I can give it to you only for a few days."
7. "Soon I shall know the whole poem perfectly," said Mary. "I have already learnt more than half of it."
8. "Will you be able to find their house without me?" said John to me "You have never been to those parts."
9. "Please don't ask me any more questions," she said to me, "I am very tired. I shall answer all your questions tomorrow."
10. "I shall finish reading the book by Monday, and then you can have it," he said to me.

Exercise 700. Put the following into Direct Speech.

1. He told me not to call on him the next day as he would not be at home.
2. The officer ordered the soldiers to wait for him.
3. He said that he had lived in St. Petersburg for many years and knew the city very well.
4. I told my brother that I was sorry he hadn't kept his promise.
5. John told his friend that he had just come from the United States and intended to stay in St. Petersburg for about a month.
6. Our monitor said that he was not satisfied with his report and was going to work at it for some more time. He said that he was to make it on the twelfth of February and so he had a few days left.
7. He said that he was quite all right. The climate hadn't done him any harm.
8. A man came up and asked me where he could buy a video cassette.
9. I asked my brother who had rung him up in the morning.

Exercise 701. Put the following into Indirect Speech.

1. Last night I was called to the telephone. An unfamiliar voice said: "Is that Dmitri speaking? My name is Pavlov. I have come from Moscow today. I have brought some books for you from your friends. I am staying at the "Europe" Hotel. When and where can I see you?" "Let's meet at the monument to Pushkin in the Square of Arts at five o'clock if it is convenient for you," I said. "All right," he answered, "I shall be there."
2. The shop assistant said: "The shoe department is downstairs."

3. The professor said to his assistant: "You have made great progress."
4. The teacher said to us: "You must read this text at home."
5. Paul said: "We shall have to discuss this text tomorrow."
6. She asked me: "Do you know who has taken my book?"
7. We asked him: "What has happened to you? You look so pale!"
8. She said to me: "I hope you haven't forgotten to post the letter."
9. She asked me: "Where have you put my gloves? I cannot find them."
10. They said to me: "Try this coat on before buying it. Maybe you won't like it when you have put it on."

Exercise 702. Put the following into Indirect Speech.

1. "Have you done your homework or did you leave it till the evening, Bob?" asked Mike. "I thought of inviting you to go to the theatre with me, but I remembered that you nearly always do your homework in the evening."
2. "I am fond of Dickens," said Jack. "I have been reading 'The Old Curiosity Shop' the whole week. I like the novel very much. I am reading it for the second time."
3. "I think my friend has finished reading 'Jane Eyre'," said Tanya. "I hope she will give it to me soon: I am eager to read it."
4. "Have you got a Russian-English dictionary?" he asked me. "Can you let me have it for this evening? I must do some very difficult translation." "All right," said I. "I won't need it tonight."
5. "I thought about you last night, Lydia," said Nellie. "Have you decided to go to Omsk with your parents or will you remain here with your aunt until you finish school?"

Exercise 703. Put the following dialogue into Indirect Speech.

Mother: Nick! Do you hear the alarm clock? Wake up!
Nick: Oh, I am so sleepy!
Mother: Well, that's what you always say. Now, get out of bed quickly.
Nick: Oh!
Mother: Be quick, or you will be late for school.
Nick: No fear. I have a lot of time.
Mother: You forget that you have to brush your teeth and to wash your hands and face.
Nick: Mummy, I remember every thing.

Exercise 704. Put the following dialogue into Indirect Speech.

Jane: May I come in?
Kate: Is that you, Jane? Come in! It is very good of you to come and see me.
Jane: I came before, but you were too ill to see anybody. Did you get the flowers?
Kate: Surely, I did. It was very nice of you to send them to me.
Jane: How are you now?
Kate: Oh, I am much better, thank you. The doctor says that I shall be allowed to go out in a few days.
Jane: Do you miss school?
Kate: Very much. I am afraid I'll be lagging behind the group in my lessons now.
Jane: Don't think about it. We shall help you.
Kate: Thank you very much.

Exercise 705. Put the following dialogue into Indirect Speech.

Peter: Are you coming my way?
John: Yes, I am. How are you getting along?
Peter: Jolly well. How did you find the last test in geometry?
John: Rather difficult. I am not very good at solving problems.

Peter: Why didn't you ask me to help you? I'll gladly do it.
John: Oh, thanks a lot. I shall. Have you got a lot of homework for tomorrow?
Peter: Yes. You know the timetable, Friday is always a bad day. We have six lessons tomorrow, and all the subjects are difficult. Besides, there will be questions from my little sister. She is not very good at sums.
John: All right, then. I'll come to your place tomorrow evening, if you don't mind.
Peter: Let's make it tomorrow. I'll be waiting for you.

Exercise 706. Put the following dialogue into Indirect Speech.

Susan: Good morning, doctor.
Doctor: Good morning, Susan. What's the matter with you?
Susan: I feel bad. I have a headache, and I am afraid I am running a temperature.
Doctor: Open your mouth and show me your throat. You have a bad cold, Susan. You must stay in bed for two days until your temperature is normal and you stop coughing.
Susan: How I hate being ill and staying in bed!
Doctor: But if you are not careful, you may fall ill with the flu or pneumonia. I'll prescribe some medicine.
Susan: Thank you, doctor. Goodbye.

Exercise 707. Put the following dialogue into Indirect Speech.

Michael: I say, Bill, can you show me around a bit? I only came here two days ago and I haven't been anywhere as yet.
Bill: Of course, I shall do it with pleasure. Let's go at once. And let's invite Alice to come - with us. She knows a lot about the places of interest here.
Michael: That's a good idea.
Bill: Alice, can you come with us? We are going for a walk, and I want to show Michael some places of interest.'
Alice: No, I can't go with you, boys. I am sorry. Mother told me to buy some bread, and I forgot about it. I shall have to do it now. Go without me. I shall go with you some other time.
Bill: It's a pity. All right, Michael; let's go.

Exercise 708. Put the following dialogue into Indirect Speech.

Man: Give me the menu, please.
Waiter: Here you are.
Man: Chicken soup for the first course...
Waiter: For the second course I recommend you, to take fried fish. It is very good.
Man: All right, bring me fried fish.
Waiter: Any vegetables?
Man: Yes, bring me some potatoes, and then cheese, coffee and fruit.
Waiter: Yes, sir.

8 Sentence structure

8.1 Introduction

- Simple sentences:

(i) *Subject + verb:*

s v

The rice is burning.

(ii) *Subject + verb + complement:*

s v COMP.

She 's a lawyer.

s v COMP.

She 's intelligent.

(iii) *Subject + verb + direct object:*

s v D.O.

I 've read this book.

(iv) *Subject + verb + indirect object + direct object:*

s v i.o. D.O.

My boyfriend wrote me a lovely letter.

(v) *Subject + verb + object + complement:*

s v o COMP.

They made him a star.

s v o COMP.

They made him very famous.

- Compound sentences.

We can link simple sentences to form *compound sentences* of two or more clauses. In a compound sentence, the clauses are of equal importance. We can make the link in the following ways:

(i) with a *co-ordinating conjunction*, e.g. **and, but, so, yet**,

sometimes preceded by a comma:

*He loves her **but** she doesn't love him.*

(ii) with a *semi-colon* or *colon*:

I met David yesterday; he's just come out of hospital.

or *I met David yesterday: he's just come out of hospital.*

(iii) With a *semi-colon* or a *colon* followed by a *connecting adverb*.

e.g. **however, nevertheless, meanwhile, after all, finally:**

*He performed very well in the interview; **however**, he didn't get the job.*

or *He performed very well in the interview: **however**, he didn't get the job.*

- Complex sentences.

Complex sentences have a main clause and one or more subordinate clauses or phrases.

We can link the clauses as follows:

(i) With *relative clauses*:

*Many people **who are out of work** become depressed.*

(ii) With *noun clauses*:

*I've always known **that he hated me**.*

(iii) With *adverbial clauses*:

*Did you see him **when he came in**?*

(iv) With *infinitive or participial constructions*:

***To do the job properly**, you'll need to get some tools.*

*She ran out of the house **calling for help**.*

8.2 Conjunctions

Common conjunctions

To link: and, both ... and, or, either ... or, neither ... nor, not only ... but (also)

To contrast: but, however, nevertheless, though/although, in spite of, despite, whereas

To express a reason or purpose: because, for, as, since, so that, in order that

To express a consequence: so, therefore

To make an additional point, besides, moreover, anyway

Exercise 709. Join the sentences with a suitable *conjunction*. There may be more than one possible answer for each sentence.

- 1 I went to bed early. I would be able to get up early.
I went to bed early so that I would be able to get up early.
I went to bed early in order that I would be able to get up early.
- 2 It's an excellent course. I'm very lucky to get a place on it.
- 3 I don't really want to go to the cinema tonight. I can't afford it.
- 4 There is very little that the company can do about this. It is not their responsibility.
- 5 I've known her for a long time. I don't know much about her private life. .
- 6 She's extremely generous. Her husband is the exact opposite.
- 7 I didn't say that. I didn't even think it.
- 8 The suspect is critically ill in hospital. We can't interview him for the time being.
- 9 I like working here. The people are very friendly.
- 10 I could do the work tonight. I could get up early in the morning to do it.
- 11 In a way, I love the job. I hate it.
- 12 He looks a bit overweight. He is quite fit.
- 13 The economy has been in recession all year. Our sales have remained steady.
- 14 I've brought a photograph. You can see how beautiful the place is.
- 15 The Government are getting worried. They're losing popularity.
- 16 I had a terrible headache last night. I couldn't go out.
- 17 My job is very interesting. It doesn't pay very well.
- 18 You leave now. I'll call the police.

8.3 Noun clauses

A noun clause is sometimes called a *that-clause*. However, noun clauses do not always use *that*.

- Noun clause as *object*.

Many verbs can be followed by a noun clause.

I can guarantee (that) it will be there on time.

Do you think (that) she'll come?

- Noun clause as *subject*:

That you don't love him is obvious.

However, we more often use the construction: **It + be/seem + adjective + noun clause**

It is obvious (that) you don't love him.

Or we use: *The fact that...*

The fact that you don't love him is obvious.

- Noun clause after certain adjectives, e.g. adjectives describing feelings: *pleased, sorry,*

happy, glad, delighted, upset, worried, concerned, surprised, grateful;
adjectives describing degrees of certainty: sure, positive, convinced, doubtful.

I'm concerned (that) he won't believe me.

Are you sure (that) he said that?

- Noun clause after a large number of *abstract nouns*, e.g. *belief, idea, fact, hope, promise, suggestion, thought, reason, implication, something/anything.*

As subject: The thought that I upset her so much is awful.

As object: I don't like the suggestion that we do this Job together.

- Noun clause with question words.

Noun clauses that start with a *question word* do not start with *that*.

As object:

I will never understand why he did that.

or

Why he did that I will never understand.

I looked at what they'd done.

As subject:

What happened between us must remain a secret.

- Noun clause with *if/whether* (or not).

As object:

I don't know if/whether he's coming tonight.

As subject:

Whether or not he's coming tonight is still uncertain.

It is still uncertain if/whether /whether or not he's coming tonight.

Exercise 710. Identify the noun clauses in the following dialogue.

Angie and Helen are talking at work. Angie is Helen's boss.

A: Helen, I'm delighted to hear that you've decided to accept the post of junior manager.

H: Yes. I just hope that it turns out all right.

A: Oh, I'm sure it will. Is there anything in particular that you're worried about?

H: Well, yes. I'm not sure how the staff will respond to me as a manager. After all, I am quite a bit younger than most of them.

A: Oh, I wouldn't worry too much about that. I expect that some of them will be a bit hostile to you at first but they'll soon get used to the fact that you're the boss. It's important that you appear confident in your position, even if you don't feel very confident. The reason that you got this position at your age is that you're good and you must remember that.

H: Well, I hope that I will live up to your expectations of me. I will certainly try.

Exercise 711. Join the sentences together using a noun clause. Make changes where necessary.

1 He's lying to you. I'm sure.

I'm sure that he's lying to you.

2 You did something. It is unforgivable.

What you did is unforgivable.

It is unforgivable what you did.

3 She still holds on to the belief. He isn't dead.

4 She hasn't made a complaint. We must be grateful for that.

5 Some people are coming to the meeting. I don't know how many.

6 She didn't lie to you about it. That suggestion is ridiculous.

- 7 You're going with him. I presume that.
- 8 Judith's coming round tonight. Have you forgotten that?
- 9 She may have passed her exams. I don't know.
- 10 He didn't tell her the truth. She is very angry about that.
- 11 She may be good enough to do the job: she may not. It remains doubtful.
- 12 He has some emotional problems. That is quite apparent.
- 13 Where are we going to meet tonight? Have you arranged that?
- 14 How is she? Do you know?
- 15 They're getting married. I'm delighted.

8.4 Participial constructions: present participial phrases

a) After verbs

- After verbs of sensation: see, hear, feel, smell, listen, notice, watch:

*I saw her **leaving the house very early this morning.***

(These verbs can also be followed by a bare infinitive which implies completeness:

*I saw her **leave** the house early this morning. i.e. I saw her whole departure.)*

- After catch, find, leave:

*I caught him **looking through my drawers.***

- After go, come, spend time, waste time, be busy.

*Would you like to come **skiing with us?***

b) In place of clauses

Participial phrases in place of clauses are quite formal and are used most often in written language.

A participle must have the same subject as the verb in the main clause. We use them:

- when two actions by the same subject take place at the same time:

*She **held his hand** and **led him through the crowd.***

Holding his hand**, she **led him through the crowd.

*She **led him through the crowd** **holding his hand.***

- when one action immediately follows another or is a direct result of it. The main action is a finite verb and the secondary action is a participle. The action which takes place first is written first.

*I **stayed at home** and **watched television.***

*I **stayed at home** **watching television.***

*I **saw her on the other side of the road** and **quickly tried to hide.***

Seeing her on the other side of the road**, I **quickly tried to hide.

*She **turned on her computer** and **started work.***

Turning on her computer**, she **started work.

*He **told her not to eat it** and **explained that there was a risk of food poisoning.***

*He **told her not to eat it**, **explaining that there was a risk of food poisoning.***

- in place of clauses of time.

(Present or perfect participle after time conjunctions *after, before, since, while, on*)

clause of time

After I spoke to you**, / **I felt much better.

After speaking/having spoken to you, I felt much better.
*I felt much better **after speaking/having spoken to you.***

When I first met him, I didn't like him.
*I didn't like him **on first meeting him.***

- in place of clauses of reason.

We use a *present participle* in place of a clause of reason in the *present simple*, *present continuous*, *past simple* or *past continuous*.

clause of reason

As/Since/Because I was happy with my results / I decided to go out and celebrate.

Being happy with my results, I decided to go out and celebrate.

We use a *perfect participle* in place of a clause of reason in the *present perfect* or *past perfect*.

clause of reason

He's lived here all his life / so he knows a lot about the town.

Having lived here all his life, he knows a lot about the town.

I'd had an argument with him the night before so I didn't want to speak to him.

Having had an argument with him the night before, I didn't want to speak to him.

- in place of clauses of concession. After *although* and *while*:

While fully understanding your problem, I can't allow you to break the rules.

- In place of defining subject relative clauses in the *present simple* or *continuous*:

The woman who lives/who is living next door works for a television company.

*The woman **living next door** works for a television company.*

Exercise 712. Rewrite the sentences below, using a present participial or perfect participial phrase.

1 I smelt something. It was burning.

I smelt something burning.

2 I went round to see her. I was hoping for a reconciliation.

3 While he hated the job, he did it for many years.

4 She came in. She looked furious.

5 I had plenty of time to spare so I had a good look round the town.

6 He was wearing only a pair of shorts. He walked out into the darkness.

7 I had been out all day so I was quite happy to stay in for the evening.

8 The bedrooms that overlook the sea are the best ones in the hotel.

9 We're wasting time. We're sitting here and doing nothing.

10 I have changed my job since I last wrote to you.

11 Before I make a decision, I need to discuss it with my partner.

12 We had been friends for twenty years and suddenly we had a big argument and haven't seen each other since.

13 I had failed one of my exams so I couldn't get into university.

14 Because he loved her so much, he forgave her for everything.

15 I left them. They were doing the washing-up.

8.5 Participial constructions: past participial phrases

The past participle can sometimes replace *subject + passive verb* in the same way as the present participle can sometimes replace *subject + active verb*.

- Past participle in place of the passive

I often saw her at the disco. She was surrounded by her admirers.

*I often saw her at the disco, **surrounded by her admirers**.*

He was loved by all who knew him. He devoted his life to others.

***Loved by all who knew him**, he devoted his life to others.*

Her books, which are read by people all over the world, are still immensely popular.

*Her books, **read by people all over the world**, are still immensely popular.*

Although it was intended to be a nice surprise, the party was not what I wanted at all.

*Although **intended to be a nice surprise**, the party was not what I wanted at all.*

If I am accepted for the job, I'll have to start at the beginning of next month.

*If **accepted for the Job**, I'll have to start at the beginning of next month.*

The manuscript had been lost for many years when it suddenly turned up again.

***Lost for many years**, the manuscript suddenly turned up again.*

- **Being** + past participle following *after, before, when, since, while, on, by*

After it was cleaned, the bike looked as good as new.

*After **being cleaned**, the bike looked as good as new.*

Since the government was elected, it has had one crisis after another.

*Since **being elected**, the government has had one crisis after another.*

When he was being questioned, he suddenly burst into tears.

*When **being questioned**, he suddenly burst into tears.*

The message got across to people because it was repeated over and over again.

*The message got across to people by **being repeated over and over again**.*

Exercise 713. Rewrite the sentences below using a past participial phrase or being + past participial phrase.

- 1 I was exhausted through lack of sleep and fell asleep at my desk.
Exhausted through lack of sleep, I fell asleep at my desk.
- 2 Peter was abandoned by his parents at an early age and took to stealing.
- 3 Although it was written many years ago, the book is still relevant today.
- 4 Since I was promoted, I've had no time to go out.
- 5 The boy was taken from his parents at an early age. He had a very difficult life.
- 6 The money was hidden in the cellar. It was not discovered for many years.
- 7 He was frequently criticized for his self-centred attitude but was nonetheless very popular.
- 8 After he was released from prison, Andy could not find a job anywhere.
- 9 The committee meetings, which were always dominated by the same people, were slow-moving and ineffectual.
- 10 When he was caught, he confessed everything. (On ...)
- 11 When it is seen from the outside, the building looks a mess, but it is lovely inside.
- 12 If we are elected, we will increase the value of pensions.
- 13 Although he was ridiculed by everybody, he continued to pursue his bizarre projects.
- 14 Unless it is destroyed, this material could have damaging consequences.

15 Jennifer had been shoplifting for many years before she was found out.

8.6 Participial phrases: check

Exercise 714. Rewrite the following text, changing *clauses to participial phrases* where possible.

Vincent Van Gogh, who was born in Holland in 1853, is one of the world's most famous painters. Although his talent was unrecognized throughout his life, it was much appreciated after his death.

After he had failed in every career he had attempted, Van Gogh first turned to art to express his strong religious feelings. After he had decided to become a painter, in about 1880, he started to paint studies of peasants and miners. During the next few years, which are known as his 'Dutch period'¹, he produced paintings with rather dark greenish-brown colours.

In 1886, when he went to Paris to visit his brother Theo, he was immediately attracted to the Impressionist work he saw there. He decided to stay in Paris and continued his painting there. He was encouraged by Pissarro to use more colour in his pictures and his subsequent paintings were bright and immensely colourful.

After Van Gogh had moved to Arles in the south of France, in 1888, he worked frantically. This frenzied activity, which was interrupted by bouts of deep depression and despair, produced the majority of his most famous paintings. One of these, which is called *Self Portrait with Bandaged Ear*, shows Van Gogh: he was wearing a bandage after he had cut off his own ear. A year later, in 1890, he committed suicide.

A lot is known about Van Gogh's life and his feelings because of the hundreds of letters which were written by him to his brother Theo and others. Because his brother believed in Van Gogh's genius, he always encouraged him in his work. He was the person closest to Van Gogh.

Born in Holland in 1853, Vincent Van Gogh is one of the world's most famous painters.

8.7 Adverbial clauses of time, place, manner and reason

Adverbial clauses, like adverbs, tell us something further about the verb and answer the questions *When?*, *Where?*, *How?*, *Why?*, etc. Here are some of the most common conjunctions used to introduce adverbial clauses:

<i>Time</i>	when, after, before, as, as soon as, by the time (that), once, since, until/till, wherever, while
<i>Place</i>	where, wherever, anywhere, everywhere
<i>Manner</i>	as, as if, as though
<i>Comparison</i>	than, as ... as
<i>Reason</i>	because, as, since
<i>Purpose</i>	so that, in order that, in case
<i>Result</i>	so ... that, such a ... that
<i>Condition</i>	if, unless, provided/providing (that), so / as long as
<i>Contrast</i>	although / though / even though, while, whereas, however (+ much/good/badly), whatever, whenever, wherever

Note

We generally use the *present simple* to refer to the future in adverbial clauses of time and condition:

*When/If I **come** to London, I'll come and see you.*

And we use the *present perfect* in place of the future perfect:

*When I've **finished** my dinner, I'll come and help you.*

Exercise 715. Identify the adverbial clauses and complete them with an appropriate conjunction.

In some sentences, more than one conjunction is possible.

- 1 I'm sorry I wasn't here earlier but I came I could.
I'm sorry I wasn't here earlier but I came as soon as I could.
- 2 I'm staying in all weekend I can get my work done.
- 3 He spoke to me it was all my fault.
- 4 He didn't react.... I'd hoped; he was actually rather angry.
- 5 Things are never.... bad you think they are.
- 6 You are growing fast. You're taller.... your mother is now.
- 7 He'd like to be an actor.... his father would like him to be a lawyer.
- 8 She's interested in her work she never seems to do anything else.
- 9 I'll meet you you like; I don't mind where it is.
- 10 I won't believe you I've seen it for myself.
- 11 She seems happy she can't find a job.
- 12 I didn't feel very well, we decided to leave early.
- 13 The money was hidden no-one could find it.
- 14 I'll come with you we don't stay late. I need to be up early tomorrow.
- 15 I like him, I sometimes find him very irritating.

Exercise 716. Put an appropriate conjunction before the adverbial clauses.

The car: Is it worth it?

¹ *Since* the petrol-fuelled internal combustion engine was first developed by the German engineers Benz and Daimler in 1885, our lives have changed completely. ²..... the damaging effects of the motor car are now well-recognized, the number of cars on the road continues to grow every year. In 1950, there were fewer than 50 million cars in use around the world, but ³..... cars became more widely available and relatively cheaper, this number grew to 400 million by 1990.

We continue to drive cars⁴.... we know how dangerous they are in every respect. People seem to accept the high number of deaths and injuries as a normal fact of life ⁵.... smaller risks in other areas of life seem to generate more publicity and fear. We accept the awful risk ⁶.... it is somehow justifiable. ⁷.... any other activity carried with it such a risk, there would be a huge public reaction.

And what of the pollution? ⁸.... research into car emissions started, it has become clearer and clearer how damaging the emissions are to health and the environment. Will we keep on driving our cars ⁹.... much damage we do? It seems that people are ¹⁰.... attached to their cars that they won't give them up for anything. To some people, their car is more important to them ¹¹ anything else.

One of the obvious answers to the problem is better public transport. ¹².... we could travel ¹³.... we liked on cheap, comfortable public transport, we would be less inclined to use the car. People will not stop using their cars ¹⁴.... there is a good alternative. But we need to act

now¹⁵ it is too late. We must change our attitude and our priorities¹⁶ future generations can live in a cleaner world.

8.8 Defining relative clauses

Look at this sentence:

The family who live next door moved here from Ireland.

There is a *main clause*: **The family ... moved here from Ireland** and there is a *relative clause*: **who live next door**.

The main clause does not make proper sense without the relative clause. The relative clause tells us which family we are talking about. It is a *defining* relative clause.

The relative clause may come in the middle or at the end of a sentence. It follows the word that it defines.

- Subject relative pronouns:

*Are you the person **who** telephoned here an hour ago?*

The relative pronoun **who** functions as the subject of the verb *telephoned*.

*Can you pick up the knife **that/which** has just fallen off the table?*

The relative pronoun **that/which** functions as the subject of the verb *has fallen off*. **That** is used more often than **which**. **Which** is more formal or scientific.

- Object relative pronouns:

*That's the woman **who/that** I met at Tony's house.*

Who or **that** functions as the object of the verb *met*.

*Is this the book **that/which** you were reading last night?*

That or **which** functions as the object of the verb *were reading*.

In defining relative clauses, the object relative pronoun (**who/that/which**) is often omitted.

That's the woman I met at Tony's house. Is this the book you were reading last night?

- Relative pronouns: object of a preposition:

*This is the beach (**that/which**) I was telling you about.*

That or **which** functions as the object of the preposition *about*. It can be omitted.

- Possessive relative pronoun:

*They are the workers **whose** jobs are being cut. **Whose** is a possessive relative pronoun. It refers to the workers. It is the workers' jobs that are being cut. **Whose jobs** functions as the subject of the verb *are being cut*.*

*I couldn't find the man **whose** case I'd taken by mistake. **Whose** refers to the man. It was his case I'd taken. **Whose case** functions as the object of the verb *had taken*.*

- Summary: relative pronouns in defining relative clauses:

	Subject	Object	Possessive
<i>For people</i>	<u>who</u> /that	<u>no pronoun</u> /who/that	whose
<i>For things</i>	<u>that</u> /which	<u>no pronoun</u> /that/which	-

* Where there is a choice of pronoun, the underlined one is the most commonly used.

Exercise 717. Identify the ten *defining relative clauses* in the dialogue. Is the relative pronoun in each clause a subject or object pronoun?

Holt and Watkins, private detectives, are discussing a murder.

(subject relative pronoun)

W: So who was the one who killed Mr Makepeace?

H: Can't you guess?

W: Well, I think it was probably the woman who was staying in the room next door to him.

H: No, Watkins, of course it wasn't. She only wanted the money he owed her. She won't get that now that he's dead.

W: Oh yes, I hadn't thought about that, so was it Mr Grant, the man who always shared their table in the evenings?

H: No, Watkins. It's true that he loved Mrs Makepeace but he knew that she didn't love him. And he probably believed that she could never fall in love with a man who had murdered her husband.

W: I suppose that's true. So who was it then? The son? Do you think he wanted to have the money that would be due to him from his father's life insurance policy?

H: Well no, because he knew that the insurance policy would be invalid if his father died suspiciously. And apart from that, I think that in a way he loved his father. The one he hates is Mr Bottomley, the man his mother is in love with.

W: So who did kill Mr Makepeace?

H: Well, I feel quite sure now that it was Mrs Makepeace.

W: Mrs Makepeace!

H: Yes. She had never loved the man she had married. What she loved was all the money he had. Then Mr Bottomley came along. He had money too and she loved him. But she had to get Mr Makepeace out of the way.

Exercise 718. Join the two sentences together, making the second sentence a *defining relative clause*.

Use the *relative pronoun* that is most commonly used or *no pronoun at all* where this is possible.

1 She's the one. I told you about her.

She's the one I told you about.

2 I don't like the people. They are staying with the Browns.

3 I like books. They make you think about things.

4 I'm looking for the person. I've just hit their car.

5 Most of the books are still popular today. I read them as a child.

6 You can buy the pasta from that Italian shop. It has just opened in the high street.

7 The woman is coming back to work soon. I'm doing her job.

8 Is she the new television presenter? Everyone's talking about her.

9 People often have very little money to spend on leisure. They have a lot of leisure time.

10 Is Technico the company? Sarah works for them.

11 This is the job. I've always wanted it.

12 The swimming pool is only open to the public in the mornings. I use it.

13 We've just bought a computer package. It teaches you how to play the piano.

14 My favourite holiday was that one. We spent it in a cottage in the mountains.

15 We haven't seen the friends for ten years. They are coming to visit us this weekend.

8.9 Non-defining relative clauses

Look at the difference between these two sentences:

1 *The boy who lives next door is having a party tonight.*

The underlined clause is a *defining relative clause*. It tells us which boy is being talked about.

There are no commas before and after a defining relative clause.

2 *Darren, who lives next door, is having a party tonight.*

The underlined clause is a *non-defining relative clause*. It does not tell us which boy we are talking about; we already know that from the name. It gives us extra information about Darren. A non-defining relative clause in the middle of a sentence has a comma before and after it. A non-defining relative clause at the end of a sentence has a comma before it and a full stop at the end.

- Subject relative pronouns:

*This is my friend Jane, **who** has just returned from Italy.*

The relative pronoun **who** refers to *Jane* and it functions as the subject of the verb *has ... returned* in the relative clause.

*Mike's car, **which** is only six months old, broke down last night.* The relative pronoun **which** refers to *Mike's car* and it functions as the subject of the verb *is* in the relative clause.

- Object relative pronouns:

*The woman next door, **who/whom** I met for the first time last week, is moving next month.* **Who** or **whom** refer to *the woman next door* and function as the object of the verb *met* in the relative clause.

Whom is more formal and is generally used in formal written English.

Who is more common in spoken English.

Unlike the object relative pronoun in defining relative clauses, the object relative pronoun in non-defining relative clauses cannot be omitted.

*That book about the First World War, **which** I finished last week, was really interesting.*

Which refers to *that book about the First World War* and functions as the object of the verb *finished* in the relative clause. We cannot omit it.

- Relative pronouns: object of a preposition:

a) *Marjorie Campbell, **who/whom** we have all depended on so much, has just announced her retirement.*

b) *Marjorie Campbell, on **whom** we have all depended so much, has just announced her retirement.*

Who or **whom** in sentence (a) and **whom** in sentence (b) refer to *Marjorie Campbell* and function as the object of the preposition *on*.

a) *The new pedestrian crossings, **which** there has been much discussion about, are going to be in use from the beginning of next month.*

b) *The new pedestrian crossings, about **which** there has been much discussion, are going to be in use from the beginning of next month.*

Which refers to the new pedestrian crossings and functions as the object of the preposition *about*.

* *Position of preposition:* In the (a) sentences, the preposition comes at the end of the relative clause. This is less formal and is becoming more common.

In the (b) sentences, the preposition comes before the relative pronoun. This word order is used in more formal written English.

* **Who** or **whom**? When the preposition comes before the relative pronoun, it is only possible to use **whom** for people. When the preposition comes at the end of the relative clause, it is possible to use **who** or **whom**.

- Possessive relative pronoun:

*Amanda Lovelace, **whose** husband died last year, has now lost her job.*

Whose refers to *Amanda Lovelace*. It is her husband who died.

Whose husband functions as the subject of the verb *died*.

*This is our son John, **whose** friends you will be meeting at the party later on.*

Whose refers to *our son John*. It is his friends you will be meeting. **Whose friends** functions as the object of the verb *will be meeting*.

a) *We are hoping for a visit from Henry Webster, **whose** support we have so much depended on.*

b) *We are hoping for a visit from Henry Webster, on **whose** support we have so much depended.*

Whose support functions as the object of the preposition on. The preposition can go at the end of the relative clause, or it can go before the relative pronoun, which is quite formal. It is more common to put it at the end of the relative clause.

- Summary:

	<i>For people</i>	<i>For things</i>	<i>For possession</i>
<i>Subject</i>	who	which	whose
<i>Object</i>	who/whom	which	whose

Note

Spoken versus written English

Non-defining relative clauses which are in the middle of a sentence are quite formal and are more commonly used in written English than in spoken English. In spoken English, we usually prefer to use shorter sentences or to link clauses together with simple conjunctions. For example, in written English, we may write:

Ann Roberts, whose first job was in this department, has just been appointed Director.

but in spoken English we are more likely to say something like: *Ann Roberts has just been appointed Director. Do you remember? Her first job was here in this department.*

Exercise 719. Rewrite the sentences, making the second sentence into a non-defining relative clause and putting it into the correct place.

- 1 When I was in town, I met your sister. She was shopping for some clothes.
When I was in town, I met your sister, who was shopping for some clothes.
- 2 Their house needs a lot of work doing to it. It is near the beach.
- 3 Sandra's just got a new job with Capital Insurers. It's a much better company than the last one she worked for.
- 4 The new manager seems to be a very capable woman. I met her last week.
- 5 This case is full of books. I carried it all the way from the station.
- 6 The Games International Company has just gone bankrupt. We have done business with them for many years.
- 7 The hospital has handed out redundancy notices to all its staff. It is due to close down

next year.

8 The prisoners are requesting more time out of their cells. Their families are campaigning on their behalf.

9 The new government is now facing major problems. It came to power with a lot of public support.

10 Her latest novel is really good. I read it on holiday.

11 The Home Affairs Minister is suspected of being involved in a financial scandal. The Opposition have accused the minister of lying.

12 The Education Department is changing its policy on single sex schools. Mrs Parkinson is in charge of the department.

13 The Lilley and Swan department store has made reductions on most of its goods. The store has a sale on at the moment.

14 The principal actor could hardly speak last night due to a sore throat. He normally has a wonderful voice.

15 The sales manager is planning a new advertising campaign. I support her ideas.

Exercise 720. Use the sentences in the box to make *non-defining relative clauses*. Insert an appropriate clause into each of the sentences.

Her books are read all over the world.

It was very crowded.

We love to walk round them.

It is very powerful.

He is staying in a nursing home.

I like her very much.

He is staying in his holiday home in Scotland at the moment.

Her parents believed it.

She came over to apologize to us.

I always attend her lectures.

1 This new drug could have bad side effects.

This new drug, which is very powerful, could have bad side effects.

2 Her father is said to be dying of cancer.

3 The Prime Minister said that he was very saddened by the news of the air crash.

4 The story she gave was that she had not realized how late it was.

5 Agatha Christie was a very prolific writer.

6 The sub-tropical gardens are open all year round.

7 The manager of the restaurant said that she was very sorry about the undercooked fish.

8 Our Professor of Psychology has written some very interesting books.

9 We packed a picnic and walked down to the beach. 10 Next Saturday I'm going to visit my Aunty Sheila.

8.10 Defining and non-defining relative clauses: check

Exercise 721. Identify all the *relative clauses* in the following article.

POETRY AND THE WAR

One of the most extraordinary things about the First World War was the enthusiasm with which the majority of soldiers went off to fight for their country. Those young, patriotic men, who rushed to the enlistment centres, had no idea what lay ahead of them. They did

not know that they would live for months in holes they had dug in the mud. They did not know what it would be like to watch a friend who had been horribly injured die a painful death. And so they were excited, even thrilled, about the prospect of going to war. This was the first war in which the image-makers made an impact. There were posters which asked women to encourage their men to go to war: 'If he does not think that you and your country are worth fighting for - do you think he is **WORTHY** of you?' The mood which seized the country was one of patriotic and heroic struggle. At the same time, it was generally believed that it would all be over in a few months. The war fever which gripped the nation stirred up the emotions of everyone and there was a huge growth in the writing of poetry. At first the poems were proud and optimistic: 'Now in thy splendour go before us Spirit of England', but as the war dragged on, the writers of poetry became angry at the myths they had been told. They wanted people to know about the horrible reality of war, which brutalized the people who took part. One writer who put these feelings into words very effectively was Wilfrid Owen, who in the poem *Anthem for Doomed Youth*, wrote 'What passing bells for these who die as cattle?' The poetry of Wilfrid Owen, Siegfried Sassoon, Robert Graves and others, which described the horrific reality of war, also questioned its morality. Many of the poets were wealthy, privileged men who had not at first been anti-war, but whose attitudes were changed by what they saw.

8.11 Relative clauses of time, place and reason

In relative clauses of time, place and reason, it is possible to use **when**, **where** and **why** in place of relative pronouns.

- Time:

*1990 was (the year) **when we moved here**.*

- Place:

*That's (the place) **where we stayed for our honeymoon**.*

- Reason:

*Its central location is (the reason) **why we chose this flat**.*

Note

Relative clauses with **when**, **where** and **why** are usually defining but can be non-defining. Relative clauses starting with **where** are more often non-defining than relative clauses starting with **when** or **why**.

*The village of Bay don, **where I lived as a child**, has now become part of the town.*

Exercise 722. Rewrite the following as one sentence using *relative clauses* with **when**, **where** or **why**.

- 1 The early morning is the time. I work best then.
*The early morning is (the time) **when I work best**.*
- 2 His mid-teens were the time. He first became interested in politics then.
- 3 His dishonesty is the reason. That's why I left him.
- 4 Edinburgh is the city. I'd most like to live there.
- 5 The outdoor swimming pool has now been closed down. We often went there as children.
- 6 This is a picture of the place. We're going there for our holidays.
- 7 His refusal to tell her the truth is the reason. That's why she is so angry with him.
- 8 This is the place. I fell off my bike here.

- 9 The people I work with are the reason. That's why I stay in the job.
 10 That terrible night in December changed my life forever. I found out then what had been going on.

8.12 Relative clauses after **all**, etc.

- *All, anyone/anything, everyone/everything, the only thing, the best* (and other superlatives) + *a defining relative clause*:

*All **that happened** was that they had a little argument.* Subject relative clause

*All (**that**) **I need to do now** is to buy my ticket.* Object relative clause

*Everyone **who came to the party** really enjoyed it* Subject relative clause

*Everyone (**who/that**) **I met** said they were enjoying themselves* Object relative clause

* After **everyone/anyone** we can use **who** or **that** in both subject and object relative clauses.

- *A few, several, some, many, much, most, all, none, either/neither, half, a number, the biggest* (and other superlatives) + **of whom/which** in a non-defining relative clause: *My two cousins, **neither of whom I have seen for ten years**, are coming to visit next week. Her old letters, **some of which have now been lost**, make very interesting reading.*

Exercise 723. Put the following into one sentence using a *relative clause*.

- 1 You shouldn't listen to anything. He says it.
You shouldn't listen to anything (that) he says.
- 2 It was nice to see all his family. I have met most of them before.
It was nice to see all his family, most of whom I have met before.
- 3 The worst is that we'll miss the train. This can happen.
- 4 I've read both the reports. I agree with neither of them.
- 5 The only thing is to get some cash out of the bank. I need to do it.
- 6 The cleaners have decided to take industrial action. Several of them have complained to me about their low pay.
- 7 Everything has been a failure. I've done it.
- 8 I've lost any optimism for the future. I once had optimism.
- 9 Members of the committee have decided to call for an investigation. Many of them are themselves suspected of corruption.
- 10 The only thing is to give her the chance to talk about it. I can do that.
- 11 Everyone said that Peter started it. They saw the argument.
- 12 Those chocolates were not meant to be for me. I've already eaten half of them.
- 13 The management team are all saying the same thing. I trust none of them.
- 14 The cheapest was about £5. I saw it.
- 15 Her brothers have set up in business together. The youngest one is a friend of mine.

8.13 Co-ordinating relative clauses

In a co-ordinating relative clause, **which** refers back to a whole sentence.

*He has decided to see the doctor about it, **which is a good idea***

Which refers back to him seeing the doctor about it.

Co-ordinating relative clauses are always non-defining.

Exercise 724. Complete the sentences with a *co-ordinating relative clause*. Use the sentences in the box to make the relative clauses.

It will be an interesting new experience for him.

That's just what she needs after all her problems.

He should have done that a long time ago.

It is very worrying.

It will be a great help to him.

It was a complete surprise.

It is a terrible accusation to make.

That will give him more time to spend with his girlfriend.

That's why I don't go out very much.

It's a great shame.

1 She's going to have to sell the business.

She's going to have to sell the business, which is a great shame.

2 The weather's very cold at this time of year.

3 He's decided to go and teach abroad.

4 They say he's been stealing money from the company.

5 She's going to have a month off work.

6 He's going to give up his evening job.

7 The editor has finally agreed to print an apology.

8 She suddenly appeared on the doorstep last night.

9 A few people have been attacked in this area recently.

10 He's going to have an electric wheelchair soon.

8.14 Tag questions

FORM

Tag questions are formed with the auxiliary of the verb in the main clause.

For example, where the main verb is in the *present simple*, the tag is formed with **does/do** and where the verb is *past simple*, the tag is formed with **did**.

Where the main verb is *positive*, the tag is usually *negative* and where the main verb is *negative*, the tag is usually *positive*.

The majority of tag questions use a *falling* intonation.

It's very cold, **isn't it?**

She comes from France, **doesn't she?**

I gave you the message, **didn't I?**

8.14.1 Types of tag questions

1 Tag questions with a falling intonation:

positive statement - negative tag

negative statement - positive tag

This is the most common type of tag question. The tag question is not really a question. We use it to make a comment where it is assumed that the listener agrees with the statement.

A statement on its own expresses an opinion to the listener or gives the listener some information. A statement with a tag question usually sounds more friendly because the tag assumes that the listener already knows this information or holds this opinion. When we use a tag question, we are therefore including the listener more in what we are saying. The listener is expected to reply in agreement. S/he may reply in the following ways:

Statement with tag question: *It's a lovely day, **isn't it?***

Replies:

A short answer: *Yes, it is.*

A short answer with an additional comment: *Yes, **it** is. It's much nicer than yesterday.*

A short answer with another tag question: *Yes it is, **isn't it?***

USE

- To make a single conversational statement:

*(It's a) Lovely day, **isn't it?***

*It's not very nice today, **is it?***

*The train's late today, **isn't it?***

- To open a conversation and introduce a topic:

*It was terrible news about that murder, **wasn't it?***

*It looks like this meeting's going to be interesting, **doesn't it?***

*This year's pay review hasn't been announced yet, **has it?***

- To pass a comment during a conversation.

*Yes, it's disgusting, **isn't it?***

*But he made some very good points, **didn't he?***

8.14.2 Tag questions with a rising intonation:

positive statement - negative tag negative statement - positive tag

Tag questions with a rising intonation are much less common than tag questions with a falling intonation. A tag with a rising intonation is more questioning than a tag with a falling intonation. It expresses stronger feelings than a falling tag and can be used to convey a range of emotions.

USE

- To express surprise or disapproval:

*You didn't tell him, **did you?***

- To express surprise and ask for confirmation of what the speaker thought to be true:

A: *I think he's taking his test next week.*

B: *But he passed his test a long time ago, **didn't he?***

- To check and ask for confirmation:

*That's your car, **isn't it?***

- To make a tentative polite request:

*You couldn't open the door for me, **could you?***

- To express suspicion:

*It wasn't you who told him, **was it?***

8.14.3 Tag questions with a rising intonation: positive statements - positive tag

These tags are not so common as positive-negative or negative-positive tags. The tag can convey a range of emotions.

USE

- To express friendly interest and to encourage the other speaker to give more information:

*So, you've been given a promotion, **have you?***

- To make a suggestion, where agreement is expected:

*We'll go for a swim this afternoon, **shall we?***

- To express disagreement and a warning:

*So you think you're tougher than me, **do you?***

- To express disapproval and an accusation:

*You went there without telling me, **did you?***

8.14.4 Echo tags

Positive statement - positive echo tag Negative statement - negative echo tag Intonation: falling or rising. Rising intonation expresses more surprise. An echo tag is a tag used in response to a statement. Echo tags are very common in spoken English. We use echo tags to show that we are listening to what the speaker is saying and showing interest.

A: *I met David the other night.*

B: ***Did you?***

A: *I'm not going to apply for that job now.*

B: *Aren't you?*

Notes

* Tag questions always use a pronoun and not a full name.

John's coming, isn't he?

NOT ~~*John's coming, isn't John?*~~ and NOT ~~*He's coming, isn't John?*~~

* When the main sentence has a modal, use the modal in the tag.

You can help me, can't you?

James would have helped us, wouldn't he?

* When the subject of the sentence is **there**, use **there** in the tag.

There aren't many people here, are there?

* When the subject of the sentence is **This/That**, use **it** in the tag.

That's nice, isn't it?

When the subject of the sentence is **These/Those**, use **they** in the tag.

Those are beautiful, aren't they?

* When the subject of the sentence is a word like **no-one**, **someone**, **everyone**, the tag uses the pronoun **they**.

Everyone's coming tonight, aren't they?

* Sentences with negative subjects like **nothing**, **no-one**, **neither**, **anyone** behave like negative sentences and have a positive tag.

Nobody saw you, did they?

I don't think anyone's coming, are they?

* Imperative sentences use **will** in the tag.

Don't do that again, will you?

* Sentences with **Let's ...** use **shall** in the tag.

Let's go there tomorrow, shall we?

* Negative questions can perform a similar function to question tags with a falling intonation.

It's cold today, isn't it? Isn't it cold today?

Exercise 725. Complete the gaps with a tag question or echo tag.

A: It's been a wonderful day, ¹ *hasn't it?*

B: Yes, fantastic. And we've had no problems with anything, ²? Everything's been perfect.

A: That's right. It'll certainly be a lovely day to remember, ³?

A: I had a letter from Paul yesterday.

B: Oh, ⁴?

A: Yes, he says he's coming to stay this weekend.

B: Really? That'll be nice, ⁵?

A: I don't know what to do today. Just look at the rain outside.

B: Well, I don't want to stay in all day. Let's go and see a film, ⁶?

A: Why not? Good idea. There's nothing much on at the local cinema though, ⁷?

B: All right. We'll take the train into town then, ⁸ ?

A: Mary and Tony are coming round for dinner tonight.

B: ⁹? Oh, that'll be nice.

A: Yes. I thought you might like to come too.

B: Well yes, but you haven't seen them for a long time. I expect you'd like to talk to them on your own, ¹⁰....?

A: HOW did you get in here?

B: I came in through the back door.

A: Nobody saw you coming in, ¹¹....?

B: No, I don't think so.

A: YOU shouldn't come and see me like this. It's dangerous. Please don't come here again, ¹²...?

A: That's a beautiful table, ¹³....?

B: Yes, it is, ¹⁴....?

A: It would be lovely in our kitchen, ¹⁵....? Why don't we get it?

B: Don't be ridiculous. Look at the price. We can't afford it, ¹⁶....?

A: YOU couldn't hold this door open for me, ¹⁷....? I can't get the pram through it.

B: Of course. It's terrible how they design these doors, ¹⁸....? It makes it so difficult for people in wheelchairs or with young children.

A: Yes, it does, ¹⁹....?

A: I've just been talking to Roger.

B: ²⁰.....Dad?

A: Yes, and I didn't like what he told me. So you went to that nightclub on Friday, ²¹....? The one I told you not to go to.

B: I'm sorry Dad. I thought you wouldn't really mind.

A: Oh you did, ²²....? Well, I do mind.

Exercise 726. Tracey and Dominic used to be girlfriend and boyfriend. They meet again at a party.

Rewrite the conversation, adding *tag questions* where appropriate.

D: Hello. Nice to see you here. It's a great party.

T: Yes, it's really good. There are so many people here that I haven't seen for ages.

D: Yes, there are a lot of our old school crowd here. Have you spoken to many of them?

T: Yes, quite a few. I bumped into Adrian a few minutes ago and we had a brief chat. Well no, he chatted and I listened.

D: Yes, he's still the same. He just loves talking about himself and he doesn't seem to be interested in what anyone else has to say.

T: That's right. Oh look, that's Melanie over there.

D: Yes, you're right, it is. Who's that she's with?

T: It's Matthew.

D: But he's going out with her sister Emma.

T: Well yes, I thought so. But look, he's holding Melanie's hand.

D: Oh yes. Well, I suppose our information must be out of date then. Anyway, what about you? I've missed you, you know.

T: Yes, I've missed you too.

D: But I expect you've got a new boyfriend now.

T: Not now. I did for a little while after you went away but not now.

D: It was hard saying goodbye. I was going to write to you but I thought it wouldn't help.

T: NO maybe not. Well anyway, we're here together now. Why don't we just enjoy

ourselves. D: Good idea. Let's dance.

T: Yes, I'd like to, but not now. The music's terrible.

D: Well, it's no good for dancing, that's for sure. We'll go and ask them if we can change it.

T: OK. Well, you go. And put on one of our favourites.

D: Yes, I will. And you will be waiting for me when I get back?

T: Yes, of course I will.

D: Hello. Nice to see you here. It's a great party, isn't it?

9 Prepositions

9.1 Prepositions, adverb particles and conjunctions

9.1.1 Words we can use either as prepositions or as adverbs

1 There are many 'small words' in English such as *up, down*, and by which we call prepositions. In fact, we use these as **prepositions** or **adverb particles**. Understanding the difference between the two will help us to understand 'phrasal verbs'.

2 A **preposition** must have an **object** (a noun or a pronoun), so it is always related to a **noun**: *across the road, over the wall, up the hill, down the mountain*.

3 An **adverb particle** does not need an object, so it is more closely related to a **verb**: *walk across, drive over, come up, climb down*.

4 We can use the following words either as **prepositions** or **adverb particles**: *about, above, across, after, along, before, behind, below, beneath, between, beyond, by, down, in, inside, near, off, on, opposite, outside, over, past, round, through, under, underneath, up, without*. This means we can say:

*We drove **round the city**, (round has a noun object, so it's a **preposition**)*

*We drove **round**, (round has no object, so it's an **adverb particle**).*

Exercise 727. You are giving instructions to a young child. Give each instruction twice.

- 1 (run across the road)..... *Run across the road. Run across now.*
- 2 (climb over the wall).....
- 3 (come inside the house)
- 4 (go down the hill).....
- 5 (go up the ladder)
- 6 (run past the window).....

9.1.2 Words we can use only as prepositions or only as adverbs

1 We use some 'small words' only as prepositions, so they always have a noun or pronoun object: *against, among, at, beside, during, except, for, from, into, of, onto, on top of, out of, since, till/until, to, toward(s), upon, with*. This means we have to say: e.g. *Sit beside me*. We can't say **Sit beside*. *

2 We use other 'small words' only as adverb particles, so they do not have an object: *away, back, backward(s), downward(s), forward(s), on top, out, upward(s)*. This means we have to say: e.g. *Don't go near the fire. Stay away!* (Not **Stay away the fire!**)

Exercise 728. You are answering the question *What did you do?*

Supply suitable noun objects where possible.

- | | |
|-----------------------------------|------------------------|
| 1 We waited at <i>the station</i> | 5 We drove away..... |
| 2 We went to..... | 6 We ran into..... |
| 3 We jumped back..... | 7 We ran out of..... |
| 4 We climbed out... | 8 We went upwards..... |

9.1.3 Words we can use either as prepositions or conjunctions

1 There are a few words we can use either as **prepositions** or **conjunctions**: *after, as, before, since* and *till/until*.

2 When we use them as **prepositions**, we have a noun or pronoun **object** after them: *Let's have our meeting after lunch*.

3 When we use them as **conjunctions**, we have a **clause** after them: *Let's have our meeting after we have had lunch*.

Exercise 729. Complete these sentences with a) a noun object b) a clause.

- 1 I can't work before.....*breakfast/before I have had breakfast*
- 2 I'll meet you after.....
- 3 I'll wait here till
- 4 I've been staying at this hotel since ..

9.1.4 Object pronouns after prepositions: 'between you and me'

We use the object form of a pronoun, not the subject form, after a preposition: *Between you and me, I think he's a fool*. (Not **Between you and I**)

Exercise 730. Circle the right forms in these sentences.

- 1 The invitation is for my husband and (me/I).
- 2 She gave these presents to (us/we).
- 3 Share this between yourselves and (they/them).
- 4 For (we/us), the older generation, there have been many changes in society.
- 5 Employers are keen on people like (us/we) who work hard.
- 6 The news came as quite a surprise to a person like (me/I).

Exercise 731. Circle 17 items (including in the title) and say whether they are prepositions or particles.

TWO LEGS(IN)ONE BOOT *preposition*

It was late in the afternoon. Inspector Mayhew had an hour to go before he finished work for the day. He sat in his police car watching the traffic go by. Suddenly, he sat up! A woman in a blue car drove slowly past and the inspector clearly saw a pair of man's legs sticking out of the boot! Inspector Mayhew immediately gave chase. The woman drove round the town. The blue lamp on top of the police car was flashing, but the woman paid no attention to it. The inspector finally got in front of her and made her stop. 'What's the matter?' the woman asked. 'You've got a body in the boot!' the inspector said. There was a loud laugh from the boot. 'But I'm alive,' the voice said. 'I'm a car mechanic and I'm trying to find the cause of a strange noise in the back of this car.'

9.2 Prepositions of movement and position Prepositions of time

9.2.1 'At a point', 'in an area' and 'on a surface'

1 We use *to/from* and *into/out of* to show direction with movement:

- *to/from*: She has gone *to Paris*. She has just come home *from Paris*.
- *into/out of*. I went *into the shop*. I came *out of the shop*.

2 We use *at*, *in*, *on* to show position after movement: *at a point*, *in an area*, *on a surface*. We can use *at* with some nouns to mean 'a (meeting) point' or *into* mean 'inside':

///*meet you at the airport*. (= that's the meeting point)

///*meet you in the airport*. (= inside the building)

Typical nouns like this are: *the cinema, the office, the bank, the library, (the) school*.

3 We use *at* mainly with:

- public places/buildings: *at the airport, the bus stop, the Grand Hotel, the butcher's*.
- addresses: *at his sister's, 24 Cedar Avenue*.
- nouns with zero article: *at home, church, college, school, university*
- events: *at a concert, a dance, a dinner, a funeral, a meeting, a party, a wedding*.

He's gone to a party. He is at a party.

He's been to a party. He was at a party.

4 We use *in* mainly with:

- large areas: *in Europe, Asia, the Antarctic, the Andes, the Sahara, Texas, the Pacific*.
- towns/parts of towns: *in Canterbury, Chelsea, Dallas, Manhattan, New York, Paris*.
- outside areas: *in the garden, the park, Hyde Park, the street, the old town, the desert*.
- rooms: *in the bathroom, his bedroom, the garage, the kitchen, the waiting room*.
- nouns with zero article: *in bed, chapel, church, hospital, prison*.

He's gone to Texas. He is in Texas.

He's been to Texas. He was in Texas.

Exercise 732. Supply *at* or *in*.

- 1** He's gone to the station. He's probably.....*at*.....the station now.

- 2 She's gone to school. She's probably.....school now.
- 3 He flew from London. He's probably.....Paris now.
- 4 He's gone into the garden. He's.....the garden now.
- 5 She's gone to bed. She's.....bed now.
- 6 He's gone to a dinner party. He's probably.....the dinner now.
- 7 She's gone to a wedding. She's probably.....the wedding now.
- 8 He's gone to the kitchen. He's probably.....the kitchen now.
- 9 They've come out of the desert. They're probably.....the jungle now.
- 10 They've gone to New York. They're probably.....New York now.
- 11 She's gone to the waiting room. She's probably.....the waiting room now.
- 12 He's been sent to prison. He's probably.....prison now.
- 13 She's gone to the doctor's. She's probably.....the doctor's now.
- 14 He's gone home. He's probably.....home now.
- 15 She's gone to the old town. She's probably.....the old town now.
- 16 They've sailed to the Pacific. They're probably.....the Pacific now.
- 17 We live.....14 Woodland Avenue.
- 18 She was taken to hospital. She's.....hospital now.

9.2.2 Prepositions of time: 'at', 'on' and 'in'

1 We use *at* for: exact time: *at 10 o'clock*; meal times: *at lunch time*; points of time: *at night*; festivals: *at Christmas*; age: *at the age of 14*; + 'time': *at this/that time*.

2 We use *on* for: days of the week: *on Monday, on Mondays*; parts of the day: *on Monday morning*; dates: *on June 1st*; particular occasions: *on that day*; anniversaries: *on your birthday*; festivals: *on New Year's Day*.

3 We use *in* for parts of the day: *in the evening*; months: *in May*, years: *in 2050*; seasons: *in (the) spring*; centuries: *in the 20th century*; periods: *in Ramadan, in two years' time*.

Exercise 733. Supply *at, on* or *in*.

- 1 I'll meet you.....*at*.....10.30.....*on*.....Monday, June 14.
- 2 We're taking our holiday.....July.
- 3 I always finish work early.....Fridays.
- 4 Who knows what the world will be like.....the year 2030?
- 5 You don't want anything to go wrong.....your wedding day.
- 6the 19th century many children died before they were a year old..
- 7 We got up.....dawn and reached the summit.....noon.
- 8the age of 14 I realized I would never become a brain surgeon.
- 9 The birds don't find much to eat in our garden.....winter.
- 10 What will you be doing.....the holidays?
- 11 What will you be doing.....New Year's Day?
- 12 The year was 1986.....that time I was working as a waiter.
- 13 We try to get away.....Christmas time.
- 14 I'll see you.....ten days' time.
- 15 They prepared a surprise for me at the office.....my birthday.

Exercise 734. Supply the missing prepositions.

'THE PROPHECY'

People who live ¹.....**in**.....California have every reason to be afraid of earthquakes. No one has ever forgotten the great quake that destroyed San Francisco².....1906.³.....May, 1988, the people of Los Angeles panicked. According to a prophecy made⁴.....the 16th century by a prophet called Nostradamus, the city would be destroyed early⁵.....1988. During the panic, parents didn't send their children⁶.....school and people didn't go⁷.....work. No one stayed ⁸.....home, either. The airlines did great business carrying people who fled ⁹.....their 'doomed city'. Which is more puzzling: how Nostradamus knew that a city which didn't even exist¹⁰.....his time would be destroyed ¹¹.....the 20th century, or the behaviour of the people who believed 'the prophecy'?

9.3 Particular prepositions, particles: contrasts

9.3.1 Prepositions, particles, etc. often confused and misused

1 *about* and *on*

We can use *about* and *on* to mean 'concerning'. We use *on* in a formal way, e.g. to describe a textbook: *a textbook on physics*; *about* is informal: *a book about animals*.

2 *according to* and *by*

We use *according to* to refer to information coming from other people or sources: *according to him*, *according to this guide book*. When we refer to ourselves, we say *in my opinion* (Not **according to me**). We can use *by* or *according to* when we refer to a clock or a timetable: *By* or *According to my watch, it's 3.15*.

3 *across* and *over*

We can use both these prepositions to mean 'from one side to the other': *My house is across/ over the road/the river*. We cannot use *over* for large areas: *They're laying a pipeline across Siberia*. (Not **over**) We use *over* after verbs like *wander* to mean 'here and there'. We use *across* to describe movement through water: *She swam across the Channel*. (Not *'over the Channel'*) But we say *over a wall/a fence*. (Not **across**)

4 *across* and *through*

Through, meaning 'from one side to the other', refers to something like a tunnel (*through a pipe*) or something dense (*through the forest*); *across* refers to a large area (*across the desert*). With some nouns, like *park*, we can use either *across* or *through*.

5 *after* and *afterwards*

We generally use a noun or pronoun with *after*, *after lunch*. We use *afterwards* on its own: *We had a swim in the sea. Afterwards we lay on the beach*. (Not **After**)

6 *around* and *about*

We use both words to refer to 'lack of purpose': *We didn't have anything to do, so we started fooling around/about*. But we say **He lives (a)round here**. (= near)(Not **about**)

7 *at*, *to* and *against*

We use *at* after adjectives like *good*, *clever*. After verbs like *throw*, *at* often means 'taking aim'. Compare: *throw at* (to hit) and *throw to* (for someone to catch). When there is no idea of 'taking aim', we use *against*: *throw the ball against the wall*. And note: *fight against*. We use *at* for speed or price: *at 100 miles an hour*, *at \$2 each*.

8 *away*

Away combines with *far* (*far away*) and *from* (*away from*) and with verbs which give the idea of 'distance': e.g. *live*, *work*: *I live 5 miles away*. (Not */ *live 5 miles far away**)

9 *because* and *because of*

We use *because* to give a reason: *We left the party because it was noisy*.

We use a noun or pronoun after *because of*: *We left the party because of the noise*.

10 *before* or *in front of*

We often use *before* to refer to time (*before 7*); *in front of* (and its opposite, *behind*) refers to position. We can use either *before* or *in front of* after the verbs *come* and *go*.

11 *behind*, *at the back (of)* and *back*

We can put a noun or pronoun after *behind* (*behind this house*) or we can use it on its own (*there's a garden behind*). Or we can say: *at the back of this house*, *it's at the back*. Do not confuse *back* with *again*: *invite them back* means 'return their hospitality'. Don't use *back* after *return*: *We returned early*. (Not * *returned back**) Note *3 years back* (= ago).

Exercise 735. Supply suitable words. Refer to the notes only when you have to.

about or *on*?

- 1 Read this article *on/about* the Antarctic.
- 2 I've read a lot of books.....animals.

according to or *by*?

- 3Dr Pim, the sea is rising.
- 4 ...the timetable, the train leaves at 8.27.
- 5 It's 10.15.....my watch.

across or *over*?

- 6 There's a newsagent's.....the road.
- 7 No one wants a pipeline.....Alaska.
- 8 We skated.....the frozen lake.
- 9 I'm going to swim.....the river.

across or *through*?

- 10 Nothing can flow.....this pipe.
- 11 We managed to get.....the jungle.
- 12 I've never walked.....the park.

away (add *far* where possible)

- 13 I see storm clouds.....in the distance.
- 14 London is 15 miles.....from here.

because or *because of*?

- 15 I couldn't get to work.....I was ill.
- 16 I couldn't get to work.....my illness.

before or *in front of*?

- 17 Make sure you're there.....7.
- 18 I'll wait for you.....the shop.

after or *afterwards*?

- 20 Come and see me.....work.
- 21 We tidied up. Our guests arrived soon.....
- 22 We had a swim and.....we sunbathed.

around or *about*?

- 23 We stood.....waiting.
- 24 I wish you'd stop fooling.....
- 25 Let me show you.....the house.
- 26 He lives somewhere.....Manchester.

at, *to* or *against*?

- 27 I'm not very good.....figures.
- 28 Throw it.....me so that I can catch it.
- 29 Jim is always throwing stones.....birds.
- 30 We fought.....the enemy.
- 31 Ron is driving.....100 miles an hour.
- 32 We have combs.....\$2 each.

behind, *at the back (of)* or *back*?

- 33 There's a garden in front and one.....
- 34 Keep this book. I don't want it.....
- 35 There's a garden.....the house.
- 36 I saw him four years.....
- 37 They invited us. We must invite them.....
- 38 We had to go.....early after the party.
- 39 Put it.....in its place.
- 40 I've fallen.....in my work.

19 You come.....me in the queue.

41 I tried to lift it out of the hole but it fell....

Exercise 736. Put in about, according to, across, after, at, away, because, before, behind, in front of, on.

A GOOD EYE FOR A LEFT EAR

My friend Jonathan, who lives ¹.....**across**.....the road, develops and prints films. ².....Jonathan most of us take awful pictures. Usually, we fail to aim ³.....the subject so that the subject is not even in the picture. Sometimes the subject is too far ⁴.....; sometimes too near. Some photos are spoilt because the sun is ⁵.....us, when of course, it should always be ⁶.....us. Some of us take blank pictures ⁷.....we take the lens cover off ⁸.....we have taken our shots. We take most of our pictures when we are on holiday and like to catch our friends when they are fooling ⁹.....It's a pity we don't practise using our cameras ¹⁰.....we go on holiday. A good book ¹¹..... photography would make us better ¹².....taking pictures, but most of us are too lazy to bother. I asked Jonathan what was the worst film he had ever seen. He didn't have to think very hard ¹³.....the question. At once he answered, 'Twenty-four shots of the photographer's left ear!'

9.4 Particular prepositions, particles: contrasts

9.4.1 Prepositions, particles, etc. often confused and misused

1 *beside* and *besides*

Beside + noun/pronoun means 'next to': *Sit beside me.* *Besides* with or without an object means 'in addition to' or 'as well as': *There were many people there **besides** (us).*

2 *between* and *among*

We commonly use *between* to show a division between two people, things, or times: *Divide this between you both.* We use *among* + plural noun to refer to a mass of people, etc.: *Were you among the people present?* We sometimes use *between* to refer to more than two, if these can be viewed separately: *Don't smoke between courses.*

3 *but (for)* and *except (for)*

But (for)/except (for) mean 'with the exception of': *Everyone has helped **but (for)/except (for) you.*** We can use *except* and *but* without *for*, but not to begin a sentence:

***Except for/But for you,** everyone has helped.* (Not * *Except you/But you everyone* *)

Except for/but for can mean 'if not': *We'd've been on time **except for/but for** the snow.*

4 *by, near* and *on*

By can mean 'right next to': *Sit by me.* We often use the words *right* or *close* in front of *by*: *The hotel is **right by/close by** the station.* *Near* (or *not far from*) usually suggests 'a short way from': *We live near/not far from London.* *On* means 'right next to' or 'beside' when we refer to 'a line': *Our house is **right on the road.** I can't see what is **on my left.***

5 *by* and *past*

We use either word after verbs of motion (*go, run, walk, etc.*) to mean 'beyond in space or

time': *He went **right by/past me** without speaking. A few days went **by/past**.*

6 **by, with and without**

We often use *by* in fixed phrases: *by bus, by car, by post*. We also use it to refer to 'method': *You can open it **by moving** the catch. By* can refer to time and rate:

*I'm paid **by the hour**. With/ without* refer to things (especially tools or instruments) which we need to use: *You can't open it **with/without a bottle-opener**.*

7 **down, up, under and over**

Down is the opposite of *up* and shows direction towards a lower level, especially with 'movement verbs': *Let's climb up/down*. We can also use *up* and *down* to show position: *He lives **up/down the street**. Under* suggests 'being covered': *Let's sit **under a tree**. Over* can have the meaning 'covering': *Keep this blanket over you*.

8 **due to and owing to**

We often use either one or the other. However, *due to* is related to a noun + *be*: *Our delay (noun) was (+ **be**) **due to/caused by** the heavy traffic. Owing to (= because of)* is related to the verb: *The broadcast was cancelled (verb) **owing to/because of** the strike.*

9 **like and as**

Like (= to compare with) is followed by a noun or pronoun: *There's no one like John/you*. We can also use it to mean 'such as': *Invite people like the Frys. Like* can also mean 'similar to/ in the same way **as**': *It was **like a dream**. He acts **like a king**.*

We use *as* (Not **like* *) + object to mean 'in the capacity of: / work *as a receptionist*.

We also use *as* to give a reason: ***As the last bus had left**, we walked home.*

We use *like* informally to introduce a clause, especially in American English: *Like I told you, it's an offer I can't refuse*. A lot of native speakers of English think this is wrong.

Exercise 737. Supply suitable words Refer to the notes only when you have to

- | | |
|---|--|
| beside or besides? | by, with or without? |
| 1 Who was sitting beside you? | 21 Our dog was hit a bus |
| 2 Who's invited us? | 22 You can open it pulling this lever |
| 3 It's a fast car it's got four wheel drive | 23 Dentists are paid the hour |
| between or among? | 24 It won't open a bottle opener |
| 4 Divide it equally the two of you | down, up, under and over? |
| 5 Switzerland lies four other countries | 25 My mother lives the street |
| 6 I saw you the crowd | 26 The bus got stuck the bridge |
| but (for) or except (for)? | 27 Put this blanket your knees |
| 7 The plane would've landed the fog | due to or owing to? |
| 8 Everyone sent flowers you | 28 Our success was luck |
| 9you, everyone sent flowers | 29 Flights were delayed the strike |
| 10 Everyone's here John | 30 He lost his job bad health |
| 11 Who John would do a thing like that? | like or as? |
| by, near or on? | 31 There's no business show business |
| 12 I sat the phone all morning | 32a lawyer, I would advise caution |
| 13 We live Manchester | 33 I once worked a bus conductor |

14 Our house is right the river	34 This motorway is a car park!
15 my right I have Frank Milligan <i>by or past?</i>	35 People the Joneses always copy us
16 The ball went right my head!	36it was raining, I took a taxi
17 Several days went before I had news	37I explained, it's a public holiday today
18 Stop here on your next visit	38 He's more his mother than his father
19 Something flew my ear	39 Who's used this knife a screw driver?
20 Its your bedtime	40 You're just your brother
	41 He spends money a millionaire

Exercise 738. Put in among, as, beside, between, by, down (or up), due except, like, past, without

DELIVERED AND SIGNED FOR

¹ As my grandmother used to say, Don't sign for anything² checking it first! I forgot this good advice when two delivery-men brought my new sideboard yesterday. Delivery was very late³ to the heavy traffic on the road I saw the delivery-van go⁴ the house and stop outside a neighbour's⁵ the street Then I watched it reverse until it stopped right⁶ my house I went outside to look into the back of the van there was my lovely sideboard⁷ several pieces of furniture¹ It was quite heavy, but the two men managed it⁸ them. Soon, the beautiful sideboard was in place,⁹ the dining-room wall I had waited so long for it, it was¹⁰ a dream! It was only when the men left that I realized I had checked everything¹¹ the keys It had been delivered¹² keys¹ It was too late to phone the shop, but I needn't have worried because next morning the keys arrived in the post I unlocked the sideboard and found a note inside which said, 'Keys will follow'¹³ post !

9.5 Particular prepositions, particles: contrasts

9.5.1 Prepositions, particles, etc. often confused and misused

1 of, out of, from and with after made

We use *made of* and *made out of* when we can actually recognize the material(s): *made of wood, iron, etc.* We use *made from* when the ingredients are not immediately obvious: *a cake made from eggs, milk and flour.* We use *made with* (= contains) to identify one or more of the ingredients: *These chocolates are made with fresh cream.*

2 of and off

We never use *of* and *off* in place of each other. We always use a noun or pronoun object after *of*: *north of the river, a woman of 50.* We can use an object after *off*, or we can use it on its own to suggest separation: *just off the motorway, take the top off.*

3 on and in

We often use both of these to refer to the body. *On* refers to surface: *on your nose.* *In* suggests 'deep': *a speck in my eye, or refers to pain: a pain in my stomach.*

4 out of and outside

Out of is the opposite of *into* when we are describing movement: *We ran out of the building*. In this sense, we can't replace *out of* by *outside*. Compare uses without movement: *He is out of his office*. (= not here) *He is outside the office*. (= waiting)

5 **over, above and on top of**

Over (= covering, sometimes touching): *Keep the blankets over you*. *Above* (= at a higher level and not touching): *a light above my head*. *On top of* (= touching): *on top of the TV*. We can use *over* and *above* in place of each other to mean 'vertically at a higher level': *a helicopter over/above a lifeboat*. We cannot use *over* and *above* in place of each other when all we are concerned with is 'a higher level' (not vertical). If, for example, we were referring to two cats on a tree we would say that A was *above* B, not *over* it. We also use both words to refer to rank, etc.: *over/above the rank of colonel*.

6 **under, underneath and below**

Under (= covered by, sometimes touching); *underneath* (= completely covered by): *a mat under/underneath a hot dish*. *Below* is the opposite of *above* and we can use it in place of *under/underneath*. *Below* (Not *under*) refers to position (*below the knee*).

7 **with and without**

We use *with* and *without* to mean 'accompanied by' or 'not accompanied by': *with/without my sister*. *With* can suggest 'having': *with your hands in your pockets*, and 'taking into consideration': *with the high cost of living*. *With* follows common adjectives (e.g. *angry*) and we use it in expressions like *blue with cold*. *Without* + *-ing* can suggest 'and not do something': *Go into the room without waking the children*.

8 **with, without, in and of**

We can use *with* and *without* to mean 'carrying'/'not carrying': *with a handbag, without any money*. We can also refer to physical characteristics: *with a big nose*; and such things as hairstyles and make-up: *with pink lipstick*. We can use *in* to mean 'wearing': *the man in the blue suit*. We can also refer to voice quality: *in a loud voice*. *Of* can describe personal qualities: *a man of courage*; age: *a man of 65*; or wealth: *a woman of substance*.

Exercise 739. Supply suitable words Refer to the notes only when you have to

- | | | | |
|---|--|----------------------------------|--------------------------------------|
| of, out of, from or with after made? | | over, above or on top of? | |
| 1 | You rarely find toys made of/out of wood | 23 | I can't sleep with a light my head |
| 2 | Beer is made hops | 24 | Don't put that cup my papers, please |
| 3 | Bronze is made copper and tin | 25 | The helicopter was the lifeboat |
| 4 | This sauce is made fresh cream | 26 | My bedroom is the kitchen |
| | of or off | 27 | We have the sky us |
| 5 | We live south the river | 28 | We don't want a boss like that us |
| 6 | Our house is just the main road | 29 | Major is the rank of Captain |
| | on or in? | 30 | His work is average |
| 7 | There's a black mark your nose | 31 | The answer is on the next page See |
| 8 | I've got a speck of dust my eye | | under, underneath or below? |
| 9 | I've got a deep cut my foot | 32 | There's nothing new the sun |
| 10 | I've got a light scratch my arm | 33 | I think she's 17 |
| | out of or outside? | 34 | Put a mat that saucepan |
| 11 | We ran the house, into the street | 35 | The stone hit me just the knee |

- 12 Mr Ray's not here. He's his office 36 What s the rank of Captain?
 13 Please wait the headmaster's study 37 She swam just the surface
 14 There was a big crowd...the building 38 I have two people me at work
with or without?
 15 Enter the room making a noise 39 Who's the woman ..the green umbrella?
 16 all our expenses, we can't save 40 I can t pay. I'm any money
 17 She was very angry me 41 The camera comes ...a case included
 18 I turned blue cold 42 Who s the woman ...the green blouse?
 19 Life father' is a famous book 43 He spoke a quiet voice
 20 As an orphan, I grew up parents 44 He's a man a red moustache
 21 He stood his hands in his pockets 45 She's a woman 38
 22 I was green envy' 46 She's a woman intelligence

Exercise 740. Put in with, out of, over, off, of, in, above, below, on top of

THE AMAZING FLYING HAT

She was a striking woman ¹ *of* about 25, dressed for the races ² her smart dress and fantastic hat made ³ feathers, she drew admiring glances as she walked down the street Her hat attracted even more attention when a gust ⁴ wind lifted it ⁵ her head and carried it into the air We all stopped to watch as this amazing hat flew ⁶ our heads People came ⁷ buildings and into the street The young woman ⁸ the smart dress was as entertained as the rest ⁹ us. Suddenly, the hat rested ¹⁰ a high building and we lost sight of it Then the wind lifted it up again 'There it is' ¹¹ cried a man ¹¹ an umbrella. He jabbed his umbrella at the sky ¹² Then an amazing thing happened. The hat simply disappeared ¹ The mystery was solved when someone shouted ¹³ a loud voice There was a tall yellow crane ¹⁴ a high building and the crane driver looked down at the crowd ¹⁵ 'Lost your hat, miss?' the crane driver cried and we all gasped ¹⁶ surprise when we saw that the hat had been caught by his crane!

9.1 – 9.5 Revision

Прийменники місця і напрямку			
З метою вироблення темпу мови корисно запам'ятати наступні словосполучення:			
ДЕ?		КУДИ?	
НА столі	ON	НА стіл	ON
On the table, on the floor, on the sofa, on the chair, on the windowsill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.		On the table, on the floor, on the sofa, on the chair, on the windowsill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.	
ДЕ?		КУДИ?	
В кімнаті	IN	В кімнату	INTO

In the room, in the kitchen, in the house, in the car, in the box, in the cupboard, in the bag, in the pocket, in the hall, in the plate, in the cup, in the glass, in the bottle, in the snow, in the water, in the river, in the lake, in the sea, in the wood, in the park, in the garden, in the yard, in the classroom.	Into the room, into the kitchen, into the house, into the car, into the box, into the cupboard, into the bag, into the pocket, into the hall, into the plate, into the cup, into the glass, into the bottle, into the snow, into the water, into the river, into the lake, into the sea, into the wood, into the park, into the garden, into the yard, into the classroom.
--	--

Exercise 741. Supply on, in or into.

1. There are many people ... the park today.
2. There is a girl standing ... the bridge. Why is she crying? — She has dropped her doll ... the water.
3. There is no tea ... my cup.
4. Pour some tea ... my cup.
5. Put these flowers ... the windowsill.
6. I saw many people ... the platform waiting for the train.
7. We went ... the garden and sat down ... a bench.
8. The teacher hung a picture ... the blackboard.
9. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the windowsills. I saw a pen ... the floor. I picked it up and put it ... the table.
10. He put his hand ... his pocket, took out a letter and dropped it ... the mailbox which hung ... the wall of the house. Then he got ... his car and drove off.
11. Where is the book? — It is ... the table.
12. Where is the tea? — It is ... the cup.
13. Put the plates ... the table.
14. Put the book ... the bag.
15. There is a beautiful picture ... the wall.
16. He went... the room.
17. I like to sit... the sofa ... my room.
18. Mother is cooking dinner ... the kitchen. 19. She went ... the room and sat down ... the sofa.

Запам'ятайте також наступні словосполучення	
ДЕ?	КУДИ?
Біля стіни АТ	До стіни ТО
At the wall, at the door, at the window, at the blackboard, at the map, at the bookcase, at the tree, at the river.	To the wall, to the door, to the window, to the blackboard, to the map, to the bookcase, to the tree, to the river.
І наступні словосполучення	
ДЕ?	КУДИ?

3А столом — AT the table	3А стіл — AT the table
3А партою — AT the desk	3А парту — AT the desk

Exercise 742. Translate into English. Supply on, in, at, to, into.

1. Ми зібрали в лісі багато грибів.
2. Маша відкрила двері і увійшла до будинку. В будинку нікого не було. Ведмеді були в лісі. В кімнаті Маша побачила стіл. Вона підійшла до столу. На столі вона побачила три тарілки.
3. Катя була в кімнаті. Вона стояла у книжкової шафи.
4. На підлозі лежав товстий килим. Діти сіли на килим і почали гратися.
5. Де хлопчики? — Вони граються у дворі.
6. Зараз зима. На землі лежить сніг. На річці лід.
7. Вона підійшла до дошки, узяла крейду і почала писати на дошці.
8. Масло на столі. Постав його в холодильник. А зараз сідай за стіл. В цій склянці сік. Випий його і постав склянку на полицю.
9. Де твоя ручка? — Вона в моїй кишені.
10. Поклади в кишеню хустку.
11. Він стрибнув в річку і швидко поплив до острова.
12. Йдіть до дошки.
13. Напишіть число на дошці.
14. Почепіть картину на дошку.
15. Вона налила у вазу води і поставила в неї квіти. Потім вона пішла до вікна і поставила вазу на підвіконня.
16. Вчитель стоїть у дошки. Він пише на дошці речення. Учні сидять за партами. Вони пишуть це речення в своїх зошитах.
17. Нік увійшов до кухні і сів за стіл. Мама стояла у плити. Вона підійшла до столу, поставила на стіл чашку і налила в чашку чаю.

Запам'ятайте наступні словосполучення	
ДЕ?	КУДИ?
At the theatre, at the cinema, at the museum, at the swimming pool, at the library, at the shop, at the institute, at the port, at the railway station, at the concert, at the exhibition, at the stadium, at the stop, at the factory, at work ¹ , at school ¹ , at the lesson.	To the theatre, to the cinema, to the museum, to the swimming pool, to the library, to the shop, to the institute, to the port, to the railway station, to the concert, to the exhibition, to the stadium, to the stop, to the factory, to work ¹ , to school ¹ , to the lesson.

¹ Зверніть увагу на відсутність артикля в цих словосполученнях.

Exercise 743. Translate the following word combinations into English. Make use of in or at.

В кухні, в порту, в плавальному басейні, в парку, в лісі, в театрі, в саду, в бібліотеці, в річці, в магазині, в склянці, в кімнаті, в кіно, в снігу, в школі, в класі, в будинку, в чашці, в музеї, в інституті.

Exercise 744. Translate the following word combinations into English. Make use of in or at.

На полиці, на підвіконні, на лавці, на заводі, на стіні, на вокзалі, на платформі, на підлозі, на даху, на виставці, на зупинці, на землі, на концерті, на дошці, на уроці, на мосту, на стадіоні, на снігу, на траві, на роботі.

Exercise 745. Translate the following into English. Make use of in, at, on, to, into

1. Коли ми прийшли на вокзал, ми поставили свої речі на платформу і сіли на лавку. Мама пішла в магазин і купила лимонаду.
2. Вчора на уроці вчитель сказав мені: "на дошці дві помилки. Йди до дошки і виправ помилки."
3. Ви були вчора на концерті? — Ні, ми працювали в бібліотеці, а потім ми пішли в парк. В парку ми гралися, а потім сиділи на траві.
4. Поклади книгу в портфель і йди до дошки.
5. Сьогодні у дворі багато хлопців.
6. Де Коля? — Він в інституті.
7. Тато ходить на роботу щодня.
8. Вчора тато був на роботі, а мама була удома.
9. Вчора я ходив в бібліотеку. В бібліотеці я узяв дуже цікаву книгу.
10. Катя сиділа за столом. На столі лежали книги і зошити. Тато підійшов до столу і поставив на стіл вазу. У вазу він поставив квіти.
11. Вчора ми ходили на виставку. На виставці ми бачили багато картин.
12. Де Том? — Він на стадіоні. Він завжди ходить на стадіон в неділю. А його сестра ходить в плавальний басейн. Зараз вона в басейні.
13. Ти любиш ходити в театр?

Зверніть увагу на різницю в значенні залежно від вживання прийменників **to** і **into** зі словами

wood, park, garden, yard, etc.

Пішов, ходив у ліс, парк і т. д.
went TO

*(подолав якусь відстань
перш ніж дійшов)*

Зайшов в парк, ліс і т. д.
went INTO

(був поруч і зайшов усередину)

Exercise 746. Translate the following into English. Make use of in or into.

1. Я пішов в сад. 2. Я увійшов до саду. 3. Ми пішли в ліс. 4. Ми увійшли до лісу. 5. Йдіть в клас. 6. Увійдіть до класу. 7. Йди в парк. 8. Увійди до парку. 9. Вона пішла в кухню. 10. Вона увійшла до кухні. 11. Не ходіть в магазин. 12. Не заходьте в магазин. 13. Вона побігла в двір. 14. Вона вбігла в двір.

Запам'ятайте наступні сталі словосполучення	
ДЕ?	КУДИ?

у ліжку — in bed ¹	в ліжку — to bed ¹
в місті — in town ¹	в місто — to town ¹
за містом — in the country	за місто — to the country

¹ Зверніть увагу на відсутність артикля в цих словосполученнях

Exercise 747. Supply in or to.

1. In winter I usually go ... bed at ten o'clock because I learn ... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late.
2. Do you like to read ... bed?
3. We did not want to stay ... town on such a hot day, so we went ... the country.
4. It is very late. Go ... bed at once.
5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock.
6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

Запам'ятайте наступні сталі словосполучення	
ДЕ?	КУДИ?
на півночі — in the north	на північ — to the north
на півдні — in the south	на південь — to the south
на сході — in the east	на схід — to the east
на заході — in the west	на захід — to the west

Exercise 748. Translate the following into English. Make use of in, at, on, to, into

1. Влітку вони завжди їздять на південь.
2. Мій тато працює на заводі, а мама в бібліотеці. Мій старший брат вчиться в інституті, а я вчуся в школі. Вранці тато йде на завод, мама йде в бібліотеку, мій брат йде в інститут, а я йду в школу. Наша бабуса звичайно ходить в магазин вранці. В магазині вона купує продукти.
3. Мій друг живе на півночі.
4. Ми провели літо на півдні.
5. В місті було дуже жарко, і ми вирішили поїхати за місто. Після сніданку ми поїхали на вокзал. На вокзалі було багато народу. Люди стояли на платформі і чекали потягу. За містом було чудово. Спочатку ми пішли в ліс. В лісі було прохолодно. Потім ми підійшли до річки. Ми плавали в річці, а бабуса сиділа біля річки на траві. Увечері ми поїхали в місто.
6. Владивосток розташований на Дальньому Сході.
7. Вчора ми були в театрі.
8. Позавчора ми були в парку.
9. Завтра ми підемо в кіно або в музей.
10. Де твій брат? — Він в кімнаті, стоїть біля вікна.
11. Де твоя сестра? — Вона в школі.
12. Де дитина? — Він в ліжку. Мама уклала його в ліжко півгодини назад.
13. Де твій тато? — Він на роботі.

14. Де твій дідусь? — Він в парку.
15. Де Коля? — Він на стадіоні.

Прийменники часу: **AT**

О п'ятій годині — **At five o'clock**

Опівдні — **At noon**

Опівночі — **At midnight**

На сході сонця — **At sunrise**

На заході сонця — **At sunset**

Exercise 749. Translate the following word combinations into English.

О четвертій годині, в половині шостої, без чверті три, на заході сонця, в чверть на п'яту, опівночі, в п'ять хвилин шостої, без десяти друга, опівдні, на сході сонця, в двадцять п'ять третьої.

Прийменники часу: **ON**

В неділю — **On Sunday**

П'ятого березня — **On the 5th of March**

Exercise 750. Write at or on to complete the following sentences.

1. I get up ... seven o'clock or ... a quarter past seven.
2. ... Sunday I usually get up ... nine o'clock or ... half past nine. But last Sunday I slept very long and got up only ... noon.
3. My birthday is ... the ninth of July.
4. The school year begins ... the first of September.
5. ... the twenty-fifth of December people celebrate Christmas.
6. ... Wednesday I usually have a lot of homework.
7. Lev Tolstoy liked to get up ... sunrise.
8. Our lessons are usually over ... twenty minutes to two.
9. They returned from the wood ... sunset.
10. I began writing my composition ... seven o'clock and finished only ... midnight.

Прийменники часу: **IN**

В 1997 році — **in 1997.**

В березні — **in March**

Але: цього року — **√ this year**

минулого року — **√ last year**

майбутнього року — **√ next year**

А також: цього місяця — **√ this month**

минулого місяця — **√ last month**

майбутнього місяця — **√ next month**

А також: цього тижня — **√ this week**

минулого тижня — **√ last week**

майбутнього тижня — **√ next week**

Exercise 751. Translate the following into English. Make use of in, at, on, to.

Минулого місяця моя тітка не ходила на роботу. Вона вставала о десятій годині і лягала спати опівночі. Вона часто ходила в театр і в кіно. Але цього місяця вона встає на сході сонця, тому що вона знову ходить на роботу. Вона працює в інституті. Учебний рік в інституті починається у вересні, а кінчається в травні. В січні і в червні студенти здають іспити. Тітка ходить в інститут у вівторок, в середу, в четвер і в суботу. В понеділок вона завжди працює в бібліотеці. В п'ятницю вона звичайно їздить за місто. Вона встає о сьомій годині і їде на вокзал. За містом вона проводить цілий день і повертається в місто на заході. Наступного тижня моя тітка поїде до Лондона, а наступного року — до Нью-Йорка.

Запам'ятайте наступні сталі словосполучення з прийменником **in**.

навесні — in spring	вранці — in the morning
влітку — in summer	вдень — in the afternoon
восени — in autumn	увечері — in the evening
взимку — in winter	Але: уночі — at night

Exercise 752. Translate into English.

1. Четвертого червня ми поїдемо за місто.
2. Я люблю ходити в парк восени.
3. На цьому тижні ми зустрічатимемо наших друзів в аеропорту. Літак прибуває о сьомій годині вечора. Я думаю, що ми ляжемо спати тільки опівночі.
4. Минулою зимою він часто ходив на каток в неділю.
5. Минулого тижня ми ходили в Російський музей.
6. Влітку сонце встає рано вранці, а сідає пізно увечері.
7. Минулого літа ми їздили на південь. Коли ми були на півдні, ми ходили до моря щодня. Ми вставали удосвіта і купалися в морі. Опівдні ми обідали і відпочивали. Увечері ми ходили в парк. На заході ми часто ходили до моря і поверталися додому в половині одинадцятого або в одинадцять.
8. Наступного року ми поїдемо на Далекий Схід.
9. Наступного тижня я піду в театр.
10. Діккенс народився в 1812 році.

Прийменники часу: **BY**

До п'ятої години — **by 5 o'clock**
До 2003 року — **by 2003**
До завтрашнього дня — **by tomorrow**

Прийменники часу: **SINCE**

З минулого року — **since last year**
З весни — **since spring**
З 1998 року — **since 1998**
З ранку — **since morning**
З трьох годин — **since 3 o'clock**

Exercise 753. Translate the following word combinations into English.

О п'ятій годині, до п'ятої години, з п'ятої години, опівдні, до полудня, з полудня, з півночі, до півночі, опівночі, з минулого року, минулого року, цього року, до 2006 року, до двадцятого лютого, двадцятого лютого, з ранку, до ночі, вночі, до першого листопаду, в листопаді, з літа, у вівторок, до п'ятниці, в половині третьої, до завтрашнього дня, на сході сонця, до весни, навесні, минулою весною, з минулої весни, до зими, наступного року, до майбутнього року, відчора.

Зверніть увагу на вживання
Present Perfect в заперечних речення
з прийменником **since**.
I haven't been to the Hermitage since winter.

Exercise 754. Translate into English.

1. Я не чув цю пісню з минулої зими.
2. Вона не була в театрі з минулого місяця.
3. Ми не розмовляли про це з минулого тижня.
4. Ти не підходила до роялю з понеділка.
5. Зараз вже вечір, а ти з третьої години нічого не зробив.
6. Ми не були в Москві з 1999 року.
7. Він не писав нам з минулого року.
8. Я не бачив його відчора.
9. Вона не їла з самого ранку.
10. Ми не грали у футбол з літа.

Запам'ятайте
через годину — ***in an hour***
через рік — ***in a year***
через два дні — ***in two days***
через декілька хвилин — ***in a few minutes***

Exercise 755. Translate into English.

1. Минулої неділі ми встали удосвіта і до сьомої години були готові йти. В десять хвилин на восьму ми відправилися. Ми пішли на автобусну зупинку. На зупинці було мало народу: в неділю люди не люблять вставати удосвіта. Автобус підійшов до зупинки через десять хвилин. Ми поїхали на вокзал. Через півгодини ми були на вокзалі. На платформі ми зустріли своїх друзів. Через годину ми були вже за містом. Ми пішли в ліс. Було жарко, але коли ми увійшли до лісу, стало прохолодно. Ми провели за містом весь день і повернулися в місто на заході сонця.
2. Він прийде через годину.
3. Почекайте, будь ласка, я повернуся через декілька хвилин.
4. Ми закінчимо школу через декілька років.
5. Через два або три роки все зміниться.
6. Я не був в Естонії з 1997 року. Майбутнім літом я поїду туди. Я проведу там все літо і повернуся до Санкт-Петербурга до першого вересня.

Прийменники, що передають відмінкові відносини

Зверніть увагу на відповідність деяких прийменникових зворотів українським відмінковим формам:

of — родовий

- **the leg of the table** — ніжка столу
- to** — давальний
- **explain to me** — поясніть мені

Exercise 756. Write to or of to complete the following sentences.

1. The young scientist was trying to prove ... the professor the necessity ... the experiment.
2. London is the capital ... Great Britain.
3. The embankments ... the Neva are faced with granite.
4. It is clear ... me that you don't know your lesson.
5. He was devoted ... his friend.
6. I explained ... the teacher that by the end ... the lesson I had not finished the translation ... the text and that's why I had not handed it ... him. The surprise ... the teacher was great. My explanation seemed strange ... the teacher.
7. He bought a book ... English poems and gave it... his sister.
8. I wrote ... him asking to send me a box ... chocolates.
9. The roof ... the house is very old.
10. There is a monument ... Pushkin in the Square ... Arts.
11. One wheel ... my car must be changed.
12. He was standing outside the door ... his house and explaining ... the mechanics what was wrong with his car.
13. He gave her a big punch ... flowers.
14. I sent a letter ... my friend.
15. The streets ... St. Petersburg are straight.
16. Many pages ... this book are torn.

Поєднання іменників з прийменниками **with** і **by** відповідають українському орудному відмінку.

Не плутайте вживання цих прийменників:

with позначає знаряддя (чим проведено дію)

by позначає діяча (хто вчинив дію)

- **with** a knife — ножом
- **by** my brother — братом

Exercise 757. Write with or by to complete the following sentences.

1. He was taken to hospital ... an ambulance.
2. He was treated ... very effective drugs.
3. He was cured ... a very skilful doctor.
4. He wrote his letter ... a pencil.
5. He was scolded ... his mother.
6. The boy cut his finger ... a knife.
7. The boat was carried ... the waves into the open sea.
8. The teacher was pleased ... our work.
9. America was discovered ... Columbus.
10. "Hamlet" was written ... Shakespeare.
11. We eat soup... a spoon.
12. He was killed ... a knife.
13. He was killed ... the robbers.
14. He was knocked down ... a big stick.
15. He was knocked down ... a car.

Запам'ятайте вживання прийменників з наступними дієсловами і виразами:

They listened to me — Вони слухали мене

They looked at me — Вони дивились на мене

They waited for me — Вони чекали на мене

They spoke to me — Вони говорили зі мною

They laughed at me — Вони сміялись наді мною

They complained about¹ me — Вони скаржились на мене

They were afraid of me — Вони боялись мене

They answered \surd my question — Вони відповіли на моє питання

They entered \surd the room — Вони зайшли до кімнати

They turned \surd the corner — Вони повернули за ріг

1. **Complain of** вживається при скаргах на болі або хвороби.

2. **Complain about** — в решті випадків. Див. Longman Dictionary of English Language and Culture, p. 256:1) He went to the doctor **complaining of** difficulty in breathing. 2) They **complained** bitterly **about** the injustice of the system.

Exercise 758. Fill in the gaps with prepositions where it seems appropriate.

1. We tried to speak ... him, but he did not want to listen ... us. He did not even look ... us and did not answer ... our questions.
2. Your brother complains ... you. He says you always laugh ... him, never speak ... him and never answer ... his questions.
3. When I entered ... the room, everybody looked ... me with surprise: they had not waited ... me.
4. At the end ... the street she turned ... the corner, walked ... the bus stop and began waiting ... the bus.
5. My mother is afraid ... rats.
6. "What do you complain ... ?" asked the doctor.
7. Don't enter ... the room.
8. What are you laughing ... ?
9. They did not want to listen ... me.
10. Wait... me. I'll be back ... a few minutes.
11. Yesterday the teacher spoke ... us about the architecture ... St. Petersburg.
12. My grand- mother often complains ... headache.
13. I am sorry, I cannot speak ... you now, the professor is waiting ... me. I must go ... the institute and explain ... him some details ... our work. Come ... the evening, I shall listen ... you very attentively and answer ... all your questions.
14. Turn ... the corner ... the house and look ... the flowers grown ... my mother: aren't they beautiful?
15. He was an excellent pupil, and the teachers never complained ... him.
16. She complained ... feeling bad and could not answer ... the questions ... the teacher.
17. ... nine o'clock the lecturer entered ... the hall, walked up ... the table, put his bag ... it, looked ... everybody and began his lecture. The lecture, as all the lectures ... this professor, was very interesting, and the students listened ... him with great attention.

Зверніть увагу на способи перекладу українського прийменника **через**:

через годину — **in an hour**

через дорогу — **across the road**

через поле — **across the field**

через ліс — **through the wood**
через річку (убрів, вплав, човном) — **across the river**
через річку (мостом, повітрям) — **over the river**
через огорожу — **over the fence**

Зверніть увагу на способи перекладу українського прийменника "по":

по вулиці — **along (down) the street**
по річці — **down (up) the river**
по морю — **across the sea**
по місту — **about the town**
по кімнаті — **about the room**
по коридору — **along the corridor**
по країні — **about the country**

Exercise 759. Translate into English paying special attention to the use of prepositions.

1. Пройдіть по цьому коридору, заверніть за ріг в кінці коридору і увійдіть до першої кімнати.
2. Через п'ять хвилин всі сиділи за столом і слухали бабусю.
3. Він дивився на човни, що пливають по річці.
4. Минулого року ми подорожували Європою.
5. Він йшов по вулиці і дивився на обличчя перехожих.
6. Собака підбіг до річки, стрибнув у воду, переплив річку і вбіг у ліс.
7. Він перейшов дорогу і увійшов в кафе.
8. Вона ходила по кімнаті.
9. Вони плавали по південних морях.
10. Йди по цій стежці через поле і через ліс, і через дві-три години ти підійдеш до річки.
11. Вони бродили по місту зі світанку до заходу, говорили з багатьма людьми, дивилися на прекрасні палаци і пам'ятники. Увечері вони повернулися в готель втомлені, але задоволені.
12. Том Сойер перестрибнув через паркан і побіг по вулиці. Через декілька секунд він повернув за ріг і зник.