

В. В. Гуревич



**ПРАКТИЧЕСКАЯ
ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

Упражнения и комментарии

**PRACTICAL ENGLISH
GRAMMAR**

Exercises and Comments

ФЛИНТА

В.В. ГУРЕВИЧ

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Пособие охватывает все разделы английской грамматики, с относительно элементарного уровня до продвинутого. Материал представлен в виде активных заданий, имеющих речевую направленность, и включает упражнения, отрывки связанных текстов (в основном юмористического характера).

Для студентов высших учебных заведений, учащихся старших классов школ, а также для всех изучающих английский язык..

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Пособие охватывает все основные разделы грамматики и содержит как материал относительно элементарного уровня, направленный на закрепление простейших грамматических навыков (это прежде всего относится к начальным разделам таких тем, как «Времена глагола», «Формы числа существительного», «Артикль»), так и материал весьма продвинутого уровня, предназначенный для специализированных языковых классов и языковых факультетов. На всех уровнях материал имеет речевую направленность, т.е. организован в виде активных заданий (изучающим предлагается выбрать необходимую форму или конструкцию и употребить ее в тексте, а нередко также и пересказать целый текст).

Значительная часть упражнений базируется на отрывках из художественных произведений, поскольку сюжетный текст помогает поддерживать интерес учащихся к грамматическому материалу, иногда неизбежно довольно нудному, и, кроме того, дает возможность увидеть грамматику не как нечто отдельное, а как неотъемлемую принадлежность живой, осмысленной речи на языке. В большинстве упражнений аналитического характера также используются образцы, взятые из реальной английской речи, хотя авторство примеров указывается лишь выборочно.

Помимо упражнений в пособии даются краткие пояснения некоторых грамматических тонкостей, слабо освещенных в других учебниках (достаточно известные правила в книгу не включены). Это, в частности, касается таких тем, как словообразование, сложные случаи употребления артиклей (родовой артикль, артикль с предлогом "of" в разных значениях, неопределенный и нулевой артикли с абстрактными существительными, артикль с именами собственными в их непрямых употреблениях), разграничение прилагательных и слов категории состояния, противопоставление глагольных форм Present Perfect и Past Indefinite, случаи переносного употребления временных форм, зависимость грам-

матических форм глагола от типов лексического значения (предельные и непредельные глаголы, процессуальные и непроцессуальные глаголы), классификация глаголов в связи с возможностями разных страдательных конструкций, сложные случаи употребления неопределенных местоимений (some-any, each-every, somebody-someone), различия в актуальном членении предложения в связи с порядком слов (типы инверсии), проявления грамматической синонимии в морфологии и синтаксисе, влияние семантических процессов (метафорических и метонимических переносов значения) на грамматическое поведение слова и т.д.

При этом автор исходит из того, что во многих случаях целесообразней не предварять упражнения изложением готового правила, а проделать упражнение, опираясь на языковую интуицию учащихся, и затем предложить им самим вывести правило.

В.В. Гуревич, профессор МПГУ

MORPHOLOGY (МОРФОЛОГИЯ)

THE VERB (ГЛАГОЛ)

TENSES (ВРЕМЕНА ГЛАГОЛА)

The Present Indefinite Tense (Настоящее простое время)

1. Choose the right form of the verb. Выберите нужную форму глагола.

1. I ... English (speak-speaks). 2. He ... Russian (speak-speaks). 3. John ... two brothers (have-has). 4. We ... a big car (have-has). 5. They ... English (know-knows). 6. My sister ... French (know-knows). 7. My brothers ... English books (read-reads). 8. His sister ... many books (read-reads). 9. I ... very happy (am-is-are). 10. John ... a student (am-is-are). 11. We ... students (am-is-are). 12. His father ... in London now (am-is-are). 13. My parents ... at home now (am-is-are). 14. There ... a big table in the room (am-is-are). 15. There ... two beds in the bed-room (am-is-are).

2. Put in a suitable form of the verb. Вставьте подходящую форму глагола.

1. I am ten years old, and she ... twelve. 2. My sisters are at school now and I ... at home. 3. I have two brothers and he ... one brother. 4. She has two brothers and I ... one. 5. I speak English and my mother ... Russian. 6. He knows English and we ... French. 7. My brother ... English and my sisters study French. 8. I go to school and she ... to college. 9. He

... in a big town and they live in a small village. 10. I read English books and she... French books. 11. We like coffee and he ... tea. 12. The table stands near the window and the beds ... near the door. 13. There is one book on the table and there ... three books on the shelf. 14. There are two beds in the big room and there ... one bed in the small room.

3. Put in a suitable pronoun. Вставьте подходящее местоимение.

1. I like tea and ... likes coffee. 2. ... am a teacher and they are students. 3. ... speaks English and they speak Russian. 4. We go to school and ... goes to college. 5. ... is in London now and we are in Moscow. 6. ... reads very much and ... read very little. 7. You study English and ... studies French. 8. ... know only Russian and ... knows Russian and English. 9. ... are in the garden and ... am in the house. 10. ... is twelve years old and ... am fifteen. 11. ... has a big car and ... have a small car. 12. ... have one brother and ... has two. 13. The book is not on the table, ... is under the table. 14. There are two beds in the room, and ... stand near the window.

4. Read the sentences changing the number of the nouns. Прочитайте предложения, изменяя форму числа существительных.

1. The boy goes to school and the girls go to college. 2. The students are in the classroom now but the teacher is not here. 3. My brother knows English and my sisters learn French. 4. The table stands near the door and the chairs are near the window. 5. There is a tree near the house. 6. The beds are near the walls. 7. The man has a son and two daughters. 8. The pencil is red and the pens are black. 9. His sister speaks English well and his brothers speak it badly. 10. My friend often writes letters to my sister.

5. Begin the story with the words 'The author says that...' using indirect speech. Начните рассказ словами 'The author says that...', используя косвенную речь.

I am always afraid to forget my toothbrush when I go travelling. Sometimes, when I sleep, I see it in my dream, and remember that I must pack it. So I wake up, get out of bed and run to the bathroom for

my toothbrush. Then I pack it in my bag, and go back to sleep. But in the morning I remember that I must brush my teeth. So I go to the bag and open it and begin to look for the toothbrush. As a rule, I have to take all the things out of the bag before I find it. At last I get it out of the bag and use it, and then I forget to put it back. So at the last moment I have to run upstairs to the bathroom for my toothbrush, and finally I carry it to the railway station in my hand. (Jerome)

6. Translate these sentences. Переведите предложения.

1. Он учит два языка, а я учу три. 2. Она знает английский, а мы знаем немецкий. 3. Мы — студенты, а Вы — учитель. 4. Джон говорит по-французски, а его сестра говорит по-английски. 5. Моя сестра читает русские книги, а я читаю английские книги. 6. У Ника один брат, а у меня два. 7. Я люблю чай, а мой брат любит кофе. 8. Он сейчас в школе, а я дома. 9. Он живет в Москве, а его сестра живет в Лондоне. 10. Мой брат ходит в школу, а я хожу в колледж.

7. Choose the form of the verb. Retell the jokes. Выберите форму глагола. Перескажите шутки.

A. John (say-says) to his friend, "My brother (want-wants) to come with us on a walking tour (*в поход*). He (am-is-are) a very good boy, and he (know-knows) very many funny stories". His friend (ask-asks), "(am-is-are) he afraid of work?" "Oh, I (am-is-are) sure that he (am-is-are) not afraid of it", John (answer-answers), "because he always (lie-lies) down (*ложится*) when work (begin-begins), and (fall-falls) asleep (*засыпает*) at once (*сразу*)".

B. A young man (run-runs) into the doctor's room, and (say-says), "Oh, doc-tor!...". But the doctor (stop-stops) him and (say-says), "Don't hurry, young man, sit down. I (see-sees) that your face (am-is-are) red and I (think-thinks) that you (have-has) a temperature". "But, doctor!..." the boy (cry-cries) again. "No, no!", the doctor (say-says), "don't say anything. I (want-wants) to examine (*осмотреть*) you". And he (begin-begins) to examine the boy. After some time the doctor (say-says), "It (seem-seems) (*кажется*) to me that everything (am-is-are) all right with you. You (am-is-are) only very excited (*возбуждены*)". "Of course I (am-is-are) excited", the boy (answer-answers), "because there (am-is-are) a fire (*пожар*) in this house".

Negative sentences.

Отрицательные предложения

1. Make the sentences negative. Поставьте предложения в отрицательную форму.

a) 1. I am a student of English. 2. My parents are teachers. 3. His brother is in London now. 4. This is a big town. 5. Your house is very nice. 6. There is a book on the shelf. 7. There are many cinemas in my town. 8. They have many children. 9. John has a brother. 10. We have much time now. 11. She has got many good books.

b) 1. I like English. 2. John likes tea. 3. We know French. 4. She knows many stories. 5. The table stands near the door. 6. The chairs stand near the window. 7. John lives far from here. 8. My sister studies French. 9. It rains very often in autumn. 10. Our children go to school every day. 11. Nina writes many letters to me.

2. Put in a suitable verb. Вставьте подходящий глагол.

1. Do not ... many books. 2. She does not ... tea and he doesn't ... coffee. 3. They don't ... in London now. 4. We don't ... you. 5. She does not ... this story. 6. They don't often ... to me. 7. It doesn't often ... in summer. 8. This book doesn't really ... us new information. 9. We don't ... to school on Sundays. 10. She doesn't ... early on Sundays. 11. They don't ... breakfast very early.

3. Give a short negative answer using the model. Дайте краткий отрицательный ответ по модели "No, I don't / I am not" и т.п.

1. Are you a teacher? 2. Is your brother at home? 3. Do you speak French? 4. Does your sister speak German? 5. Do your parents work? 6. Is her voice pleasant? 7. Does she speak loudly? 8. Do your friends live far from you? 9. Is the answer correct? 10. Are these books in English? 11. Do the chairs stand near the window? 12. Does your friend often come to see you? 13. Is there a bed in the room? 14. Are there any books on the table?

4. Finish the sentences using the model. Закончите предложения по модели "I like books, and he doesn't".

1. Nina likes winter, and I ... 2. My sister works, and my brother ... 3. My mother is a teacher, and my father... 4. We are students, and

they ... 5. I am fond of jazz, and my brother ... 6. John lives in the centre, and his parents ... 7. My brother learns English, and I ... 8. The table is round, and the chairs ... 9. The chairs are small, and the table ... 10. My car goes very fast, and his car ... 11. In his country it often rains, and in my country it ... 12. We have a lot of friends, and she ...

5. Open the brackets using the Present Indefinite. Retell the story.
Откройте скобки, используя настоящее простое время. Перескажите рассказ.

This is a story about a king who is very fond of new clothes. He (not to think) at all about his army or about his people, he (not to go) to theatres, he (not to walk) in the park. The king always (to buy) new clothes because he (not to like) to wear the same things every day. One day two young swindlers (*мошенники*) (to come) to the king, and (to say) that they can make clothes from some wonderful material, so that people who (not to be) fit for their jobs (not to see) it. The king (to be) so glad to have new clothes that he (not to ask) them any questions, and the men (to begin) working on his new clothes. In fact, they (not to do) anything, they only (to pretend) to work. When the king (to come) to look at their work, he (not to see) anything, but he (not to have) courage to tell them so: he (to think) that probably he (not to be) fit to be king. So he (to say) that the material (to be) really wonderful, and then he (to ask) his first minister to go and look at it. The minister (not to see) anything either, but he (not to tell) anybody about it because he (to be) afraid to show that he (not to be) fit for his post. He (to return) to the king and (to say) that the material for his clothes (to be) very beautiful.

At last the new clothes (to be) ready, and the king (to decide) to show them to all the people. He (to go) to the young men, who (to ask) him to take off his old clothes. They (to pretend) that they (to dress) him in his new clothes, but in fact they (not to put) any clothes on him. The king (to walk) about the streets in his new clothes, and the people (to look) at him but nobody (to see) any clothes on him. As they (not to want) to show that they (not to be) fit for their jobs, all the people (to shout): 'How beautiful the king's new clothes (to be)! What wonderful clothes the king (to have) on!' The king (to be) greatly surprised why he himself (not to see) the clothes which everybody (to see). And again he (not to say) anything, but only (to smile) proudly. Suddenly a little child, (to say) to his mother: 'Look, mummy, the

king (not to have) any clothes on!' And then all the people (to begin) to shout, too, 'Look! The king (to have) no clothes on!' (H. Andersen)

6. Translate these sentences.

1. Я люблю зиму, а он — нет: он любит осень. 2. Мы живем в большом городе, а он — нет: он живет в деревне. 3. Ее друзья знают английский, а она — нет: она знает только русский. 4. Мой брат студент, а я — нет: я хожу в школу. 5. На этой полке есть книги, а на той — нет (никаких): там тетради. 6. Стол стоит рядом с окном, а кровать — нет: она далеко от окна. 7. В их группе много мальчиков, а в нашей группе — нет: в нашей группе есть только девочки. 8. Нина иногда встает поздно, а ее родители — нет: они всегда встают рано. 9. Река находится близко от моего дома, а лес — нет: он далеко от нас. 10. Моя сестра учит два языка, а мой брат — нет: он учит только один язык.

7. Use the present tense. Retell the jokes. Используйте настоящее время. Перескажите шутки.

A. A young man (to come) to the theatre. He (to sit) near two young girls who (to talk) all the time, and the young man (not to hear) the actors. At last he (to say) to the girls in a whisper, "I (to be) sorry, ladies, but I (not to hear) anything". "Of course", (to answer) one of the girls angrily, "this (to be) a private conversation (*частный разговор*), and we (not to want) you to hear it".

B. A young woman (to say) to her friend, "I (to know) a man who (to be) ninety years old, and he always (to feel) very well. He (to say) it (to be) because he (not to drink) wine, (not to eat) meat, (not to watch) television and (not to worry) about anything in his life". "Maybe he (to be) right about it", her friend (to answer), "but he (to be) wrong if he (to think) that this (to be) really life".

C. An old man (to come) to a doctor and (to complain) (*жалуется*) that his left foot often (to ache) at night. "Well", the doctor (to reply), "it (to be) natural: you (not to be) very young". "I (not to understand) this, doctor", the man (to say), "my right foot (to be) as old as the left, but it (not to ache) at all!"

Interrogative sentences.

Вопросительные предложения

1. Ask a general question about these sentences. Задайте общий вопрос к следующим предложениям.

1. The book is under the table. 2. John is at school now. 3. John's parents are teachers. 4. The bus-stop is near the school. 5. The students are on holiday now. 6. The weather is fine today. 7. I am right about it. 8. They are very good friends. 9. Your brother is a big boy. 10. Her friends are away now. 11. London is the capital of England. 12. These boys are very good friends. 13. There are two beds in the room. 14. There is a table near the window.

2. Put in suitable words. Вставьте подходящие слова.

1. ... your son at home? 2. ... your brothers at school? 3. ... your mother at work or at ...? 4. Are your ... older than you? 5. ... your sister older or ... than you? 6. ... your room big or ...? 7. ... winters in England ... or warm? 8. Is ... the biggest city in England? 9. ... you a student of English or a student of ...? 10. ... Russia bigger or smaller than ...? 11. ... these books more ... than those? 12. Are ... cleverer than boys or not? 13. Are ... many beds in the room? 14. ... there a cup on the table?

3. Translate these sentences.

1. Ваша дочь дома? 2. Его братья сейчас в Англии? 3. Ваш город большой или маленький? 4. Вы рады или нет? 5. Твой дом далеко от леса? 6. Эта книга интересная или нет? 7. Твои друзья — врачи? 8. Это ваша собака или нет? 9. Лондон больше Москвы или меньше? 10. Сейчас в Лондоне тепло или холодно? 11. Есть ли книги на столе? 12. В чашке есть чай или нет?

4. Extend the alternative question using the model. Расширьте альтернативный вопрос по модели: *Is John at school or not? — Is John at home or isn't he?*

1. Are the children at school or not? 2. Is Nina a student or not? 3. Are you busy or not? 4. Are your parents here or not? 5. Is the weather fine or not? 6. Are your friends doctors or not? 7. Is it a good film or not? 8. Are there any pencils on the desk or not? 9. Is there a dog in your house or not? 10. Are they right or not?

5. Put in suitable words using the model: *Is John a student or is he a schoolboy?*

1. ... Nina your sister or ... she his ... ? 2. ... you a student or ... you a teacher? 3. ... his friends at school now or ... they at ... ? 4. ... your mother a doctor or ... she a ...? 5. ... the weather warm today or ... it ...? 6. ... there a dog under the table or ... there a ... there? 7. ... there five dictionaries on the shelf or ... one? 8. ... it an ... book or ... it a French ...? 9. ... these questions easy for you or ... they ... for you? 10. ... this text in Russian or ... it in ... ? 11. ... there girls in your ... or ... there only ... there?

6. Finish the sentences using the model: *He is a student, isn't he?*

1. You are a teacher, ...? 2. Your mother is a doctor, ...? 3. They are at home now, ...? 4. John is in London now, ...? 5. You are not ill, ...? 6. She is not angry with you, ...? 7. There is a bed in the room, ...? 8. There are no books on the table, ...? 9. This isn't a good film, ...? 10. We are right about it, ...? 11. There aren't any pencils in the box, ...? 12. There isn't any milk in the cup, ...?

7. Ask questions about the marked words. *Задайте вопросы к выделенным словам.*

1. **John** is a good boy. 2. **The book** is on the table. 3. **Our** friends are in England now. 4. **My brother** is twelve years old. 5. **His** sisters are very pretty. 6. **The Mississippi** river is in America. 7. **These** mountains are the highest in the world. 8. **My father** is at home on Sundays. 9. **Their** children are not students yet. 10. **London** is not the capital of Russia. 11. **Her daughters** are not students of English. 12. There are **five chairs** in the room. 13. There is **an angry dog** near the house.

8. Put in suitable words.

1. ... is there on the table? 2. ... is there sitting at the table? 3. How many books ... there on the shelf? 4. How much water ... there in the teapot? 5. Why ... there no books in the book-case? 6. On which shelf... there a dictionary? 7. What kind of English books ... there in your library? 8. Why ... there a broken cup under the table? 9. In what country ... there very many lakes? 10. At what time ... there usually no people in the streets?

9. Read the jokes in the Present Indefinite and retell them.

A. The teacher (ask) his pupils at the lesson, "What (be) nearer to us — the Moon or America?". One of the boys (answer), "The Moon, of course". "Why do you think so?" the teacher (ask) in surprise. The boy (reply), "The Moon (be) nearer to us because we (see) it very well, but we (not see) America at all".

B. A young man from the country (come) to a big town and (ask) for a job at the hotel. The manager of the hotel (ask), "What (be) your first name, young man?" "My name (be) Robert", the boy (answer). "And what (be) your last name?", the manager (ask). "My last name (be) Stevenson, sir", (reply) the boy. "Oh, Robert Stevenson (be) a famous name!", the manager (exclaim). "Of course it (be), sir", (say) the boy, "because I (be) the postman in my village".

C. A boy (ask) his friend, "Why (be) it so that your mother (be) a teacher and you not (know) how to spell words correctly?" "And why (be) it so", his friend (ask) in reply, "that your mother and father (be) dentists and your younger brother not (have) any teeth in his mouth?"

10. Translate these sentences.

1. Есть ли в вашем доме лифт? 2. Какие английские книги есть в твоей библиотеке? 3. Здесь есть кафе? 4. Сколько детей в вашей семье? 5. Что у тебя сумке? 6. Кто там у нас на кухне? 7. Почему в коридоре так много людей? 8. Почему на столе нет чашек и ложек? 9. Кто у окна? 10. Когда на улицах не бывает людей?

11. Turn direct speech into indirect, beginning the sentences with these words. Переведите прямую речь в косвенную, начав предложения со слов:

A. "I want to know ..."

1. Where is your textbook? 2. Where are your friends? 3. Is this work difficult? 4. Are these texts easy? 5. How are you today? 6. Are you all right? 7. How is your mother? 8. Is your mother well? 9. Is the cinema near your house? 10. Is Nina a student of English? 11. Are you students of history? 12. What is this film about? 13. What is there in this book? 14. Are all these stories about the war?

B. "He wants to know ..."

1. Is this book interesting? 2. Are these stories easy to read? 3. Is your brother a student? 4. Are your friends students of German? 5. Is

the blackboard clean? 6. Are there many children in your family? 7. Am I right about it? 8. Are all the dictionaries on the shelf? 9. Is there any tea in the teapot? 10. Are there any new words in this text?

12. Put in the words given in brackets. Вставьте слова, данные в скобках.

1. Do you begin to work at nine o'clock? (usually) 2. Does he finish work at six? (always) 3. Do your friends come to you? (often) 4. Does his sister go to school on Saturday? (ever) 5. Are there so many people in the shop? (always) 6. Is there much snow in winter? (usually) 7. Does it rain here in summer? (often) 8. Do you go to the wood or to the river? (ever) 9. Does your teacher give you much homework? (often) 10. Do your parents help you with your homework? (usually) 11. Must they get up so early? (always) 12. Can you visit us? (sometimes)

13. Ask a general question. Задайте общий вопрос.

1. His brother goes to college. 2. Her sister works at an office. 3. Their mother gets up very early. 4. My parents finish work at seven. 5. His family has dinner at five o'clock. 6. There are six boys in our class. 7. There is much money in the bag. 8. He can give us interesting video-films. 9. We must go there tomorrow. 10. She wants to tell us a story. 11. He likes chocolate butter. 12. Our children often eat ice-cream.

14. Translate these sentences.

1. Ваши дети любят кошек и собак? 2. Твой брат ходит в школу или нет? 3. Есть ли у тебя интересные английские книги? 4. Есть ли у твоего брата какие-нибудь видеофильмы? 5. Ты всегда обедаешь дома или нет? 6. Знает ли твоя сестра немецкий язык? 7. Ты можешь перевести это предложение или нет? 8. Должны ли вы приходиться в институт каждый день? 9. Можно ли мне взять эту книгу? 10. Вы играете в футбол? 11. Твой брат играет в теннис или нет? 13. Твоя сестра играет на рояле?

15. Make the sentences negative.

1. I have much time now. 2. My sister goes to school. 3. His brother works at an office. 4. We read English books. 5. You must tell him about it. 6. She wants to speak to us. 7. They like ice-cream. 8. There is much milk in the jar. 9. There are many books on the shelves.

16. Finish the questions using the model *He knows English, doesn't he?*

1. Your father teaches English, ...?
2. You like loud music, ...?
3. We don't know him, ...?
4. Your friends live in England, ...?
5. Mary plays the piano, ...?
6. The air smells good, ...?
7. This milk doesn't taste nice, ...?
8. John learns German, ...?
9. Your sisters have music classes on Friday, ...?
10. You don't have English classes on Saturday, ...?
11. You get up early every day, ...?
12. It doesn't often rain here, ...?

17. Put in suitable words.

1. ... you go to school every day or ... you not ?
2. ... your brother learn or ... he ... German?
3. ... your sisters ... up early every day or ... they not?
4. ... your mother make breakfast for ... or ... you ... breakfast yourself?
5. ... you usually ... to bed at 11 o'clock or ... you go to ... much later?
6. His father ... French, doesn't ...?
7. ... it often rain in London or ... it seldom ... there?
8. ... the last lecture end at twelve or doesn't ... ?
9. Your classes begin at nine, ... they?
10. ... this book describe English traditions or ... it Russian ...?

18. Ask questions about the marked words.

1. **John** lives in London.
2. **My brothers** work at a big office.
3. I get up late **on Sundays**.
4. **My mother** gets up early **on week-days**.
5. We usually go to bed at **11 o'clock**.
6. **His sister** doesn't go to bed early.
7. **Nina** cooks breakfast for her family **in the morning**.
8. **Her brothers** don't cook breakfast for her.
9. It often rains **in London in summer**.
10. **Our lesson** begins at nine.
11. **My bed** stands **near the table**.
12. **His sisters** speak **three** languages.

19. Put in suitable words.

1. Who ... in this house?
2. Where does your ... live now?
3. What kind of books does ... like to read?
4. Whose ... lies under the bed?
5. Why ... all my books lie there?
6. Which of you ... this poem by heart?
7. In which month ... summer begin?
8. When ... summer holidays end?
9. How long ... you usually do your homework?
10. How long ... it take you to do your homework?
11. At what time ... your mother get up in the morning?
12. How well ... his parents speak French?
13. In what town of England ... your friend live?
14. How much milk ... your cats drink?
15. How many French words ... this student know?

20. Translate these sentences.

1. Где живет твоя сестра? 2. Где работают твои родители? 3. В какое время ты встаешь утром? 4. В какое время встает твоя мама? 5. Кто встает рано в твоей семье? 6. Сколько девочек учится в твоей группе? 7. Сколько воды в этом стакане? 8. Сколько мяса ест твоя собака? 9. Какие книги любит твой брат? 10. Какой язык ты учишь в школе? 11. Как часто вы ходите в кино? 12. Как часто твой брат звонит тебе? 13. Кто часто ходит в кино? 14. Когда твои родители обычно приходят домой?

21. Ask general and special questions.

1. We don't like ice-cream. 2. He doesn't like chocolate. 3. His sisters aren't students. 4. Her brother isn't very tall. 5. My mother doesn't know German. 6. These students don't work hard. 7. Her father isn't at home in the daytime. 8. My brothers are never at home on Sundays. 9. He hasn't any brothers or sisters. 10. We don't have classes at the weekend. 11. This student doesn't read any books in English. 12. There isn't any milk in the jar. 13. There aren't any students in the classroom. 14. Your son must not go to school today.

22. Read these jokes in the Present Indefinite and retell them.

A. The teacher (to ask) his pupil at the lesson, "What shape (to have) the Earth: (to be) it round or flat?" The pupil (to answer), "It (to be) round, sir". "How you (to know)?" the teacher (to ask). "Then it (to be) not round. I not (to want) to argue with you, sir".

B. A small boy (to come) to the shop and (to say), "Mother (to want) the same butter as yesterday, please. She (to say) if it (to be) not the same, she not (to need) it". The shop-keeper (to ask), "She (to like) my butter so much? I (to be) very glad to hear that". "No, sir" the boy (to reply), "it (to be) not that! Father's aunt is coming to us tonight, and Mother not (to want) her to come again".

C. In the bus, a man (to ask) the woman who (to sit) near him, "You (to have) many children?" "Well, there (to be) one boy in my family", the woman (to answer). "He (to smoke)?" the man (to ask) again. "No, he not (to smoke)", she (to reply) with a smile. "That (to be) fine, you (to be) a happy mother. He (to come) home late at night?" "Oh, no, he not (to come) late", she (to say) smiling. "Well, I (to be) sure you (to be) proud of such a good son" the man (to

exclaim) and (to ask) again, "How old (to be) your boy now?" "Well", the woman (to laugh) in reply, "he (to be) now six months old".

D. A professor of physics (to ask) one of his students: "What you (to do) after the lectures?" The student (to answer), "I (to go) to the library to read". "And how you (to spend) your evenings?", the teacher (to inquire) again. "In the evenings I (to make) experiments in the laboratory". "Well, it (to be) nice to hear that my student (to work) so much", the professor (to reply), "but when you (to think)?"

23. Turn direct speech into indirect, beginning the sentences with the words:

A. "I wonder ..."

1. Do you know German? 2. Does your brother play tennis? 3. Do your friends often come to your place? 4. Does Mike learn Spanish? 5. Have you any books in English? 6. Has your brother any interesting video-films? 7. Have you got much work to do now? 8. Has John got any children? 9. Do you usually have dinner at home? 10. Does your father have lunch in his office? 11. Can you translate this text? 12. Must you go to the institute every day? 13. May I ask you a question?

B. "She wonders ..."

1. Where do your parents work? 2. To what school does your brother go? 3. Who lives here? 4. What kind of people live in this part of the city? 5. (At) what time does your father finish work? 6. (At) what time do you have dinner on Sundays? 7. How many girls are there in your class? 8. How much milk is there in the jar? 9. What English books can you give me? 10. What kind of video-films have you got? 11. How often must the students come to classes? 12. What else do you want to tell me? 13. How old is your elder brother? 14. How old are his younger sisters? 15. Where does your family live?

24. Use the Present Indefinite; retell the jokes in indirect speech.

A. The teacher (to ask) one of his pupils at the lesson, "What you (to know) about the great writers of the nineteenth century?" "Well, sir", the boy (to reply), "I (not to remember) their names, but I (to know) that they (to be) all dead now".

B. A customer (to ask) the waiter at a cafe, "(to be) this tea or coffee in my cup?" The waiter, in his turn, (to ask), "You (not to feel) the difference, sir, by the taste?" "Unfortunately, I (not to feel) any difference", the customer (to reply). "In that case, sir", the waiter

(to say) with a smile, "it (to matter) to you whether it (to be) tea or coffee?"

C. An old bachelor (*холостяк*) comes to a shop and asks the shop-keeper, "(to be) the meat tender (*нежное*) today?" "Of course", answers the shop-keeper, "it (to be) as tender as a woman's heart, sir". "(to be) it, really?", the customer asks and adds, "In that case, it not (to be) better for me to take some cheese?"

Future Indefinite (Simple) (Будущее простое)

1. Put in suitable verbs in the Future Tense.

A. 1. When will your sister come home? — She ... home at 6 o'clock. 2. When will the lesson begin? — It ... at 9 o'clock. — And at what time will the lesson be over? — It ... at eleven. 3. What will your mother say about it? — She ... nothing against it. 4. Where will you go in summer? — I ... to the South. 5. Will they help you with your work? — I am sure they ... me. 6. Will your friends be glad to hear this? — Of course, they ... very glad. 7. How will you get to the station? — I ... there by bus. 8. At what time will the concert be over? — It ... at nine p.m. 9. Where will your family spend Christmas holidays? — We ... them at our country cottage. 10. By what time will you finish your homework? — I ... it by eight p.m. 11. Will you get up early tomorrow? — Yes, I ... at about seven a.m. 12. Will there be many guests at your birthday party? — Of course, there ... a lot of guests. 13. Will you have any spare time this afternoon? — Unfortunately, I ... no spare time. 14. Will anybody see (*проводить*) you to the station tomorrow? — No, unfortunately, nobody ... me there.

B. 1. Will you ... me this story again, please? — All right, I ... it to you after dinner. 2. To what sea ... your family ... for the summer holidays? — Maybe, we ... to the Black sea. 3. What kind of present ... you give your daughter on her birthday? — I don't yet know what I ... her. Perhaps, I ... just... her some money, and she ... a present herself. 4. When ... the lesson be over? — Wait a little, it ... in a few minutes. 5. By what time ... you ... home tonight? — I hope I ... by seven. 6. Do you ... that it ... rain in the afternoon? — Well, I hope that it ... not... today, and that we ... be able to ... for a walk in the park. 7. What English writers ... we ... in the second term? ... we ... Agatha Christie? — No, there ... no books by Christie. You ... some other writers. 8. Will somebody ... me

John's telephone number? — I ... it to you. Wait a moment, I ... it in my notebook.

2. Finish the short answers ("Yes, I shall; No, he won't", etc.).

1. Will you wait for me a little? — Yes, ... 2. Will Mother come home early today? — No, ... 3. Will your friends be at the party tonight? — Yes, ... 4. Will you also be present there? — No, ... 5. Will the students write a test tomorrow? Yes, ... 6. Will your parents go away on holidays? — No, ... 7. Will the lesson begin at nine? — Yes, ... 8. Will the exams be over by June? — No, ... 9. Will the winter be very cold this year? — Yes, I think ... 10. Will the summer be hot as usual? — No, I am afraid ...

3. Translate.

1. Я думаю, это лето будет холодное. 2. Он завтра к нам не придет. 3. Моя сестра будет учить в школе немецкий, а я буду учить английский. 4. Мы не поедем на юг этим летом, мы все лето будем дома. 5. Здесь скоро будет новый дом. 6. Я не пойду сейчас в магазин, там будет много народу. 7. Когда вернется твой отец? — Думаю, он будет дома в половине седьмого. 8. Ты пойдешь завтра в институт? — Нет, не пойду, я завтра весь день буду в библиотеке. 9. Когда же наконец придет зима? Мы сможем тогда кататься на коньках и лыжах. — Зима не скоро придет. 10. Завтра у меня не будет времени поговорить с тобой, я буду весь день занят.

4. Open the brackets using the Future tense. Retell the story.

One day the police catch a thief (*вор*) and bring him to the police station. They say to a young policeman, 'You (to take) this man to prison. We have no free cars at the moment, so you (to go) with him to the railway station and (to take) a train.' While the thief and the policeman are going to the station, they pass a shop, and the thief says, 'I am hungry, and I am sure you are hungry too. So I (to go) into the shop and (to buy) some bread for us both, and you (to wait) for me here'. He enters the shop, and goes out through the back door. The policeman waits for a long time, and then also goes into the shop, but the thief is not there.

A few days later the police catch the thief again, and they tell the same young policeman, 'You (to take) him to prison by train. Be careful, he (to try) to deceive you again'. 'Oh, no,' answers the young man, 'he (not to deceive) me now'. On the way to the station they pass

the same shop, and the thief says, 'It is a long way to go, and we are both hungry. I (to go) into the shop and (to get) some bread, and you (to stay) here and (to wait)'. 'On, no,' answers the young policeman, 'you (not to deceive) me this time! Now I (to go) into the shop, and you (to stay) outside and (to wait) for me!'

5. Add "I wonder" turning the sentences into indirect speech.

1. When will Peter return? 2. What dress shall I wear for the party? 3. Will she tell me the truth? 4. Who else will you go with? 5. Will there be any dancing after the concert? 6. When shall we get back from the tour? 7. How soon will you finish reading the book? 8. (At) what time will the performance begin? 9. How long will you keep my dictionary? 10. Will your friends join in our excursion? 11. Shall I be able to translate this text without your help? 12. How long will it take me to get to the Institute by bus?

6. Put the verbs in brackets in the Future Tense; retell the jokes in direct and indirect speech.

A. A little boy doesn't want to go to bed in the evening, and his mother says, "It is time for you to sleep. What Father (to say)? He soon (to come) from work, and he (to get) angry". The boy answers, "No, I know what Father (to say)! He (to ask), "When supper (to be) ready? What you (to give) me for supper?"

B. A famous artist sees an old fisherman in the street, and he thinks that the old man (to make) a good model for his picture. So he asks the old man, "You (to let) me paint you (*написать портрет*)?" "How much you (to pay) me for that?" the fisherman asks. "I (to give) you two dollars for it", replies the artist. The fisherman says with doubt (*сомнение*). "Of course, it (to be) nice to have this money, sir, but I wonder how I (to get) off the paint (*снять с себя краску*) after that".

Tenses in clauses of time and condition (Формы времени в придаточных времени и условия)

1. Read the poem and comment on the use of the tenses.

Rock-a-bye (*качайся*), baby,
On the tree top.

When the wind **blows**,
The cradle (*колыбелька*) will rock.
When the branch **breaks**,
The cradle will fall,
And down will come baby, cradle and all.

2. Use the Future Tense of the verbs in brackets.

1. If the weather is bad, we ... (to stay) at home. 2. I ... (not to go) out if it begins to rain. 3. If they don't take a taxi, they ... (to miss) their train. 4. I think you ... (to like) the film when you see it. 5. We ... not (to wait) till Mother returns from work. 6. ... there (to be) a lot of people in the shop if I go there in the evening? 7. You ... (not to find) anybody there if you don't hurry. 8. How soon ... we (to get) to the station if we leave home right now? 9. ... you (to be able) to open the door if I give you my key? 10. What... I (to tell) your friend if he calls before you return? 11. ... it (to be) all right if we leave you here for half an hour? 12. I'm afraid that when his letter comes, it... (to be) too late to do anything.

3. Use the present tense of the verbs in brackets.

1. He will miss his train if he (not to take) a taxi. 2. I shan't go away till Mother (to return). 3. I will not marry until I (to be) thirty. 4. It'll be midnight when we (to get) to their place. 5. How long is it before the bell (to go)? 6. I am sure you will like the room when you (to see) it. 7. He will certainly keep his word if he (to make) a promise. 8. I shall probably be out when she (to call). 9. Do you think it will be warmer when the rain (to be over)? 10. What shall I tell him when he (to ask)? 11. How soon will they get home if they (to start) off at once? 12. Will it be all right if I (to tell) them everything?

4. Open the brackets.

1. We (to be) late for work if we (not to go) out at once. 2. If he (to come) at six, he (not to see) the film. 3. What you (to say) if I (to go) there alone? 4. You (to be) angry if he (not to tell) you the reason? 5. If she (to read) this letter, she (to understand) everything. 6. What (to happen) if we (to be) late? 7. I (to tell) him the truth if he (to ask) me. 8. You (not to miss) much if you (not to go) there. 9. How long it (to take) us to get there if we (to go) on foot? 10. If she (not to learn) the rules, she (to make) a lot of mistakes. 11. It (to be) too dark if I (to

turn) off the light? 12. If she (not to ring) me up tonight, I (to send) her a telegramme.

5. Use the Present or Future Indefinite; retell the jokes.

A. Bobby's mother (to notice) that her little son often (to suck) (*сосать*) his finger. She (to remark) to him, "If you (to do) it very often, one day your finger (to come) off (*оторваться*). What you (to do) if this (to happen)?" The boy (to answer), "If this finger (to come) off, I (to suck) another"

B. The mother (to say) to her son before she (to go) to work, "If uncle John (to phone), tell him that I (to be) at home at six". The boy (to ask), "But what must I tell him if he (not to phone)?"

C. The director of a literary magazine (to ask) a well-known English poet to translate his poem from French into English. Soon the translation (to be) ready, but the director (not to hurry) to pay for the work. So the translator (to send) him a letter which (to say), "Dear sir, if I (not to get) the money soon, I (to translate) your poem from good English back into bad French".

6. Choose the Present or Future Tense

Winnie-the-Pooh (Винни-Пух) sits under a big tree, and he hears a loud buzzing-noise (*жужжание*) at the top of the tree. He begins to think: 'If there (to be) a buzzing-noise, it means that there (to be) bees (*пчелы*) there. And if there (to be) bees at the top of the tree, it means there (to be) honey (*мед*) there. So, if I (to climb) up the tree, I (to have) a lot of honey'. He begins to climb up, but suddenly he falls down. Then Winnie remembers about Christopher Robin, and he is sure that his friend (to help) him. He goes round to his house and asks: 'You (to give) me a balloon (*воздушный шарик*), please?' 'What do you want a balloon for?' asks Christopher Robin. 'If I (to have) a balloon,' answers Pooh, 'I (to fly) to the top of the tree. And when I (to get) there, I (to eat) honey.' Christopher Robin asks, 'What kind of balloon you (to take): blue or green?' Winnie begins to think. 'If my balloon (to be) blue, the bees (to think) that it (to be) part of the sky and that I (to be) a little cloud, so they (not to worry) me'.

So Pooh goes up in the sky on a blue balloon, and he sings a song about a little cloud. But still the bees start flying round him. Then he calls down to Christopher Robin: 'Please, you (to bring) your umbrella here?' His friend asks in surprise: 'Why do you need my umbrella?'

'Because,' answers Pooh, 'if you (to open) your umbrella, the bees (to think) that the rain is coming, and they (to fly) away'. So Robin brings his umbrella and opens it. And Pooh says loudly, 'Tut-tut, it looks like rain'.

But still the bees continue to fly round Winnie, and one of them sits on his nose. Winnie's hands are busy, so he begins to blow at the bee: he says 'Pooh-pooh-pooh' (maybe, that is why everybody calls him 'Pooh'). Then he cries out again, 'I think they are the wrong kind of bees, and they make the wrong kind of honey. So I (to come) down. Please, Christopher Robin, you (to bring) your gun here?' Robin asks, 'What do you need a gun for?', and Winnie explains, 'If I simply (to fall) down, I (to hurt) myself. But if you (to shoot) the balloon with your gun, the air (to start) to come out of it, and I (to go) down slowly'. Christopher says, 'But if I (to do) this, it (to spoil) the balloon'. 'And if you (not to do) this,' answers Pooh, 'I just (to fall) down, and it (to spoil) me'. So Christopher Robin brings a gun and fires at the balloon, and Winnie-the-Pooh slowly goes down. (after Milne)

7. Comment on the types of clauses and the use of tenses.

1. I don't know when my brother will come home. If he comes after seven, he will miss the TV serial. 2. He won't tell you anything if you don't ask yourself. But I'm not sure if you will be brave enough to ask. 3. When Peter returns, he will help us, but I don't know when he will return. 4. If it stops raining, we shall go to the park. But I am not sure if it will stop raining today.

8. Translate.

1. Я не знаю, позвонит ли она мне сегодня, но если позвонит, я ей все скажу. 2. Он еще не уверен, поедет ли в Англию этим летом, но если он поедет, это будет только в августе. 3. Мы не знаем, достанет ли Анна билеты в театр; если достанет, то мы пойдем вместе с ней. 4. Я не имею представления (idea), когда он вернется, но уверен, что когда он вернется, он мне обо всем расскажет. 5. Спроси его, когда он закончит читать эту книгу; я надеюсь, что когда закончит, он даст ее мне. 6. Не знаю, когда он придет теперь, но когда это случится, я вас познакомлю. 7. Он еще не знает, где будет отдыхать летом, но скажет мне, когда все станет ясно. 8. Интересно, какую отметку мне поставят за сочинение (composition); если я не получу "отлично", значит, я не поступлю в институт.

9. Use the Present or Future Indefinite; retell the jokes.

A. A small boy (to ask) his grandmother to buy him a raven (*ворон*). His granny (to wonder), "What you (to do) with this bird when you (to get) it?" The boy (to reply), "I (to see) if it (to live) three hundred years".

B. A man (to meet) a doctor in the street and (to address) him, "You know, doctor, my son often (to have) a running nose (*насморк*). What you (to advise) him to take if this (to happen)?" The doctor (to reply), "First of all, I (to advise) him to take a clean handkerchief and to see if it (to help) him".

The Past Indefinite (Simple) Regular Verbs

1. Ask questions about the subject.

1. The **boy** waited for his friend very long. 2. A **car** stopped near our house. 3. The **mother** washed and dressed the baby. 4. **We** walked in the wood all day. 5. **The weather** changed very often. 6. The **teacher** asked us many questions. 7. Our **lessons** finished at twelve o'clock. 8. **I** looked at the blackboard. 9. The **door** opened suddenly. 10. **Jack** closed the window quickly. 11. A heavy **rain** started suddenly. 12. **She** closed the window at once.

2. Use the Past Indefinite instead of the Present.

1. Nick **wants** to learn French. 2. I **study** English history at school. 3. My friends **live** in a small town. 4. The teacher **asks** questions about the text. 5. The pupils **answer** all the questions. 6. We **often walk** to the river in summer. 7. Nick **looks** at me angrily. 8. My sister **often helps** me with my homework. 9. His friend **calls** him on the phone every day. 10. My father **likes** pop-music. 11. Suddenly a big dog **enters** the room. 12. Who **shows** you these films?

3. Open the brackets using the Past Tense; retell the story *Red Riding Hood*.

A little girl, whom everybody (to call) Red Riding Hood, (to live) with her mother near a big wood. One day her mother (to ask) the girl to go to her Granny, who (to live) alone in a little house in the

wood. Red Riding Hood (to love) her Granny very much, and she (to agree) to go. In the wood she (to start) to pick flowers, but suddenly a Bad Wolf (to stop) her. He (to ask) the girl very politely: 'Where are you going, Red Riding Hood?' She (to answer) him politely, too: 'I am going to my Granny'. Then the Wolf (to ask) her where her Granny (to live), and he (to explain) that he (to want) to visit her Granny, too. Red Riding Hood (to show) him where Granny (to live), and (to walk) on. The Wolf (to reach) the house first, and (to knock) at the door. Granny (to ask): 'Who is it?', and the Wolf (to answer): 'It is your granddaughter, Red Riding Hood. May I come in?' Granny (to reply), 'Open the door and come in. I am ill and cannot get up'. And the Wolf (to open) the door and (to enter) the house. *(to be continued)*

4. Answer these questions about the story.

1. Where did the Red Riding Hood live? 2. Did she live alone or with her mother? 3. What did everybody call the girl? 4. What did her mother ask the girl to do? 5. Did the girl agree to go or not? 6. Who stopped her in the wood? 7. Did the Wolf talk to her politely or not? 8. Did she answer his question or not? 9. Did Red Riding Hood show him Granny's house or not? 10. What did the Bad Wolf want to do?

5. Make the sentences negative and interrogative.

1. The children listened to their mother very attentively. 2. John washed his face. 3. The girl dressed quickly. 4. They waited for Mary very long. 5. You used this word correctly. 6. John remembered the man's name. 7. The postman knocked at the door. 8. The door opened at once. 9. They looked at me angrily. 10. The children returned home on the next day. 11. The rain stopped very soon. 12. The policeman showed them the way home. 13. Our lessons ended at twelve o'clock.

6. Use the Past Tense; ask questions about the marked words; retell the story.

When Cinderella's mother (to die), her life (to change). Her father (to marry) **another woman**, who (to be) very unkind to the girl. Cinderella (to work) **in the house like a servant**: she (to wash), and (to clean), and (to cook) for all the family. Her step-sisters (not to like) **Cinderella**. She (to work) **all the day**, and they (to look) **at themselves** in the mirror and (to talk) **about their dresses**. In the evenings Cinderella

(to like) to sit near the fire-place, on the bag for cinders (*зола*), and her step-sisters (to call) her 'Cinderella'. One day the Prince (to invite) **them** to a ball. Cinderella (to want) to go there too, but the step-mother (not to let) her go. When she (to stay) **at home** alone, she (to start) crying, but suddenly a Fairy (*фая*) (to appear) before her. **The Fairy** (to turn) a pumpkin (*тыква*) into a coach (*каремa*), and a rat into a coachman, and she (to turn) two white mice into white horses. Cinderella also (to receive) **from the Fairy** a beautiful dress and a pair of glass-slippers. Then she (to start) off for the ball.

7. Use the Past Indefinite; ask questions about the marked words; retell the story.

When we (to finish) our dinner, we (to want) to have some apple-juice. **Harris** (to open) **our bag**, and we (to look) at the tin (*банка*) of juice and (to smile) at each other. We all (to like) **apple-juice**. George (to ask): 'But where is the tin-opener?' We (to start) to look for the tin-opener, and could not find it. Then **Harris** (to open) his **pocket-knife**, and (to try) to open the tin with the knife. But the **knife** suddenly (to close) on his finger, and Harris (to cry) out with pain. We (to dress) his finger **with a handkerchief**, and (to start) to look for a better instrument. George (to decide) to make a **hole** in the tin with a stone. He (to start) working **with a sharp stone**, and I (to decide) to help him with a big stone. I (to ask) George **to put his small stone on the tin**, and I (to knock) on it with my big stone. It so (to happen) that my stone (to knock) **on George's hand**. We (to stop) the work and (to dress) George's fingers **with another handkerchief**. Now I (to continue) working alone. I (to decide) to throw the tin on the sharp stones on the bank. The tin (to jump) up and (to disappear) **in the water**. After that we (to stop) trying: we (to want) no apple-juice now. We only (to want) **to have some rest**. (after Jerome)

Irregular Verbs

1. Use the Past Indefinite instead of the Present.

1. He comes home very late. 2. I give you this book for two days.
3. She goes to the sea-side for a holiday. 4. They never tell me the truth.
5. We see a dog in the street. 6. There is a stranger in our garden. 7. There are two dictionaries on the shelf. 8. The lessons always begin at nine.

9. He often has a lot of mistakes in his written tests. 10. I write to him every month. 11. He reads very many English books. 12. She gets no letters from home.

2. Use the Past Indefinite; retell the story *Red Riding Hood (continued)*.

At last, Red Riding Hood (to come) to Granny's house and (to knock) at the door. The Wolf (to ask) her — in Granny's voice — who it (to be), and the girl (to answer) that it (to be) Red Riding Hood, and that she (to want) to see Granny. The Wolf (to say) that the door (to be) open and she (can) come in. Red Riding Hood (to go) into the house and (to sit) down on Granny's bed. She (to be) surprised when she (to see) that Granny (to have) very big ears, and she (to say) so to the Wolf. He (to answer): 'The better to hear you, my dear'. Then she (to ask) why Granny (to have) such big eyes, and the Wolf (to say): 'The better to see you, my dear'. When Red Riding Hood (to wonder) why Granny's teeth (to be) so big, the Wolf (to say): 'The better to eat you'. At once he (to jump) out of bed and (to eat) the girl; then he (to go) to asleep. Luckily, some hunters (to be) walking nearby at that time, and when they (to hear) some noise in the house, they (to go) in. When the hunters (to see) the Wolf in Granny's bed, they (to cut) open his belly with a knife, and Red Riding Hood and her Granny (to come) out of it, safe and sound.

3. Change the Present Tense for the Past.

One day a dog **finds** a big bone, and he **begins** to think where he **can** eat this bone in peace (*без помех*). He **goes** to a small river, which **has** a bridge over it, and **begins** to cross the bridge. When the dog **comes** to the middle of the bridge, he **looks** down into the water. He **sees** himself there, but he **thinks** that he **sees** another dog, who **has** another bone. He **makes up** his mind to take away the bone from that other dog, so he **jumps** down into the river and his bone **falls** out of his mouth and goes to the bottom. In the end, the dog **loses** his bone and **does not find** any other.

4. Ask general and special questions about these sentences.

1. Peter went home at once. 2. The lesson began at eight o'clock. 3. The kitten drank very little milk. 4. She told him everything at once. 5. He heard my question very well. 6. We got home late in the evening.

7. They knew nothing about me. 8. The father was angry with his son.
9. There were three chairs around the table. 10. Peter did his homework well.

5. Make these sentences negative.

1. I cut my finger badly. 2. Mary felt much better yesterday.
3. The boy fell asleep very soon. 4. The dog ate all the meat. 5. I bought this car from a friend. 6. They drove to the town in their car, and I went there on foot. 7. She did her homework quite correctly. 8. We left the house early that morning. 9. I met my family at the railway station. 10. He said such a silly thing! 11. The children ran to the river to bathe. 12. They flew over the Pacific Ocean. 13. The artist drew my portrait.

6. Use the Past Tense; ask questions about the marked words; retell the story.

The Fairy (to tell) Cinderella **that she (cannot) stay at the palace after midnight**. But when she (to meet) the Prince and (to begin) to dance with him, she (to forget) all about the time. Suddenly Cinderella (to hear) **the clock striking twelve**, and she (to run) away from the palace, but she (to stumble) **on the stairs** and (to lose) one of her glass-slippers. **The Prince** (to find) **the glass-slipper**, and he (to promise) **to marry any girl who (can) put it on**. **All the girls** in the country tried the glass-slipper on, but they failed. Finally the Prince (to arrive) at **Cinderella's home**, and her step-sisters (to try) **hard to put the slipper on**, but it (to be) too small **for them**. Suddenly the Prince (to see) **Cinderella** and (to ask) her **to try on the glass-slipper**. The girl (to do) this very **easily**, and then she (to take) out **the other glass-slipper**, and (to put) it on too. **The Prince** (to recognise) **her** at once, and he (to take) her by the hand and (to lead) her to his palace. They (to get) married and (to live) **happily** ever after.

7. Use the Past tense instead of the Present; retell the story.

Androclus is a slave (*раб*) in ancient Rome who runs away from his bad master and begins to live in a forest. He soon becomes very weak because it is hard to find anything to eat. One day he finds a cave (*нущера*), gets into it and lies down there to sleep. Suddenly he hears a loud noise and wakes up. He sees a big lion near him, and at first he becomes very frightened, but then he understands that the lion is in trouble himself: he has a big splinter (*заноза*) in his foot. Androclus helps the lion to get the splinter out, and after that they both fall

asleep. Soon they become friends, and the lion brings food for the young man every day. But one day the soldiers find Androclus and take him back to Rome. The law of that time says that a slave who runs away has to fight with a hungry lion. When Androclus goes out onto the arena, he sees a big lion who is ready to kill him, but suddenly the lion comes up to the man and begins to lick his hands and face. All the people are surprised to see this, and they begin to shout with joy. Androclus tells everybody the story about the lion, and the Roman Emperor gives them both freedom.

8. Ask general and special questions about these sentences.

1. My brother did not give me his toys. 2. John didn't know this story. 3. I did not take this dictionary from the shelf. 4. She didn't feel comfortable in their house. 5. The lesson did not begin for a long time. 6. They didn't tell me anything after that. 7. Mother didn't want to speak to me about it. 8. The rain did not stop until evening. 9. She never sent this letter to him. 10. I did not do anything on Sunday. 11. The table didn't stand in its right place. 12. He never worried about his future.

9. Use the Past Tense; retell the jokes.

A. The father comes into the room where his daughter sits with a young man. The father asks what time it is, and at once the boy jumps up from his chair and runs out of the house. The father says in surprise, "What is wrong with your friend? I ask him what the time is, and he doesn't answer but simply goes away!"

B. There is a scene (*сцена*) in a play which shows how the hunter kills a lion and the lion falls down from the hill; in reality, the lion lands (*приземляться*) on a soft mattress. One day the actor who plays the part of the lion gets ill, so the director asks the man who sells theatre tickets to play the lion. When the time comes, the man goes up the "hill" and the "hunter" shoots at him, but the "lion" continues to stand there because he is afraid of the height. The director cries out angrily "Fall, lion!", the audience begins to laugh, and at last the "lion" crosses himself (*перекреститься*) and jumps down.

10. Choose the form of the verbs in brackets.

1. (to run) The boy began to ..., and he ... very quickly. Why did he ... so quickly? 2. (to strike) Suddenly the clock began to 3. (to strike; to run) When the clock ... twelve Cinderella ... away from the

palace. 4. **(to take; to strike; to run)** The boy ... a long stick (*палка*) and wanted to the dog with it, but the dog ... away. 5. **(to strike; to break)** The boy ... the stick against a tree and the stick 6. **(to fall)** Who ... down from the hill? Did the lion ... down at once? 7. **(to bring)** Who ... this present? For whom did they ... this present? 8. **(to hear; to think)** When Grandmother ... a knock at the door, she ... it was her granddaughter. 9. **(to buy; to sell)** I ... a new bicycle after I the old one. Where did you ... your new bicycle? To whom did you ... the old one? 10. **(to lose; to find)** He ... his key in the street the other day, but his mother ... it the next day. How did he ... it? Where did his mother ... it?

11. Add "He wonders" using indirect speech.

1. What did they tell you about it? 2. Who told you all this? 3. Was your mother pleased to hear that? 4. Why didn't you tell me at once? 5. Where did you lose your textbook? 6. Did his friend swim better than the others? 7. Why didn't you answer anything to that? 8. From whom did you buy your house? 9. Did you rise early this morning? 10. How did you feel there? 11. Were your questions at the exam very difficult? 12. How many questions did the examiner ask you?

12. Use the Past Indefinite.

1. She said she (to know) English and French. 2. I wondered where he (to live). 3. She didn't say that you (to be) friends. 4. I asked my friend if he (to be) angry with me. 5. It seemed to me that they (to be) upset about something, but it turned out (*оказалось*) that they not (to be). 6. She answered that she not (to know) anything about it. 7. I told her that I not (to like) the way she (to speak) to her brother. 8. I asked her how often they (to see) each other. 9. I saw at once that they not (to understand) the situation correctly. 10. It was strange that he (to behave) like a little baby. 11. I wondered what he (to think) about me. 12. He said he not (to want) to discuss that.

13. Translate.

1. Я не знал, что ты сердился на меня за это. 2. Он спросил, знаю ли я этого человека. 3. Я не думал, что ты так любишь путешествовать. 4. Ты говорил ей, что не веришь ее словам? 5. Ему показалось, что на улице еще темно. 6. Ей было интересно, часто ли мы видимся. 7. Было странно, что она не знает, где ее брат. 8. Я был уверен, что он все понимает, но не хочет говорить об этом.

9. Она спросила ее, как она себя чувствует, и она ответила, что ей кажется, что она больна. 10. Я знал, где она работает, но не знал, где она живет. 11. Она поинтересовалась (wonder), как мы проводим свое свободное время. 12. Кто сказал, что земля круглая? 13. Он не знал, что Лондон столица Англии.

14. Use the Past Tense; retell the stories.

A. When I (to come) to the new school, our first lesson (to be) history. The teacher (to tell) us to open the books at page 100. I (to say) that I (to think) it (to be) better to begin with page one. This (to make) her angry and she (to tell) me to stop talking. I (to open) the book at page 100, and I (to see) pictures of some stones. The teacher (to tell) us that those stones (to be) two thousand years old. I (to wonder) how she (to know) that. It (to make) her so angry that she (to tell) me to get out of the classroom and to speak to the director. The director (to speak) to me very rudely. First he (to ask) me my name, and I (to say) 'Sarroyan'. 'And ...?', he (to continue) coldly. 'And I (to want) to ask the history teacher some questions...' I (to begin). But he (to interrupt) me: "I (to mean) to ask you about your nationality" I (to tell) him proudly that I (to be) Armenian (*армянин*). He (to look) at me coldly and (to say): 'So I (to think)'. 'Why you (to think) so?', I (to ask) in surprise. He (to explain) to me that American boys (not to ask) their teachers silly questions. I (to ask) him how he (to know) it. This (to make) him very angry, and I (to understand) that he (to be going) to punish me. I (to run) out of his room before he (to do) so. Soon I (to leave) that school, and in the new school I never (to try) to ask any questions. (after Sarroyan)

B. When I (to feel) very tired of packing our things, Harris and George (to say) that they (can) finish it quickly. I (to sit) down and (to prepare) to watch them: I (to know) that something interesting was going to happen. I (not to have) to wait long. George (to take) the cup in which we (to keep) butter, but suddenly he (to drop) the cup, and it (to fall) and (to break). After he (to gather) the butter, he (to put) it on a chair, and (to forget) about it. And then Harris (to come) up to the chair and (to sit) on it. When I (to remind) them about the butter, they (to begin) looking for it everywhere, and (can not) find it. At last, when Harris (to turn) his back to us, George (to see) the butter and (to say), 'But here it is, all the time!' Harris (to turn) round to look at the butter, and (not to see) anything. I (to laugh), and it (to make) them very angry. At last Harris (to understand) what he should do, and (to

stand) still for a moment, and George (to get) the butter off Harris and (to put) it into the teapot. (after Jerome)

15. Put in the verbs 'feel' or 'fall' in the right form.

1. I had a temperature last night, and I ... very bad. 2. When Mary began to skate, she ... down several times. 3. Did the bone ... into the river when the dog jumped down? 4. Harris did not ... that he was sitting on a piece of butter. 5. What ... on the floor when George was packing the butter? 6. Jerome ... that something interesting was going to happen soon. 7. Please, be careful, don't ... from the tree! 8. 'I am really very sorry'. — "Oh, it's all right, don't ... sorry about it!" 9. The Crow (*Ворона*) opened her mouth and the cheese ... down. 10. The Fox ... the smell (*запах*) of cheese in the air.

16. Use the Past Tense; retell the story about the Elephant's Child.

Long, long ago elephants (to have) no trunk (*хобот*). They (to have) a very small nose, and so they (can) not raise anything from the ground, and (can) not reach fruits from the trees. There (to live) in Africa an Elephant's Child, who (to be) fond of asking questions about everything. He (to ask) his brothers and sisters, and his uncles and aunts, but they only (to become) very angry and (to spank) (*шлепал*) him for asking so many questions. And he (can) not spank them himself, because he (to be) very small, and his nose (to be) very small too.

One day the Elephant's Child (to wonder) what the Crocodile (to eat) for dinner, but he (to get) no answer. The wise Snake, who (to hear) his question, (to think) long, and then (to advise) him to go to the Limpopo River, where the Crocodile (to swim). Early the next morning, just as the sun (to rise), the Elephant's Child (to set) on his way to the Limpopo River. The Snake (to go) after him to help the Elephant's Child if he (to get) into trouble.

Finally the Elephant's Child (to reach) the river and (to notice) the Crocodile who (to lie) on the water near the bank. The Elephant's Child (to go) up to the Crocodile and (to ask) him what he usually (to have) for dinner. The Crocodile (to think) a little and (to say): 'Come closer, Elephant's Child, and I'll whisper in your ear'. The Elephant's Child (to move) closer to the water, and the Crocodile (to announce), 'Today I shall have an elephant for dinner'. He quickly (to catch) the Elephant's small nose in his teeth and (to begin) to pull him into the

water. When the Wise Snake (to see) this, he (to wind) himself (*обвитья*) round the Elephant's legs and (to begin) to pull him back. As the Crocodile (to pull) him in, and the Snake (to pull) him out, the Elephant's nose (to begin) to grow. It (to grow) longer and longer until, at last, the Crocodile (to get) tired and (to let) go of his nose.

The Elephant's Child (to run) back to his forest very happy, but then he (to notice) what a long and ugly nose he (to have). He (to burst) out crying, but the Wise Snake (to explain) to him that it (to be) great luck to have such a long trunk, because now he (can) reach any fruits from any trees, and he (can) spank his big brothers when they (to try) to bite or spank him. And when the Elephant's Child (to raise) his trunk and (to reach) the highest branches of the trees, he (to become) very happy. (after Kipling)

17. Choose the form of the verbs *rise (rose)* or *raise (raised)*.

1. The Elephant had a very short nose and could not ... anything from the ground. 2. The sun ... at six this morning. 3. When did the Sun today? 4. If you have a question, please, ... your hand. 5. We don't usually ... early on Sunday. 6. The dog came up to the tree and ... its leg. 7. Suddenly a strong wind ..., and then it began raining. 8. Why didn't you ... when a woman entered? 9. Who ... this question at the meeting? 10. Why did you this question?

18. Use the verbs *lie — lay (лежать, лечь)*, *lie — lied (лгать)*.

1. Tommy Trot, a man of law, Sold his bed and ... on straw, Sold the straw and ... on grass, To buy his wife a looking-glass. 2. The little boy always told the truth, he never to anybody. 3. The Crocodile ... on the water. 4. The girl came up to the small bed, ... down and went to sleep. 5. On which bed did the girl ? 6. Last night, as I ... on my pillow, Last night, as I ... on my bed, Last night, as I ... on my pillow, I dreamt that my bonny (*любимый*) was dead. 7. The Fox to the Crow when he said that she was beautiful. 8. Why did the Fox ... to the Crow? 9. The Wolf ... in Granny's bed when Red Riding Hood came into the house. 10. Don't ... on the bed with your shoes on.

19. Put in the verbs *to lie* or *to lay (laid)* in the right form.

1. When Father came home from work, he usually ... on the sofa for a while. 2. I want to ... in bed a little longer today. 3. I asked him to tell me the truth, but he ... to me. 4. You must try never to ... to people.

5. This is the rat that ate the malt (*солод*) that ... in the house that Jack built. 6. Where did the malt ... ? 7. What ... in Jack's house? 8. It is time to ... the table, hurry up. 9. I ... the table for five persons, but only two came. 10. The boy tried to be honest, he never ... to anybody. 11. Tommy Trot sold his bed and ... on straw, didn't he? 12. On what did Tommy Trot after he sold his bed? 13. Don't ... down, the grass is damp. 14. Don't your books on the kitchen table. 15. Who ... all these things on the table? 16. He ... in the sun too long and felt unwell after it. 17. The Little Bear asked: 'Who ate from my plate and ... on my bed?' 18. The Wolf ... to the girl when he said he wanted to visit Granny.

20. Put in the verb *wake* (*woke*) in the right form.

George promised to ... us early the next morning, and we went to sleep. I ... when my landlady (*хозяйка*) knocked at the door and said: 'It's nearly nine o'clock, sir. I remember that you wanted to ... at seven, sir' Then I ... Harris and told him it was already nine. 'Why didn't you ... me at seven?' he shouted. I said: 'I couldn't ... you because George didn't ... me! You must be glad that I ... you at nine!' We found that George was still asleep, and we grew mad about it. We moved the bath with water close to his bed, and shouted in his ear, and he 'What's the matter?' he asked. 'Get up, it's a quarter to ten!' I said. And George sprang out of bed and got into the bath. 'Who put this thing here?' he shouted. We told him he was a fool not to see the bath. (Jerome)

21. Open the brackets.

I. We decided not to take any cheese with us on the boat because cheese always (to spread) its smell on everything around. I remember I once was in Liverpool with a friend, and he (to buy) there a couple of cheeses. They were excellent cheeses, and they (to smell) so strong that their smell (to spread) for three miles around. My friend (to ask) me to take the cheese with me to London, as he himself (to have) to stay in Liverpool for a few more days. 'Oh, with pleasure', I (to reply).

I (to take) the cheeses to the railway station in a cab. Our horse (to be) very old, and we (to start) off rather slowly. But as soon as we (to go) round the corner, a slight wind (to rise); it (to blow) from behind us, and it (to bring) the smell of the cheeses to our horse. The poor animal (to wake) up suddenly and (to shoot) forward at a speed of three miles an hour. The wind still (to blow) in his direction and soon he (to leave) the cripples (*инвалиды*) and stout (*тучный*) old

ladies very far behind. When we (to get) to the railway station, the horse-driver (can) not stop him until he (to put) a handkerchief over the horse's nose.

II. I (to take) my ticket and (to walk) proudly up the platform, while all the people (to step) back respectfully on both sides. The train (to be) crowded and I (to get) into a carriage where there (to be) already seven other people. A few moments (to pass), and then an old gentleman (to begin) breathing heavily. 'It's very close (*душно*) in here', he said. 'Yes, quite oppressive', (to say) the man next to him. And they both (to begin) sniffing (*принюхиваться*), and at the third sniff they (to catch) the smell and (to rise) up without another word and (to go) out. And then a stout lady (to get) up and (to say) it (to be) a shame to behave so, and (to gather) up a bag and eight parcels and (to leave). The remaining four passengers (to sit) on for a while but finally they, too, (to get) up and (to try) to get out of the door at the same time, and (to hurt) themselves.

III. I finally (to bring) the cheeses to my friend's house. When his wife (to come) into the room she (to smell) round for a moment. Then she (to say), 'What is it? Tell me the worst'. I (to reply), 'It's cheeses. Tom (to buy) them in Liverpool, and I (to bring) them here'. And I (to add) that I (to hope) she (to understand) that it (to have) nothing to do with me. She (to ask), 'What Tom (to say) about them?' I (to explain) that he (to think) it would be better if she (to keep) the cheeses in a moist (*сырой*) place. She (to ask), 'Tom (to smell) them?' I (to answer) that he (to seem) to enjoy their smell. Then an idea (to strike) her. She (to ask) if I would mind keeping the cheeses at my place until Tom (to come) back. I (to say) that I (not to mind) it myself, but that I (to think) my landlady would be very much against it. Finally she (to take) her children and (to go) to live in a hotel. She (to leave) the cheeses in the house with an old maid, who, when she (to be) asked if she (can) stand (*терпеть*) the smell, (to reply) 'What smell?', and when she (to be) asked to sniff hard, (to say) that she (to feel) a slight odour (*аромат*) of melons (*дыни*).

IV. My friend (to return) from Liverpool and (to find) soon enough that he must get rid of the cheeses. At first he (to throw) them into the canal, but then (to have) to fish them out again, as the fishermen (to complain) — they (to say) that the smell of the water (to make) them feel quite ill. After that he (to take) them one dark night and (to leave) them in the nearest graveyard (*кладбище*). But the man who (to dig) (*рыть*) graves (to discover) them and (to say) he

(to fear) that the smell (may) wake up the dead, and then he would lose his job.

My friend (to get) rid of the cheeses, at last, when he (to ride) with them to a small sea-side town and (to bury) (*законать*) them on the beach. Soon after that the town (to become) extremely popular. The number of visitors (to grow) from year to year, and they all (to think) the sea air was unusually strong there. (after Jerome)

The Future-in-the-Past

1. Use the Future-in-the-Past in object clauses.

1. She told me that she (to return) at the end of the week. 2. I didn't know that we (to have) classes next Saturday. 3. It seemed that the rain never (to stop). 4. You didn't tell me where you (to go) for your holiday. 5. I wondered what my friends (to think) of it. 6. She wanted to find out who else (to be) present there. 7. I didn't expect that they (to come) so early. 8. He was sure that nothing of the kind (to happen). 9. She was afraid that everybody (to learn) about it soon. 10. We wondered who (to be) able to do such a thing.

2. Add 'He asked', using Future-in-the-Past in object clauses.

1. Will you stay with us till next week? 2. Where will you spend your summer holiday? 3. When will Mary come back from London? 4. At what time will the concert begin? 5. Will this terrible rain ever stop? 6. Will there be any classes on Saturday? 7. By what time will the performance be over? 8. Shall we go there by bus or on foot? 9. When will Mother return from work? 10. Will your sisters come, too? 11. By what time will you be through with your homework?

3. Translate.

1. Он не был уверен, поймет ли она его. 2. Говорил ли отец, когда он сегодня вернется? 3. Я тогда еще не знал, увижу ли ее еще раз. 4. Он поинтересовался, когда начнутся экзамены. 5. Она сказала, что не знает, когда закончатся все уроки. 6. Мне было интересно, какие фильмы он любит и понравится ли ему этот фильм. 7. Он хотел спросить ее, будет ли она на вечере. 8. Все интересовались, когда придет директор. 9. Он так и не (never) сказал, примет ли он участие в работе. 10. Мне было важно, захочет ли он об этом говорить и что именно (exactly) он скажет.

4. Add 'She wondered'.

1. What shall I tell her when she rings me up? 2. Will it be much colder when the snows come? 3. What will you do after the classes are over? 4. Shall we go for a walk when it stops raining? 5. Will you be able to join us if we go on an excursion tomorrow? 6. What will you write with, if you don't have a pen or a pencil? 7. By what time shall we get to the place if we start off at once? 8. Will Peter keep it secret when I tell him everything? 9. How long will they wait for her if she doesn't come on time? 10. When will her parents come home and will they bring presents when they come?

5. Read the story using indirect speech and retell it.

Three men came to the station in the evening and asked the porter, "When will the train for London go?" The porter said, "It will start off in an hour". "Then we shall go and have a drink", they said and went into the station building. They missed that train and asked the porter again, "Will there be another train for London tonight?" "Yes, there will be", he replied, "It will go in an hour". And he added, "It will be the last train, so if you miss it, you won't get to London tonight". They said again, "We'll have time for another drink", and went back into the station building. When they heard the whistle (*зудок*) of the last train, they ran to the platform, but only two of them got into the train in time. The porter said to the third man, "It is a pity that you won't get to London tonight, but at least your friends will". The man answered laughing, "But they don't need to be in London! They live here. Only I have to get to London tonight".

6. Translate.

1. Мне было интересно, позвонит ли он мне, когда сдаст экзамен. 2. Она обещала, что позвонит, как только вернется, не так ли? 3. Я решил, что пока не кончится урок, я не буду об этом думать. 4. Он ведь не обещал тебе, что придет, как только освободится, не так ли? 5. Я спросил, даст ли он мне эту книгу, когда прочитает; он ответил, что конечно даст, но что он еще не знает, когда это будет. 6. Я боялся, что мама будет сердиться, если я приду поздно. 7. Я не говорил тебе, что позвоню после того, как сдам экзамен. 8. Мы решили, что если пойдет дождь, мы никуда не поедem. 9. Я не знал, когда он мне позвонит и позвонит ли вообще (at all). 10. Было ясно, что если дождь будет продолжаться,

вся поездка будет испорчена (spoil). 11. Он пообещал , что придет обязательно (by all means), если не будет занят в тот день. 12. Мы решили, что обсудим все, когда встретимся в классе. 13. Я не знал, когда он позвонит, но был уверен, что он позвонит. 14. Он сказал, что когда он все узнает, он мне сразу сообщит по телефону. 15. Мы не были уверены, придет ли он в Москву, но знали, что если придет, он к нам зайдет.

7. Use the marked parts in indirect speech; retell the story.

I think that of all the stupid things in our life, the weather forecast (*прогноз*) is the worst. It tells you very exactly what happened yesterday or the day before, but not what is going to happen today. I remember how once we read in the local paper: '**There will be heavy rains with thunderstorms**'. And we did not go on a picnic, but stayed indoors all day, waiting for the rains. We looked through the window at the people who walked past our house to the wood merrily, and we said: '**Oh, they will come home soaking wet!**' And we came back to the warm fire and took our books.

By twelve o'clock the sun was still shining brightly, the heat was terrible, and we said: '**Oh, it is so hot! The heavy rains will certainly begin in the afternoon!**' At one o'clock the landlady came in and said: '**It's such a lovely day. Are you sure you won't go out in the afternoon?**' '**No, no**', we replied, '**We won't. We don't want to get wet — not we.**' And when the afternoon was almost gone, and still there was no sign of rain, we tried to cheer ourselves up saying: '**The rain will come down at once, suddenly, when those people start for home, and they'll get terribly wet**'. But not a drop of rain ever fell, and it finished a grand day, and a lovely night after it.

The next morning the local paper said: '**It will be a warm, fine day; there will be much heat**'. And we put on light clothes and went out, and, half an hour after we started, it began to rain hard, and a terribly cold wind rose, and both the rain and the wind kept on for the whole day, and we came home with colds and rheumatism, and went to bed. (after Jerome)

8. Retell the jokes in indirect speech.

A. A small boy once said to his mother: 'Will you buy me a raven? His mother asked: "Why do you need this bird?" The boy replied, "I want to see if it will live three hundred years".

B. A man met a doctor in the street and said to him, "You know, doctor, my son often has a running nose. What will you advise him to take if this happens?" The doctor replied, "First, I'll advise him to take a clean handkerchief and to see if it will be enough or if he will need another handkerchief".

9. Use indirect speech; retell the story *The Cat Who Walked by Himself*.

One night Wild Dog felt a sweet smell which came from the Man's cave and he said, 'I will go and look what there is in the cave. And he asked Wild Cat, 'Will you come with me?'. But Wild Cat answered, 'I am a cat who walks by himself. I won't come with you'. Wild Dog went to the cave alone and asked the Woman, 'Will you give me the bone that smells so good?' The Woman asked, 'Will you stay in the cave and help the Man to hunt?', and she added, 'Then I will give you sweet bones every day'. And Wild Dog stayed.

In the morning the Man saw Wild Dog and asked the Woman, 'Why is Wild Dog here?' And she answered, 'He is not Wild Dog now, he is the First Friend. He will help you to hunt, and will get sweet bones for it every day'.

The next night Wild Horse and Wild Cow said, 'We will go and look where Wild Dog is. Will you come with us, Wild Cat?' But Wild Cat said, 'I am the cat who walks by himself. I won't come'. So Wild Horse and Wild Cow went up to the cave and asked the Woman, 'Will you give us the grass that smells so nice?' And the Woman asked Wild Horse, 'Will you stay in the cave and help the Man to work?' And she asked Wild Cow, 'Will you stay and give us your milk?' Then she added, 'I will give you this sweet grass every day'. And they stayed.

At last, one night, Wild Cat walked slowly to the cave, and the smell of sweet milk reached his nose, and he asked the Woman, 'Will you give me this sweet milk?' The Woman asked, 'Will you stay in the cave and catch mice here?' And she added, 'I will give you sweet milk every day'. But Wild Cat answered, 'I am the cat who walks by himself. I will not stay in the cave. But I will come when I want, and I will catch mice when I want, and you will give me this sweet milk when I want'. (after R. Kipling)

10. Answer questions about the story above using indirect speech.

1. What did Wild Dog say to Wild Cat? 2. Did Wild Cat say that he would come with Wild Dog? 3. What did Wild Dog ask the Woman?

4. What did the Woman ask Wild Dog? 5. What did the Woman promise him? 6. What did Wild Horse and Wild Cow say to Wild Cat? 7. Did Wild Cat say that he would come with them? 8. What did Wild Horse and Wild Cow ask the Woman? 9. Did the woman promise to give them anything? 10. What did Wild Cat ask the Woman? 11. Did he say that he would stay in the cave? 12. What did the Woman promise to give Wild Cat?

11. Open the brackets using direct and indirect speech. Retell the jokes.

A. A little boy didn't want to go to bed in the evening, and his mother said, 'It is time for you to sleep. Father (to come) home from work soon. What he (to say) ?'. The boy answered, 'I know what Father (to say)! He (to ask), 'When supper (to be) ready?, or What you (to give) me for supper?'

B. A famous artist saw an old fisherman in the street, and he thought that the old man (to make) a good model for his picture. So he asked the old man, 'Do you mind if I (to paint) you?' The fisherman asked, 'How much you (to pay) me for that?' 'I (to give) you ten dollars for it', replied the artist. The fisherman said, 'Oh, sir, it (to be) good to get so much money. But how I (to take off) the paint after that?'

C. Bobby's mother noticed that her little son often sucked his finger. She said to him, 'If you (to do) it very often, one day your finger (to come) off (*оторвется*). What will you do if this (to happen)?' The boy answered, 'If this finger (to come) off, I (to suck) another'.

D. The mother said to her son before she went to work, "If uncle John (to phone), you must tell him that I (to be) at home at six'. The boy asked, 'But what must I tell him if he (not to phone)?'

E. The director of a literary magazine asked a well-known English poet to translate his poem from French into English. Soon the translation was ready, but the director did not hurry to pay for the work. So the translator sent him a letter which said, 'Dear sir, if I (not to get) the money soon, I (to translate) your poem from good English back into bad French'.

12. Use the Past Indefinite to express future actions in clauses of time.

1. We decided to wait until the rain (to be) over. 2. He wanted to talk to her about it when she (to call) him. 3. He preferred not to worry

till the troubles really (to begin). 4. I meant to give you a call after I (to find) out everything. 5. They didn't want to wait until such a thing (to happen). 6. She promised to let me know as soon as she (to get) a letter from her friends. 7. It was better to tell him the truth before he (to learn) it from somebody else.

13. Translate.

1. Он решил работать в школе, когда закончит институт. 2. Мы не хотели выходить, пока не кончится дождь. 3. Было необходимо сообщить ему обо всем до того, как это случится. 4. Мы решили пойти в кафе после того, как сдадим последний экзамен. 5. Я обещал позвонить ей, как только вернусь из Лондона. 6. Он подождал, пока поезд пройдет.

14. Open the brackets.

It happened in the Middle Ages in a small town in Germany. A great number of rats filled the town, and they made the life of the people terrible. The citizens came to the Mayor and said that if he (not to do) anything about it, he (not to be) their Mayor any longer. The Mayor promised that if anybody (to free) the town from the rats, he (to receive) a bag of gold. Soon a young man came to the Mayor and said that he (to kill) all the rats if the Mayor really (to keep) his promise. The Mayor told him that the bag of gold (to be) his when there (to be) no more rats in the town. Then he asked the young man how he (to do) it. The man did not answer anything, but took a pipe out of his pocket and began to play on it. At once thousands of rats came out from every corner of the town. The piper walked to the river, and the rats followed him. He continued playing his pipe when he stepped into the water, and the rats moved after him. He went deeper and deeper, until all the rats drowned.

The Piper returned to the Mayor and asked for the bag of gold. But the Mayor said he (not to get) any gold, because the people (not to understand) him if he (to pay) so much money just for music. Again the young man said nothing, but took out his pipe and began to play another melody. At once all the little children of the town started coming to the piper, and he walked with them out of the town, and they never returned. (after R. Browning)

The Continuous (Progressive) Tenses (Формы продолженного времени)

The Present Continuous

1. Use the verbs in the Present Continuous tense.

1. Look, it (to rain) hard outside. 2. You (not to listen) to me.
3. What you (to do) now? 4. You (to wait) for anybody? 5. I think she (to read) something funny, because she (to laugh) all the time. 6. Why you all (to stand) here? What (to go) on? 7. At whom you (to look) so attentively? 8. Peter still (to work) in his office or he (to wait) for me downstairs? 9. What you (to listen) to? Anybody (to say) anything? 10. The students still (to write) the test, they (not to finish) it yet.

2. Fill in suitable verbs.

1. What is he ... about? I can't hear him. 2. What are you ... at? I don't see anything there. 3. The children are ... some games in the yard. 4. Look how brightly the sun is ... ! — Yes, but the wind is still ... ! 5. Are you still ... your homework? — Yes, but I am already ... it, wait a little. 6. You look so sad. What are you ... about? 7. What is the cat ... ? — He ... milk. 8. Please, John, you ...too quickly, let us stop for a rest. 9. Why aren't you ... to school? Are you ... for somebody else? 10. Why is Johnny not ... at the table with us? Is he still ... in bed?

3. Open the brackets using the Present Continuous; retell the jokes.

A. Mother says to her daughter, "Please, Mary, go and see what your brother (to do) and tell him not to do it!"

B. A man asks the boy who lives next door to him, "Why are you (to carry) an umbrella over your head? It (not to rain) now, and the sun (not to shine) hotly". The boy answers, "You see, when it (to rain), Father takes the umbrella, and when the sun (to shine) hotly, mother uses it, so now is the only time I can use it".

C. A little boy decides not to go to school for some time, so he phones to his teacher and says in the voice of a grown-up (*взрослый*) man, "I am sorry to say that John Smith is very ill, he (to lie) in bed". "Oh", the teacher answers, "I am sorry to hear that. And who (to speak) to me?" The boy replies, "My father, sir".

D. A schoolboy, who (to go) on a train, (to read) a book, and every minute he exclaims in surprise, "Well, can you believe it? How interesting!" Another passenger asks him, "What kind of exciting book you (to read)?" The boy replies "I just (to look through) a dictionary of correct spelling".

4. Begin with 'I'd like to know' using indirect speech.

1. Is it still raining now? 2. What are you reading so attentively? 3. What is that boy looking at? 4. Who is sitting at the window? 5. Is the gas-stove still burning? 6. Why are the children not sleeping yet? 7. What is happening in this house? 8. Are you looking for me? 9. Who are you waiting for? 10. Is anything interesting happening there now? 11. What is going on there? 12. Where is this loud music coming from? 13. Are your children learning another language now? 14. How is he feeling these days? 15. What country are you returning from?

5. Use the Present Indefinite or Continuous.

1. He usually (to sing) very well, but the song which he (to sing) now is not for his voice. 2. Your son usually (read) much? — Oh, yes, he (to read) a lot. Now he (to read) English fairy-tales. — Unfortunately, my children (not to read) much. 3. 'What you (to play) now? Something familiar'. — 'Oh, it is some popular song, I (not to remember) its name. You see, I now (to try) to play it from memory. And I (not to play) the piano often nowadays'. 4. "When we (to say) "translator", and when we (to use) "interpreter"? "Well, a translator is a person who (to make) written translations, and an interpreter usually (to translate) some speech orally, while somebody (to speak). 5. I now (to translate) a very funny story; I myself often (to laugh) while I (to work) on it. 6. 'As far as I (to know), a composer is someone who (to create) music; but what (to do) a compositor?' — 'That's a person who (to print) texts in a printing shop'. 7. 'Are all the documents ready yet?' — 'Almost. The secretary (to type) the last page now'. 8. Where your son usually (to have) dinner? — At weekends he (to have) dinner at home, and on weekdays he (to go) to a cafe near his college. 9. What she (to write) on the blackboard? I (not to see) it clearly. 10. He says he not (to have) classes every day. 11. Don't make noise, my sister (to have) a music lesson in the next room now. 12. Where the sun (to rise)? I always (to forget) whether it (to rise) in the West or (to go) down there. 13. Look out of the window! The sun

just (to rise)! 14. I can't go with you, tomorrow I (to take) my exam. 15. How often your son (to take) exams during the year? 16. "Your daughter (to play) any musical instrument?" "Well, she (to learn) to play the piano now. I can't say she (to play) well, she only (to begin) to learn." "How often she (to practise) it?" "She (to have) her music class twice a week."

6. Translate.

1. Кто там играет на рояле? Ты слышишь? 2. Как интересно: солнце светит жарко, а я не чувствую жары. 3. Я не вижу Джона. — Конечно, не видишь, потому что ты смотришь не в ту сторону (wrong direction). 4. Как вы себя чувствуете? — К сожалению, я чувствую себя не очень хорошо. — Действительно, вы выглядите довольно усталым. 5. Ты ведь знаешь нашего нового директора, да? Как он выглядит? 6. Пока ты одеваешься, я позвоню Нине. Она сегодня уезжает. — Куда она едет? 7. Как прекрасно пахнет (smell) воздух! — Должен сказать, я этого не чувствую, потому что много курю. — Конечно, не чувствуешь, ты и сейчас куришь свою сигарету. 8. Почитай газету, пока я буду укладывать наши вещи. 9. Мне кажется, ты не вполне понимаешь, что происходит. 10. Интересно, о чем ты сейчас думаешь! 11. Ты идешь на концерт сегодня вечером?

7. Choose the Present Indefinite or Continuous for repeated actions.

1. Не волнуйся, он, как правило, всегда приходит вовремя. 2. Давай подождем немного, мы ведь знаем, что она никогда не приходит вовремя. 3. Мой отец часто рассказывает эту историю. 4. Вечно ты шутишь, когда тебе надо быть серьезным. 5. Мы с ней часто об этом разговариваем. 6. Почему вы всегда разговариваете на уроках? 7. Весна обычно приходит неожиданно. 8. Почему ты вечно возвращаешься домой сердитый? 9. По-моему, вы слишком часто ссоритесь (quarrel). 10. Наш преподаватель всегда все объясняет, прежде чем мы начинаем делать упражнения. 11. Ты ужасно неаккуратный (untidy), всегда разбрасываешь (throw about) свои вещи по комнате. 12. Почему ты все время смотришь на себя в зеркало? 13. Она всегда возвращает книги в библиотеку во-время. 14. Я не дам тебе эту книгу, ты вечно все теряешь. 15. Какая глупая собака, всегда на всех лает (bark)!

Different ways of expressing future (Разные способы выражения будущего)

Будущее может быть выражено не только формой Future Indefinite, но и сочетанием “be going to” (“I am going to do it tomorrow”), а также формами настоящего времени. Present Continuous может обозначать запланированное действие в близком будущем (“We are flying to London tomorrow”). Такое употребление ограничивается глаголами начала или конца процесса (“The train is starting off”) и иными непроцессными глаголами (*I am taking the children with me*), поскольку иначе эта форма будет обозначать само развитие процесса в данный момент (*The car is moving fast now*). Present Indefinite также может обозначать будущее действие, которое представляется либо как нечто неизбежное (“*Alas, the party breaks up tomorrow. Lady Julia departs to celebrate the New Year elsewhere*”), либо как твердое решение (*I do not go tomorrow. Tomorrow I work in earnest on my book*) или как инструкция, план действий (*Attention, please, the train to Edingburgh departs from platform 6 in five minutes; We'll do it like this: I go alone, you wait for me here, and the kids stay at granny's place*). Во всех этих употреблениях как бы скрыто присутствует модальное значение “обязательности”. Впрочем, жестких различий между разными способами выражения будущего нет.

1. Use the Present Continuous or Indefinite for a future action.

1. What you (to do) tonight? — I (to go) to the theatre. — What play you (to be going) to see? — It (to be going) to be “Hamlet”.
2. Mother (to return) tomorrow and I (to be going) to meet her at the airport. Father (not to come) with me there. 3. What time your train (to depart)? — It (to leave) at six p.m. But I (to be going) to arrive at the station half an hour earlier. 4. You (to take) much luggage with you this time? — No, I (not to take) any luggage really, just a small bag. I (to go) away for a short time. 5. I hear you (to buy) a new car soon? And what you (to be going) to do with the old one? You (to sell) it? — No, I (to give) it to my elder son. 6. So, here's our plan for tomorrow. We (to get) up early, (to have) a light breakfast, then John (to go) for a taxi, and Mother (to pack) up our things, and we (to leave) for the airport at ten a.m.

2. Translate without the Future Tense.

1. Что вы будете делать летом: куда-нибудь едете? — Да, едем на юг. А родители остаются здесь. Они проведут лето на даче

(summer cottage). 2. Когда приезжает Нина? — Ее поезд прибывает завтра в 7 утра. Ты поедешь с нами встречать ее? 3. Итак, в понедельник мы пишем контрольную, а на следующем уроке ее проверяем. 4. Ты никуда не едешь! Ты остаешься здесь, понял? 5. Завтра вечером я занята, у нас дома вечеринка. 6. Поторопись, наш поезд отходит через две минуты. 7. Где поезд номер 7? — У пятой платформы; он отходит в девять пятнадцать. 8. Вы уже уходите? Еще рано! 9. Говорят, вы продаете свой летний дом? 10. Давай подождем и посмотрим, что произойдет.

▶ Форма Future Continuous может обозначать действие, развивающееся в какой-то будущей момент ("At this time tomorrow I shall be flying to New-York"), однако чаще она используется для обозначения будущего действия, которое воспринимается как естественно ожидаемое, само собой разумеющееся, нередко как простое напоминание о том, что заранее известно (*In spring the birds will be coming back*). При сообщении же какой-то новой информации обычно требуется форма Future Indefinite (*If necessary, I'll fly there; I think he will come home at six*). Каких-либо жестких различий между разными способами выражения будущего нет.

3. Translate using the Future Continuous.

1. Мне надо идти, мама будет волноваться и ждать меня.
2. Представляю, что вы будете делать на этой вечеринке! 3. "А завтра ты опять придешь?" — "Конечно, приду!" — "А в какую игру мы будем играть?" — "Ну, будем играть в разные игры". 4. До свидания, завтра увидимся! 5. Не хочется мне с ней разговаривать! Опять она будет жаловаться и плакать.

4. Comment on the meanings of the Continuous tense forms.

1. I don't quite follow what you are saying; indeed, you are always speaking very vaguely. 2. Is your sister returning from abroad? 3. May I know what you will be lecturing on? 4. What time does your train start? 5. Don't phone her too early in the morning — she'll be sleeping. 6. I wonder where all the ducks will be going in winter?

5. Choose the Future Indefinite, the Present or Future Continuous or "to be going to", giving variants where possible.

1. If you aren't ready yet, I (to wait) a little. 2. I'm sure everybody (to wait) for your return. 3. I'm afraid there (to be) a lot of trouble if

you are late. 4. Hurry up, your train (to start) in a few minutes! 5. What time he (to arrive)? You (to meet) him at the station? 6. This (to be) a busy time for me, I (to take) my final exams in few days. 7. Where you (to go) after you (to take) all your exams? 8. Don't leave yet, we (to have) dinner soon. 9. They say prices (to go) up next month. 10. Don't worry, you (to learn) about the results pretty soon. 11. When we (to learn) about the results at last? 12. We are doing English this year, but next year we (to learn) another language as well. 13. I'm not doing much now, but I (to work) like hell in autumn. 14. Please, wait a little, I (to fix) your watch in a minute. 15. It's so hot, I think I (to have) a glass of mineral water. 16. Please, don't call at six. — I (to have) a music lesson. 17. I just don't feel like going there, I know what they (to talk) about. 18. Don't be so noisy, you (to wake) the baby. 19. Well, it's time for us to go, I (to wake) the baby. 20. Autumn is in the air, the flowers (to wither) soon, the birds (to fly) away to warm places.

The Past Continuous

1. Use indirect speech beginning with:

a) "We didn't know that..."

1. You are still waiting for us. 2. John is going away to Africa. 3. She is not feeling well. 4. They are building a new house. 5. His father is buying another car. 6. The children are sleeping already. 7. Somebody is listening to our talk. 8. He is thinking of marrying her. 9. The girls are doing their homework. 10. You are having a music class. 11. Peter is leaving tomorrow.

b) "We wondered..."

1. Is her father still teaching her English? 2. Why is the baby still sleeping? 3. Is it raining as hard as before? 4. What are they reading so seriously? 5. When is Mary coming back to Moscow? 6. Isn't it beefsteak that Mother is cooking? 7. What are we waiting for? 8. Isn't it getting rather hot outside? 9. Are those students still playing tennis? 10. How are her parents feeling these days? 11. Who is your brother playing chess with? 12. What is that man speaking about?

2. Open the brackets using the Past Continuous.

Alice opened the door and went in. The room was full of smoke. The Duchess (to sit) on a stool, she was (to hold) a baby; the cook (to stir) soup in a big pot. 'There's too much pepper in that soup,' said

Alice to herself. There was certainly much pepper in the air, so everybody (to sneeze) (*чихать*). The baby (to sneeze) and (to cry) loudly. Only the cat who (to sit) near the fireplace, (not to sneeze). It (to smile) very strangely, from ear to ear. Alice asked, in surprise, why their cat (to smile) like that, and the Duchess answered that it (to smile) so just because it was a Cheshire (*чеширский*) cat. (after L. Carroll)

3. Translate using the Past Continuous or Indefinite.

1. Я спросил его, что он делает так поздно в лаборатории. Он ответил, что делает срочную (*urgent*) работу, и пояснил, что он всегда работает по вечерам, когда никого вокруг нет. 2. Я еще спал, когда зазвенел телефон. Это был мой сосед. Он спросил, не сплю ли я. Я ответил, что как раз собираюсь вставать, но вообще я сплю допоздна (*until late*). 3. Пока мать готовила ужин, я сделал все домашнее задание. 4. Пока мать готовила ужин, я делал домашнее задание. 5. Я всегда делал домашнее задание, пока мать готовила ужин. 6. Я ждал его звонка, но телефон не звонил. Я ждал долго, а потом позвонил ему сам и спросил, почему он мне не звонит. К моему удивлению, он сказал, что сидит и ждет моего звонка. 7. Мне показалось, что кто-то стучит в дверь, и я спросил брата, слышит ли он какой-нибудь стук. Он послушал и ответил, что слушает внимательно, но ничего не слышит. Действительно, никто больше не стучал. 8. Я звонил тебе вчера, но целый час никто не снимал трубку. Что ты делал все это время? Спал? 9. Над картиной "Мадонна с Младенцем" Рафаэль работал много лет. 10. Я любил разговаривать с бабушкой; она всегда слушала меня внимательно и никогда не жаловалась, что плохо себя чувствует, хотя часто действительно чувствовала себя неважно (*unwell*). 11. Всю ночь вчера шел дождь. Я долго не спал, все время ждал, пока дождь кончится, но он все не кончался.

4. Choose the Past Indefinite or Continuous.

A. One day, while Mowgli (to play) with the young wolves, Father Wolf (to come) and (to say) that it was time to go to the Wolves' Council. When they (to get) there, Akela, the leader of the wolves, (to lie) on a big rock, and forty other wolves (to sit) around and (to look) at him. Akela (to see) Mowgli and (to cry), 'Look! Look well, wolves!' And all the wolves (to look) at Mowgli, who now (to stand) in the centre. The wolves (not to talk) while they (to watch) the man's cub. Suddenly they (to hear) a roar — it was the voice of Shere

Khan, the tiger, who (to say), 'Give the man's cub to me. He is mine'. Akela even (not to look) in that direction, he just (to repeat), 'Look well, wolves!' Most of the wolves (to listen) in silence, only one young wolf (to say) in a low voice, 'What have the Free People to do with a man's cub?' The tiger (to stand) behind the rock. While he (to watch) what (to happen) at the Council, he (to wait) for his chance. (after Kipling)

B. An old ass was walking slowly along the road when he (to see) a dog, who (to lie) on the road and (to breathe) heavily. The ass (to stop) and (to ask) the dog why he (not to run), as dogs usually (to do). The dog (to answer) that he (to get) older and weaker, and his master (not to need) him any more. The dog (to ask) the ass where he (to go), and the ass (to say) he was going to the town of Bremen, where he (to want) to become a town musician. He (to add) the people of Bremen (to pay) good money for music, and (to invite) the dog to come with him. So they (to go) on together.

They (to walk) for some time, and then they (to meet) a cat, who was (to sit) on the road and (to mew) very sadly. They (to ask) the cat what he (to do) there, and he (to say) that he (not to know) what to do, because he (to get) older and older, and now he (not to catch) mice as cats usually (to do). They (to go) off together for a long time, until they (to notice) a cock, who (to sit) on the fence and (to crow) very sadly. The cock (to say) he (to hide), because he (to know) that some guests (to come) soon to his master, and the master (to want) to cook the cock for dinner. So they (to go) together to the town of Bremen.

They (to continue) walking all day, and when night (to come), they still (to go) along the road in the darkness. Suddenly they (to see) a light in the distance, and (to go) in that direction. While they (to come) nearer and nearer, the light (to burn) brighter and brighter and (to get) bigger and bigger. At last they (to understand) that it was the light from the window of a small house. When they (to reach) the house, the dog (to jump) on the back of the ass, the cat (to climb) on the back of the dog, and the cock (to fly) up on the back of the cat. The cock (to look) into the window, and his friends (to ask) him what (to go) on in the room. He (to answer) that he (to see) a table with lots of food, and several robbers, who (to sit) at the table and (to enjoy) themselves. The musicians (to decide) to frighten the robbers, and they (to begin) singing together. The noise was terrible. The cock (to crow), the dog (to bark), the cat (to mew), and the ass (to bray) very loudly. The robbers (not to understand) what (to happen), and where the music (to come) from. In fear, they (to jump) up and (to run) out into the wood.

The robbers (to wait) for some time, but then (to decide) to return and see what (to go) on in their house. It was dark when they (to go) in. The cat (to sleep) near the fire-place, but his eyes were open and they (to shine) like two little coals. The robbers (to think) that some coals (to burn) in the fireplace, and they (to want) to make a fire from them. But as soon as they (to come) near, the cat (to jump) at them, and a terrible fight (to begin): the cat (to scratch) their faces, and the dog (to bite) their legs, and the ass (to kick) them with his legs. And the cock, who (to sit) on the window-sill, (to crow) loudly all the time. The robbers (to run) out as fast as they could, and (not to return) to the house any more. (after The Brothers Grimm)

Some special uses of the Indefinite and Continuous tenses

► The Present Indefinite may denote actions in the past (the so called "Historic Present", "Настоящее историческое"). Most often it is a succession of actions: *He comes in and suddenly sees a stranger (= came and saw)*. With some verbs this is possible for a single action: *I forget what it was = I have forgotten; You simply astonish me = You have astonished me or This is astonishing; He says it's interesting = He said: What does Aristotle say about truth? = What did he say?*

1. Use the Present Indefinite for successive actions in the past.

Camping out in rainy weather is not pleasant. You (to find) a place on the banks, and you (to land) and (to proceed) to fix the tent. The rain is pouring steadily all the time. Just as you (to get) your side of the tent beautifully fixed, the other man (to give) it a hoist (*депнуть*) from his end and (to spoil) it all. "Here! What are you up to?" you (to call) out. "What are you up to?" he (to shout) back. "Ah, the bally idiot!" you (to hear) him mutter to himself, and then your side of the tent (to go) away, and you (to tell) him what you (think) of the whole business. (Jerome)

2. Choose the Present Indefinite (actions in succession) or the Present Continuous (an action in progress at some moment).

It is hard to be in a house where a young man (to court) (*ухаживать*) a girl. For example, you (to decide) to rest in the sitting-

room, and when you (to open) the door, you (to hear) a noise as if somebody (to run) away. You (to get) into the room and (to see) Emily, who (to stand) near the window, very interested in what (to happen) outside, and at the other end of the room you (to see) your friend, John Edward, who (to look) at the photographs of people whom he certainly (not to know). Well, you (to stay) in the room for some time, and you (to say): 'It (to get) dark. You (to see) anything in those photos?' And John Edward (to say), 'Oh! I (to see) everything very well'; and Emily (to explain) that papa (not to like) to have the light on in the afternoon. Then you (to tell) them some news, but they only (to say), 'Oh!' 'Is it?' 'Really?' And, after ten minutes of conversation, you (to move) up to the door, and (to get) out. And, while you (to think) what to do with the door, it (to close) behind you very quickly. Half an hour later, you (to decide) to smoke a pipe in the hall. But when you (to enter) you (to find) that Emily (to stand) near the chair, and John Edward (to sit) on the floor and (to look) for something very attentively. They (to say) nothing, but they (to give) you such a look that you (to get) out quickly. After some time you (to go) out for a walk in the garden, and while you (to pass) the summer-house, you (to see) again those two young idiots. They (to sit) in one corner of it. And then they (to notice) you, and they are quite sure that you (to follow) them on purpose. 'Why don't they have a special room for this sort of thing in the house?' you (to think) while you (to run) away. (after Jerome)



The Present Indefinite, besides expressing repeated, habitual actions (*He often sings this song*), may express some modal meanings. It may be ability to perform the action (*He sings well*), plan or intention (*We'll do it like this: I finish the packing and you go for a taxi*). Verbs like 'promise', 'demand', 'ask', 'suggest' etc., are also as a rule used in the Indefinite (not Continuous) forms as they express a modal meaning (desire, intention, readiness): *I ask you to stay (= I want you to stay); I promise to do it (= I am willing to); I tell you I didn't do it (= I want you to believe me; I mean to tell you); Why don't you tell me anything? (= why don't you want to tell me?).*

3. Explain the uses of the Present Indefinite.

1. When he opens the door, he sees his wife sitting in an armchair watching TV. 2. Please, I ask you to stay! 3. Sell this parrot! He is a dirty bird and he does not talk. 4. You recall to me one of my early cases in Belgium, many years ago. 5. The doctor says it's my liver — but I say

it's the heart. 6. So what was the punishment for that? — I forget. 7. This concept is guilty of two errors; we return to this question in the next paragraph. 8. One feels so forgiving after a substantial meal — so kind-hearted (Jerome). 9. "I do not recognize the word "impossible!", Poirot cried out, "I ask myself only — is this affair sufficiently interesting for me?" 10. Here, Charley, I give you a warning! 11. I absolutely protest! 12. Well, why don't you eat anything? 13. Well, you astonish me, my boy!

4. Translate using the Present Indefinite.

1. Это моя вина, я приношу извинения (apologize). 2. Ну, здесь я тебя покидаю, ты остаешься ждать, а я иду дальше. 3. Поверь мне, я это говорю тебе не для того, чтобы тебя напугать. — По-моему, ты все преувеличиваешь. — Нет, говорю тебе, это действительно так! 4. Почему же ты не говоришь мне, где он сейчас? 5. Я ей говорю: «Не ходи туда», а она говорит: «Пойду». 6. Не понимаю тебя, ты говоришь загадками (in riddles). 7. Прошу тебя забыть все. — А ты обещаешь что мы больше не будем ссориться? — Клянусь (swear). 8. А что говорит об этом наука? — Не знаю, что говорит наука, но уверяю (assure) тебя, что все это опасно. 9. Ладно, сдаюсь (give in)!



Some of the verbs which are not, as a rule, used in the Continuous, may take this form if we stress the progress of an action which is implied by the meaning of the verb itself or by the situation; cf. *I suggest going there now* (= *I want this to be done*) and *What are you suggesting?* (= *What are you speaking about in your suggestion?*). Often a synonym of the verb is actually meant: *Once I knew the City very well, spent my attic days there, while others were being a lost generation in Paris* (= *were behaving like that*); *Great Britain is still refusing to recognize North Korea* (= *is leading a policy of non-recognition*); *So now in your old age you are wanting a boy-servant!* (= *you are thinking / planning to have*).

5. Paraphrase to show the meaning of the Continuous and Indefinite.

1. "I like you". "You won't". "Yes, I will. Are you just being silly?" "Partly". 2. "Who is the lady?" "I don't understand" "I am asking you who that lady is." 3. Oh, please, I beg you not to speak loudly. 4. 'So sorry I was not in my office. You were requiring rooms?' "Not precisely. I was wondering if a friend of mine had been staying here lately".

5. Aren't you being a bit unreasonable, darling? 6. But look here, what you are suggesting is simply a terrific responsibility to take! 7. It happened when I was playing the part of Mary Rose. As I was being Mary Rose, I fell in love with Simon. 8. I don't think you mean to be rude, but you are. And what's worse, you're being melodramatic. 9. As a matter of fact, are you intending to marry her? 10. You never knew what he was really meaning; you had to take what you wanted. 11. Take yourself now, — you're getting on in age, you'll be wanting to get out of things, to take things easy. 12. He was seeing the face of a girl with red hair and hearing a clear hard voice say "I don't agree". 13. M. Thatcher is personally involving herself in the coal-miners' dispute.

The Perfect Tenses

The Present Perfect

1. Make the sentences negative and interrogative (general questions).

1. The dog has eaten all the food. 2. It has often snowed here lately. 3. Father has done very much work this week. 4. This idea has never come to his head. 5. They have built a beautiful house near the lake. 6. She has been to many European countries. 7. My friends have received very many letters since that time. 8. Their car has broken down many times. 9. John has got a bad mark because he hasn't learned his lesson. 10. Mary hasn't come to our party because of illness.

2. Ask questions about the marked words.

1. **John** has already come back **from school**. 2. **We** have just heard **the news** from Peter. 3. **His** sister has begun to learn **the Japanese language**. 4. **They** have not given me **that video-film** yet. 5. Peter has never left **this town since that time**. 6. **This** has happened **to me very often**. 7. We have met **a lot of nice people here**. 8. **I** haven't eaten **any food since morning**. 9. **My** brother has taken **a few swimming lessons** this summer. 10. He hasn't written a single **new book during this period**.

3. Begin with "He wonders" using indirect speech.

1. Have you finished your university course yet? 2. Has your teacher ever told you about these facts? 3. What have you done that

for? 4. Who has just knocked at the door? 5. Has it stopped snowing? 6. Where have you been all this time? 7. Has Mother brought any presents for me? 8. How have they managed to climb so high? 9. Has the water boiled out again? 10. In whose house have you stayed all this time? 11. Why hasn't he told me anything yet? 12. Has there been much rain lately? 13. Whose face have you drawn in this picture?

4. Give a short answer.

1. Have you ever got up early to see the sun rise? 2. Have any bad things ever happened to you in life? 3. Has your mother taught you how to cook? 4. Have you ever driven a car? 5. Has the weather been fine this week? 6. Have you ever fallen from your bed? 7. Has your father or mother ever beaten you? 8. Have you had anything to eat since morning? 9. Have your parents ever talked to you about sex problems? 10. Has music ever put you to tears?

5. Open the brackets using the Present Perfect; retell the jokes.

A. A young man comes to a house whose owner does not wish to receive him. The servant opens the door and says, "I'm sorry, sir, but Master (to go) out". "Well", the man answers, "I'll wait for him sitting by the fire". "I'm afraid that's impossible, sir", the servant answers, "because the fire (to go) out too".

B. "Look, mummy", a little boy cries out, "what a big lorry (to go) by! It's as big as a house!" "Oh, dear", answers his mother, "I (to tell) you a million times that you mustn't exaggerate so!"

C. Mark Twain was once sitting in the opera house next to a young lady who talked to him all the time, so that he couldn't hear the music. After the performance was over she invited him to the opera «Carmen» on the following Friday. Mark Twain answered politely, "With pleasure, madam, I never (to hear) you in Carmen".

D. Once, when the Wolf was eating, a small bone stuck in his throat. He ran to the Crane (*журавль*) and asked him, 'Please, help me. A bone (to get) in my throat. I will give you anything if you take this bone out'. The Crane put its head into the Wolf's mouth and took the bone out. Then the Crane said, 'Well, I (to do) what you (to ask) me to do. Will you now do what you (to promise) me?' The Wolf roared with laughter and answered: 'Be happy, silly animal, that I (not to eat) you. You (to put) your head in a wolf's mouth, and you (to take) it out safely. I (to give) you life. What else do you want?'

Форма Present Perfect используется, когда не подразумевается никакого конкретного времени в прошлом; она выражает лишь предшествование настоящему моменту, и поэтому часто употребляется с наречиями неопределенного времени "already, yet, just, ever, never, often, once" и т.п. В отличие от этого, форма Past Indefinite требуется, когда выражено или подразумевается конкретное прошлое время: присутствуют наречия типа "yesterday, last week"; обозначена последовательная цепь действий в прошлом ("I came, I saw, I conquered"). Обстоятельство места также может указывать на конкретное время действия в прошлом, и тогда требуется простая форма прошедшего: "I met him in the library" (= when I was in the library); это не относится к случаям, когда обстоятельство обозначает лишь место, а не время, напр. "Have you put the book in its right place on the shelf?"

6. Use the Present Perfect or the Past Indefinite.

1. You (to be) to London? — Yes, I (to go) there last year, and (to stay) for a week. 2. Thank you for the book, I (to read) it. — Well, you (to enjoy) it? 3. He (to tell) me all about it in the cafeteria today. 4. 'I suppose you are hungry, and tired after your long flight'. "Not at all, I (to eat) a good meal on the plane. And I also (to sleep) a little there". 5. 'You (to see) Nora lately?' "I (to meet) her in Madison Square Park. I must say she (to change) very much.' 6. In many of the novels that Dickens (to write) he (to describe) his own childhood. 7. I think I (to see) this picture already. Oh, yes, I (to see) it in Peter's house. 8. During my holiday I (to go) to the Black sea. — You (to stay) there long? — Well, I (to fly) there and back, so the journey took me just a few hours, and I (to spend) a week there. 9. We (to get) up rather early, (to have) breakfast and (to make) a walking tour of the town. 10. Where is the milk? — I think the cat (to drink) all the milk that you (to buy) in the morning.

7. Choose the Past Indefinite or the Present Perfect. Retell the story.

Once upon a time there (to live) an old man and an old woman. One morning the old woman (to make) a Johnny-cake (*колобок*) and (to put) it on the window to cool. Suddenly Johnny-cake (to jump) out of the window and (to go) rolling along the road. The old man and the old woman (to see) it and (to run) after him, but they (can) not catch up with him. On his way Johnny-cake (to meet) a bear, who (to

ask) him, 'Where you (to come) from and where are you going, Johnny-cake?' He (to say), 'I (to run) away from an old man and an old woman, and I can run away from you too-o-o!' The bear (to run) after him, but Johnny-cake (to roll) so fast that he soon (to leave) the bear far behind. By-and-by he (to come) upon a wolf. The wolf (to ask), 'Where you (to come) from and where are you going, Johnny-cake?' He said, 'I (to run) away from an old man and an old woman, and from a bear, and I can run away from you too-o-o!' The wolf (to go) running after him, but Johnny-cake (to roll) so quickly that the wolf (not to catch) up with him. On and on (to go) Johnny-cake, and by-and-by he (to see) a fox. The fox (to call) out to him, 'Where you (to come) from, Johnny-cake, and where are you going?' He said, 'I (to run) away from an old man and an old woman, and from a bear, and from a wolf, and I can run away from you too-o-o!'. The fox said, 'I (not to hear) what you said, Johnny-cake. Won't you come a little closer?' Johnny-cake (to stop) for the first time, and (to go) a little closer to the fox, and called out louder, 'I (to run) away from an old man and an old woman, and from a bear, and from a wolf, and I can run away from you too-o-o!' 'I (not to hear) you', said the fox and (to put) one paw behind his ear, 'won't you come just a little closer?' Johnny-cake (to move) up very close, and cried out very loudly, 'I (to run) away from an old man and an old woman, and from a bear, and from a wolf, and I can run away from ...' But at this moment the fox (to catch) up Johnny-cake with his paws, and said, 'Well, you (not to run) away from me after all, silly Johnny-cake'.

8. Translate using the Present Perfect or Past Indefinite.

1. Я сегодня еще не обедал, но хорошо позавтракал и пока не голоден. 2. Почему Петр давно к нам не приходит? Боюсь, что он заболел. — Нет, я встретил его на днях, так что не думаю, что с ним что-нибудь случилось. 3. Где вы с ней познакомились? — Это случилось в Крыму. 4. У меня сегодня болит голова, я плохо спал. 5. Где моя тетрадь? Я помню, что положил ее на парту. 6. Где же ключ? — Думаю, ты потерял его в автобусе. 7. Все эти интересные сведения я узнал (learn) сегодня на лекции. 8. В полицейском участке (station) он сразу все рассказал. 9. Байрон так и не закончил свою последнюю поэму. 10. У них в квартире есть пианино? — Не знаю, я не заметил там пианино. 11. Ты не знаешь, сколько опер написал Моцарт? 12. Извини, что я тебя обидел (offend) на том вечере. — Да я все уже забыл.

Форма Past Indefinite предпочитается, когда содержательный акцент делается не на самом действии (глаголе), а на обстоятельствах его совершения (*Что? Где? Когда?*), поскольку такие обстоятельства естественно подразумевают конкретное время действия: *Who told you my people come from Sesley?*; *What did you come here for?*; *Why did you open the window?* Однако перфект в этих случаях также допустим: *Do you mind telling me what you've come to see me about?* В частности, перфект вполне естественен в специальных вопросах (и ответах на них), если подчеркивается предшествование моменту речи: *Which of you has already finished the translation?*; *Your time is up, now show me what you have done.* Перфектная форма может также обозначать повторяющиеся действия в прошлом и даже сочетаться со словом "when", если действие не связано с каким-либо конкретным прошлым временем: *I know too well my dog's look of despair when I have just thought he must be left at home.*

Отмечается тенденция (особенно в американском варианте) использовать форму простого прошедшего там, где логичней было бы ожидать перфект: *Did you just read that?* (= *have you just read?*) (*Malamud*); *You have a visitor! A tall young man who says you invited him* (*Updike*); *Did you ever see such a thing in your lives?* (*Coppard*); ср. то же в британском варианте: *I think I told you before...* (*D. du Maurier*); *"Are you Mr. Poirot? I read about you in the papers* (*Christie*). Однако перфект настоящего времени отнюдь не исчезает из употребления, а лишь часто бывает взаимозаменим с простой формой, ср.: *'What has happened to your home?'* *'Well, it kind of went. I've run out. I really have. My wife's an alcoholic.'* *'And have you tried to help her?'* *'Sure. How?'* *'Did you drink with her?'* (*Updike*); *'You have spoken of your intention?'* *'Yes, I spoke to the master myself'* (*Christie*). Независимо от тенденций, разумней следовать традиционным различиям между формами времени, свойственным нормативному английскому языку.

9. Choose the Present Perfect or the Past Indefinite.

1. "Well, I (to talk) to Peter about it at last". "And what he (to say)?" "He (not to say) anything definite".
2. "I just (to buy) a new car." — "How much you (to pay) for it?" "You won't believe how little it (to cost) me."
3. You (to see) the new play about which I (to tell) you the other day? How you (to enjoy) it? Who (to play) the leading parts?
4. "This year I (to be) to several European countries. I (to stay) in France for over a week, and in some other places a bit shorter. Italy (to impress) me most." "How many countries, all in all, you (to see)?"
5. Who (to write) "David Copperfield"?
6. "Let me see what books you

(to bring)'. 'Unfortunately, I not (to bring) all that you (to ask) for'. 7. What you (to say) I (not to hear). 8. He says he never (to feel) better than now in his life. 9. I (to see) you crying last night. What (to happen)? Anyone (to hurt) you? 10. I know about it, I (to hear) this news in my office today. 11. You (to get) up early today? — No, we (to rise) rather late. 12. He (to speak) to you about what (to happen) at the party?

10. Translate.

1. Ты уже видел Петра? Где ты его встретил? О чем вы говорили? 2. Ну что же, я посмотрел этот модный фильм. Он не произвел на меня особого впечатления. А тебе что в нем так понравилось? 3. Почему ты улыбаешься? Разве я сказал что-то смешное? 4. Кто написал пьесу "Пигмалион"? 5. Ты бывал в Большом театре? Что ты там смотрел? 6. Сколько ты заплатил за эту книгу и где ее купил? 7. Я рад, что ты вернулся. Давно ли ты вернулся? Где ты был? — Сначала я пожил немного на даче, а потом съездил на юг. 8. Ты уже проснулся? Хорошо ли ты спал? 9. Какую отметку ты получил на экзамене? Долго ли ты отвечал? 10. Посмотри, что нарисовал наш сын. Он рисовал это специально для тебя, он очень старался. 11. Жаль, что я не пошел на это собрание. Интересно, о чем он там говорил? Ты слышал его речь? — Слышал, но ничего не понял.

11. Choose a suitable tense form.

1. The dictionary (to fall) behind the sofa a whole week ago, it still (to lie) there, no one (to raise) it yet. 2. You ever (to fall) from an upper berth in a train? I myself nearly (to fall) once as a child, but my mother (to catch) me just in time. 3. "When the sun (to rise) today? "I think it (to rise) at six. I remember that the wall-clock (to strike) six and I (to wake). It's the first time that I ever (to watch) the sunrise. 4. "You (to feed) the cat today?" "Yes, I (to feed) it two times, and he (to eat) up everything. Between the meals he also (to drink) some milk." 5. Why you (to buy) this dress? You never (to wear) such bright colours before. — Why, I (to wear) a dress like this at the fancy-dress ball, you simply (to forget). 6. Anyone of you ever (to swim) across to the other bank in this place? As for me, I (to swim) there and back many times in my younger days. 7. "You (to drive) a car with the rudder on the right side?" "Yes, I (to drive) one in England." 8. I (not

to choose) yet what book to read for my talk on home reading. The one I (to choose) at first (to be) so boring that I soon (to throw) it away. 9."All the birds already (to fly) to warm countries because it (to grow) cold here. Do you think they (to go) to the same countries to which they (to fly) last year? Someone (to tell) me it's different every year. — Maybe, he (to lie) to you. 10. When you are happy everything seems wonderful. You think that the sun never (to shine) so nicely as now, or the wind never (to blow) so gently.

12. Translate choosing 'before' or 'earlier' for the Russian 'раньше' and using the necessary tense.

1. Он всегда был такой сердитый? — Нет, раньше он был добрее. 2. Я никогда раньше не видел его таким сердитым. 3. Я раньше никогда не думал, что такое возможно. 4. Спасибо, что сказали мне. Я раньше этого не знал. 5. Ты когда-нибудь раньше здесь бывал? 6. По-моему, ты раньше носил (wear) бороду, да? 7. Я жалею, что ты мне не сказал этого немного раньше! 8. В этом возрасте мы чаще думаем о том, что происходило раньше.

▶ С глаголами **come, go** форма Present Perfect обычно означает сохранение результата в момент речи: "He has come" подразумевает "он сейчас здесь"; "He has gone away" = "его здесь нет". Форма Past Indefinite такого значения не выражает: "He came here; He went away" сообщают лишь о прошлом и не указывают, здесь ли он сейчас. Перфект глагола **to be** подразумевает, что результат не сохраняется в момент речи: "He has been here" = "приходил (уже ушел)"; "He has been to London" = "ездил (уже вернулся)".

13. Translate using Present Perfect or Past Indefinite with verbs of motion.

1. Где мама? — Она пошла в магазин. 2. Ты ходил сегодня в магазин? 3. К нам кто-нибудь сегодня приходил? — Да, утром приходил сосед. 4. Шеф (boss) пришел? — Он приходил недавно, пробыл минут пять и опять уехал. 5. Я уже два раза сегодня выходил погулять с собакой. 6. Где сын? — Он вышел погулять с собакой. 7. Он куда-то вышел, но скоро вернулся. 8. Мой сын сегодня в первый раз ходил в школу. 9. Мэри сейчас нет, она пошла в школу. 10. Ты куда-нибудь ездил на отдых в этом году? 11. Я несколько раз звонил, но тебя не было дома. Ты куда-нибудь выходил? — Да, я выходил за сигаретами.

14. Point out the resultative and durative meanings of the Perfect.

1. From my earliest childhood I've felt that something was going on in the groves of which I was not a part. 2. I suppose you are acquainted with the feeling "I have been here before". 3. Ever since then the dog has been a little tender-hearted toward an underdone steak of beef. 4. We have been given a fine performance of a remarkable play. 5. For many years I have travelled in many parts of the world. 6. People, who have tried it, tell me that a clear conscience makes you very happy (Jerome). 7. They are the most proud animals I have ever seen (Durrel). 8. You've slept long today!

15. Use the Present Perfect and define its meaning.

1. You (to be) to South America? 2. We (to be) in London for a year now. 3. I (to take) lessons in skiing, in music, and other things. I must confess I (to dislike) skiing all along. But with music it (to be) different, I (to love) it since my childhood. 4. You (to know) each other for a long time? — Oh, no, we just (to meet). 5. I (to want) to tell you that for a long time, only I always (to be) afraid. 6. Congratulations, we (to admire) your acting all through the performance. 7. How long you (to have) this car of yours? 8. Why you (to be) so sad lately? Anything (to happen) during this time? 9. Personally, I never (to respect) people with an "iron" will. Such a quality always (to seem) unnatural to me.

16. Open the brackets using the Present Perfect. Speak about the meaning of the Perfect.

The dying King Arthur saw a small boat, which was coming to the shore. A queen, dressed in black, came out of the boat and said, 'Dear brother, I (to come) for you. Where you (to be) so long?' And King Arthur said, 'My life (to come) to an end. Together with the knights (*рыцари*) of the Round table, I (to do) all that I always (to want) to do. I (to live) in this world long enough, now I shall go to the other world.'

17. Translate paying attention to different meanings of the Russian 'давно'.

1. Почему я давно не вижу вашего сына? — Он уехал на юг.
2. Это было давно, но я не забыл того, что случилось. 3. Я так

давно ее не видел, что уже забыл, как она выглядит. 4. Я видел его очень давно, так что я совсем забыл, как он выглядит. 5. Его здесь нет, он давно ушел. 6. Как давно вы знакомы? 7. Как давно вы познакомились? 8. Петр ушел? — Давно уже ушел. 9. Я давно уже хочу поговорить с тобой об этом.



When “since” denotes the starting point of a duration, it is followed by the Simple past (“I have known him since we **moved** to this part of the town”); when it denotes the duration itself, the Present Perfect is used in both clauses (“I have known him since I have lived in this town”). Although other uses also occur, as in “It’s years since I have heard the term” (Steinbeck), it is still better to follow the more stable choices mentioned.

18. Choose Present Perfect or Past Indefinite with “since”.

1. I (to know) him since he (to come) to our town. 2. We (to know) each other ever since we (to live) in this place. 3. He (not to read) a single book since he (to drop) his studies at University. 4. I doubt whether he (to read) a single book since he (to be) a student here, at our faculty. 5. What you (to be engaged) in since we (to part)? 6. What you (to occupy) yourself with since we (not to see) each other? 7. He (to be) sad ever since his friend (to leave) the town. 8. He (to be) sad ever since his friend (to be) away. 9. Ever since I (to know) him, he always (to be) a true friend to me. 10. I (to learn) a great deal since I (to study) at this university. 11. How long (to be) it since you (to graduate)? 12. You (not to change) much since we (to meet) last. 13. He seldom (to have) any visitors ever since he (to be) confined (*прикован*) to bed.

19. Open the brackets using the Present Perfect or Past Indefinite.

A. One day the Giant (to go) to visit his friend, another Giant, and he (to stay) with him for seven years. When he (to return) home, he (to see) some children playing in his garden. ‘This is my own garden, and I will not allow you to play here,’ he said angrily. ‘Of course, I (not to be) here for a long time, but it does not mean that the garden (to become) yours!’ The children said, ‘Oh, please, we (to be) so happy here all this time! We (not to do) any harm to your garden’. But the Giant was very selfish, and he (to build) a high wall round it. Soon the Spring (to come), and with it (to come) birds and flowers, but in the garden of the Selfish Giant there (to be) snow and a cold wind. People (to say), ‘Spring (to forget) this garden’. The Giant himself never (to

go) out of his garden, so he (to think) that it (to be) still winter everywhere. 'I cannot understand why the Spring (not to come) yet', he said, 'Something (to go) wrong with the weather'.

But one morning a little bird (to fly) into the garden, and (to begin) to sing a spring song. Then the frost and the snow (to disappear), and the cold wind (to stop) blowing. 'Oh, the Spring (to come) at last,' said the Giant and looked out of the window. In every tree (to be) a little child, and there (to be) flowers everywhere. Only in one corner it (to be) still winter. A little boy (to stand) there near a tree which (to be) all covered with snow. 'Climb up, little boy!' (to say) the tree. But the boy was so small that he (can) not reach up to the branches of the tree. And the Giant's heart (to melt) when he (to see) it. 'How selfish I (to be)!' he said. 'Now I know why the Spring (not to want) to come here! I am so sorry for what I (to do)!'

When he (to go) out into the garden, the children (to see) him and they all (to run) away, and winter (to return) to the garden again. Only the little boy (not to run) away. The Giant (to take) him gently in his hand and (to put) him up into the tree. And at once the tree (to begin) to blossom, and the birds (to come) and (to sing) on it, and the child (to stretch) out his two arms to the Giant and (to kiss) him. And the other children, when they (to see) that the Giant (to be) not wicked any longer, (to come) back, and with them (to come) the Spring. 'Now the garden (to become) yours, children', said the Giant, and he (to knock) down the high wall. 'But where is the little boy whom I (to put) into the tree?' asked the Giant. 'We don't know', answered the children. 'He (to go) away' 'You must tell him to come tomorrow,' said the Giant. But the children said, 'We don't know him. We never (to see) him before'. And the Giant (to feel) very sad after that. (after O. Wilde)

B. My first impression is that every intelligent Russian (to be) in America and (not to like) it there. To get to and from the Russia I (to travel) through France, Germany and Poland. In each of these countries I (to be received) with some sort of official welcome. But in every case the official or deputation advancing to receive me (to be) shoved aside by an enthusiastic American. You Americans make yourself at home everywhere. It is such a pleasant surprise for me when I think that I (to give) my hand to a native king, or a president, to find that I (to be embraced) by one of dear old Uncle Jonathan's nephews, who (to be) only two hours longer in the country than myself. Mind, I'm not complaining. (after B. Shaw)

20. Translate using Present Perfect or Past Indefinite to express duration.

1. Он только что приехал из Киева, где прожил много лет.
2. Он много лет жил в Киеве, а потом вернулся в Москву.
3. Толстой всю жизнь боролся со своими страстями (*passion*), но так и не одержал победу.
4. Я всю жизнь думал, что счастье не существует, а оно, оказывается, всегда было со мной рядом.
5. Дон Кихот (*Don Quixot*) так и не нашел свою Дульсинею, хотя искал ее всю жизнь.
6. Она встала и вышла, а он еще долго сидел, размышляя обо всем.
7. Мы долго тебя ждали, но потом поняли, что ты не придешь, и решили пойти домой.
8. Он болеет уже неделю, а никто из нас к нему еще не ходил.
9. Помню, я тогда болел больше месяца, и никто из вас ко мне ни разу не пришел.
10. Я в Москве с 1960 года, а до этого всю жизнь жил в Киеве.

Perfect Forms Referring to the Future

1. Open the brackets using the Future Perfect or the Present Perfect to express priority to a future moment.

1. By this time tomorrow I (to arrive) in London already.
2. Are you sure you (to come back) by seven?
3. The teacher says he (not to check up) all the test-papers by tomorrow yet.
4. 'If any one of you (not to write) the composition before the bell goes, you will have to hand it in unfinished.' 'Well, I am afraid I really (not to do) mine by that time yet.'
5. There's no point in sending her a letter, she (to leave) the place long before our letter reaches her.

2. Open the brackets using the Present Perfect; retell the jokes.

A. The judge asks the accused (*обвиняемый*), "Well, young man, do you admit (*признавать*) that you (to steal) the money?" The man replies, "Your Honour, I'll be able to answer your question only when I (to hear) all the evidence (*улики*)".

B. The parents of a boy who was fond of painting once invited a famous artist and asked him, "What do you think of the pictures that our son (to paint)?" He answered with a smile, "I'm sure his pictures will hang in the British museum long after people (to forget) about Rembrandt and Rubens". And then he added, "But not until they (to forget) those artists".

► If the verb is durative, non-terminative (*непредельный*) (e.g. *sit, stand, live, love, know, wait*, which express duration without any completion), its Perfect has only a durative (not resultative) meaning. This form is needed if we want to show that the duration of the action is completed: *When I have basked in the glories of what I have done for the world of rice, I shall survey the sorgum field (A. Wilson) (= after I have enjoyed it long enough)*. Non-durative, terminative (*предельные*) verbs (*begin, stop, finish, get, take, give, throw, jump*) already express a completed action, so the use of the Perfect is not necessary (but possible as an emphatic variant) when the completeness is expressed by a conjunction: *I'll call you after/ when I finish / have finished the work; I'll wait until he comes / has come; I returned / had returned before he went / had gone away*.

3. Choose a suitable tense with durative and non-durative verbs.

1. I'll talk to you after I (to have) some rest. 2. You will understand everything after you (to hear) all the facts. 3. You will certainly feel better when you (to walk) a little in the open air. 4. He always behaves like that when he (to have) a drink. 5. He always behaves so when he (to get) drunk. 6. You are sure to change your opinion of the North when you (to travel) about it long enough. 7. When she (to do) reading the letter, ask her a question. 8. He is always in a bad mood after he (not to sleep) enough. 9. You will be able to have some rest after the children (to fall) asleep. 10. The air will be much fresher after it (to rain).

4. Translate.

1. Я позвоню тебе, когда закончу работу. 2. Ты легко всему этому научишься, когда немного потренируешься. 3. Я дам тебе другую книгу после того, как ты вернешь мне эту. 4. Я смогу сказать что-нибудь, только когда осмотрю больного. 5. Мы сможем сказать что-нибудь определенное только после того, как больной побудет в больнице неделю. 6. Сообщи мне, как только получишь от него письмо. 7. Я всегда начинаю нервничать, когда от тебя долго нет писем. 8. Вы не сможете туда войти, пока не покажете пропуск (pass). 9. Вы будете входить без пропуска, когда немного здесь поработаете.

The Past Perfect

▶ The Past Perfect expresses priority to some past moment that is given in the context, as, for example, in indirect speech (*He said he had never been there*), or when there are words in the context which specially stress priority (*By that time the sun had already set*), or in cases where without this tense priority would not be expressed: *We talked about the books that we had read* (as different from 'We talked about the books that we usually read').

1. Turn into indirect speech, beginning the sentences with:

a) I didn't know that...

1. Your father has been to England twice. 2. You haven't had any lunch yet. 3. They have never met before. 4. They met just a day ago. 5. There has been a terrible accident here. 6. There was an accident there last week. 7. Mary never read those books as a child. 8. The boy has never seen a camel till now. 9. You have worked at this book for so many years. 10. My friend often wrote poetry in childhood. 11. The play was a great success once. 12. All this happened quite by chance.

b) He wondered ...

1. Where have you been all this time? 2. What has happened to your voice? 3. Has Peter found his dictionary? 4. Who gave you this book? 5. Has anyone told you about it? 6. From whom did you get all that information? 7. Which of you has written this? 8. What have you been so worried about lately? 9. How long did the journey take you? 10. Have you really waited for me so long? 11. What did you answer to this? 12. What have you done that for? 13. How much snow was there last year? 14. Has there been any snow lately? 15. Has it snowed much this winter? 16. Did it snow last week?

2. Turn into indirect speech. Retell the stories.

A. When a new prisoner arrived, the director of the prison asked him, 'What crime did you commit, young man?' The man answered, 'Oh, I didn't do anything. I only stole a piece of rope'. 'But why has the Judge given you three years' imprisonment for a rope?', the director wondered, 'Was it a very expensive rope?' 'No, it wasn't', the man answered. 'Where did you find it?', the director inquired? 'I found it in a field', the prisoner replied. The director asked again, 'Was the rope tied to anything?' 'Yes,' said the thief, 'it was tied to a cow.'

B. A young pianist said to his music teacher, 'I have played this Beethoven sonata so many times that I have got quite tired of it'. To this the professor remarked, 'I'm afraid that the sonata has grown much more tired of this process'.

3. Put the verbs in brackets in the Past Perfect.

1. The seven kids opened the door to the wolf because the wolf (to change) his voice so that it sounded like their Mother's. 2. Mother Goat could not find six of her kids because the wolf (to be) in the house and (to eat) them. There was only one kid under the bed whom the wolf (not to find). 3. Cinderella couldn't remember where she (to lose) her glass-slipper. 4. The woman whom Cinderella's father (to take) as his new wife hated the girl. 5. In the end the silly dog lost the bone that it (to find) on the road. 6. The Fox quickly picked up the cheese which (to fall) from the tree. 7. Granny could not get up from the bed because she (to get) ill. 8. The Elephant's Child could reach the high branches now that his nose (to grow) very long. 9. Johnny-Cake was sure that he would run away from the fox, because he already (to run) away from the bear and the wolf. 10. Mark Twain was thinking about how he could return the three dollars that he (to borrow) from a friend.

4. Open the brackets; retell the jokes.

A. A young man who just (to return) from his travel in Africa was showing his girl-friend the skin of a lion that he (to kill), and she asked to tell her how he (to do) that. He said that he (to hear) a terrible roar one night, so he looked out of the window and saw a lion who (to come) close to his house. He quickly took a gun and shot the lion just in his pyjamas. The story impressed the girl greatly, only she couldn't understand how the lion (to get) into the man's pyjamas.

B. One day Isaak Newton asked a friend to lunch, but as he was very absent-minded, he soon forgot that his friend (to come), and continued working. The visitor understood what (to happen), and, just for a joke, he ate up all that the servant (to bring) for them two. When Newton at last appeared in the dining-room and saw the empty plates, he decided that he simply (to forget) that he already (to have) his lunch, and so he returned to his work.

Priority to a past moment does not necessarily require the use of the Past Perfect. If the actions are presented in succession, no Perfect form is needed (*He waited long, and at last she came; He waited long but she did not come / never came*). With the conjunctions *until, till* the actions are usually presented in their natural succession, so the Past Indefinite is normally used in the main part (*He waited long until she returned*), whereas the Past Perfect is possible (for emphasis) in the dependent part: *He waited long until she had gone / until she went away*. With the conjunctions *when, after, before* the Past Perfect is mostly required for non-terminative (*непредельные*), durative verbs (*live, be, have, love, sleep, wait*) if we need to express priority and completeness of the duration (*When / after he had had some tea, he felt a little better*). For terminative (*предельные*), non-durative verbs, the Perfect and Indefinite tenses with these conjunctions are quite interchangeable, because the time relations are clear in any case: *When (after) the landlady had left / left, we spoke more freely; I decided / had decided to locate the seals before they had left / left the peninsula*. Note, however, the tense in constructions like *He had hardly entered when he saw a stranger*, where priority and completeness are specially stressed (*when* means here *by the moment when*).

The general principle is that, whenever priority is expressed by the context so that there would be no misunderstanding of time relations, the Perfect and non-Perfect tenses are easily interchangeable; cf. *It was the first word she had uttered since I came into the room — Martin knew that she had shed tears since he had last seen her; Martin realized suddenly that while Myrtle had been talking, he had not been listening — He discovered that someone had shut the windows while he was day-dreaming; He couldn't tell her that it was just the opposite of what he had expected — Roy looked over the northern country until he saw what he expected to see*.

Priority can be expressed by the Past Perfect (as well as by the Past Indefinite) when specific past time is indicated (*when, on that day, etc.*), e.g. *He said it with the same mockery in his voice that Lanny had heard when he had spoken to the old preacher that first night; He remembered the fourth of July, the time he had broken his leg in baseball; He remembered stealing a shell from a neighbour when he was ten. When, later, suspicion had been cast upon him, he had smashed the shell. And often, when he had been looking at Parker's collection of stamps, he wondered...* (the non-Perfect forms are just as possible in all these cases).

Note also that no "sequence of tenses" is required if the actions obviously belong to different situations: *Carrington wandered round looking pathetically like a small boy who has been scolded; The difference, which I had been blind to a moment before, was so obvious when he pointed it out, that I have despised myself ever since for not seeing it*.

5. Use the Past Indefinite for succession of actions and the Past Perfect when the succession is broken.

1. We (to look) for the house for a long time but (not to find) it. 2. Mother Goat (not to find) her kids in the house: the wolf (to eat) them. 3. When Mother Goat (to come) back home, she (not to find) her kids. 4. He (to reach) the place but (not to see) his house: it (to fall) down. 5. The girl (to look) for the lost kitten very long until she (to find) it. 6. Suddenly the dog (to run) away, and its master (to go) to look for it in the forest. 7. The man went to the forest to look for his dog: it (to run) away. 8. When darkness (to fall), everything (to become) quiet. 9. Everything was quiet now: darkness (to fall). 10. I started asking my friend about it, but it was useless: he (to forget) everything. 11. No sooner he (to leave) the house than the earthquake (to start). 12. As soon as he (to get) into the carriage the train (to start) off. 13. By the time we (to reach) the station, our train (to go). 14. He said they (to be) friends ever since they (to meet).

6. Choose the Past Indefinite or the Past Perfect.

A. That summer I (to go) to live in my friend's house, which (to stand) in the wood, on the bank of a narrow stream. One night my dog (to wake) me: he was running about the room nervously, and I couldn't understand what (to happen). I (to think) that he (to want) to go out, so I (to open) the door for him. I hardly (to do) so when the dog (to run) out and (to disappear) in the wood. I (to wait) for a long time, but he (not to come) back. The air (to be) very still, and I (to listen) for some time, but (not to hear) any sounds anywhere. I (to walk) about the wood for a long time until I (to reach) the stream, and still I (not to see) him. Then I (to decide) to return, as I (to hope) that the dog already (to get) back home.

Suddenly I (to feel) that the earth under my feet (to begin) to shake, and I (to fall) on the ground and (to lose) my senses. By the time I (to come) to my senses, the shaking (to stop). I (to get) up and (to walk) back until (to reach) our house. But, to my horror, I (to discover) that the house (to fall) down, and it (to be) now just a heap of rubble (*груда камней*). Now I (to realize) that there (to be) an earthquake (*землетрясение*). It (to become) clear to me now why my dog (to be) so nervous: he (to feel) the earthquake long before it (to happen). I (to feel) extremely thankful to my dog, because he actually (to save) my life.

B. Suddenly Alice (to see) a little table, on which there (to be) a golden key. She (to take) it and (to walk) round the room, and then she (to see) a little door that she (not to notice) before. Alice (to open) the door and (to try) to get through it, but it was too small. She (to return) to the table, and this time she (to find) a little bottle on it, which, she was sure, (not to be) there before. Alice (to read) the words 'Drink me' written on the bottle. At first she (to be) afraid to drink it: she (to read) many stories about children who (to die) because they (not to notice) the words 'Poison!' on the bottle. But on this bottle Alice (not to find) the word 'Poison!', so finally she (to drink) a little, and, as it (to taste) very nice, she very soon (to finish) it off. At once she (to notice) that she (to become) very small — she was now only two inches high. She (to think) that now she (can) get through the little door, but she (to forget) to take the golden key from the table, and the table was now too high for her.

Then her eye (to fall) on a little box under the table, in which there (to be) a small cake with the words "Eat me". Alice (to taste) the cake and (to like) it, and (to go) on eating until she (to finish) it off. Suddenly she (to find) that she (to grow) so big that she (to be) unable to see her feet: she (to be) now nine feet high, and (can) not get through the little door out of the room. Alice (to begin) to cry, and after some time she (to notice) that she (to be) already up to the chin in salt water. At first she thought that she (to fall) into a sea, but soon she (to realize) that it was only a pool of tears which she herself (to weep). She (to swim) to the shore. (after L. Carroll)

C. 1. Mr. Wood said he not (to lose) his respect for the fighting qualities of his rival. 2. I soon got to know any customers who (to enter) the shop. 3. It was a disappointment to learn that the lady (to go) away for ever. 4. She was trying to remember where she (to hear) that vaguely familiar voice, and how long before that (to be). 5. He was now seriously worried about his dog, which (to vanish) into thin air so suddenly. 6. And now he greeted people he never (to meet), with the feeling that he (to know) them well and (to talk) to them many a time before. 7. Only much later did I understand some things to which I (to be) absolutely blind all that time.

D. 1. He (to remember) this just before his attention was distracted by something else. 2. After he (to go), Arthur grumbled for the whole half hour it took him to get to bed. 3. We (to watch) him for a few moments in some anxiety, but when we heard the breathing restart we tiptoed from the room. 4. He stood motionless long after she (to disappear).

5. That doctor (to write) out the recipe for this and (to give) it to my mother a year or two before she (to die). 6. After they (to leave) the room together, he thought he heard a soft voice singing. 7. She (to go) straight to bed and (to sleep) right through until morning (to come). 8. He (to walk) there for perhaps five minutes when he heard an unmistakable sound. 9. When she (to catch) up with him, the elderly man (to pause) for a short while before speaking. 10. She (to wait) for him to finish and then, as he was about to sit down, (to embrace) him. 11. They resumed their work after they (to sleep) a little. 12. I went to bed when my dog (to do) his duties and (to have) his biscuits and (to consume) his usual gallon of water. 13. He said he seldom (to have) any visitors ever since he (to be) confined to bed. 14. He complained that he never (to see) anyone ever since he (to stop) going out.

7. Translate using the Indefinite or Perfect past tense.

1. Ты мне когда-то говорил, что раньше жил в Крыму, разве не так? 2. Я чувствовал, что он на меня сердится, но не мог понять, что случилось. 3. Он сказал, что с утра еще ничего не ел, а только выпил несколько чашек кофе. 4. Я не знал, что ты уже давно дома. 5. Я думал, что он ждет меня, а оказалось, что он давно ушел. 6. Совсем рядом с деревянной протекала (to flow) река, которая весной все время затапливала (to flood) берега, пока там не построили плотину. 7. До того, как построили эту плотину, река весной постоянно затапливала деревню. 8. Прежде, чем он выходил из дома, он всегда проверял, выключил ли он газ и свет. 9. Все это случилось уже после того, как мы уехали. 10. Он всегда плохо себя чувствовал после того, как не спал ночью. 11. Было ясно, что он ничего не скажет, пока не дочитает письмо до конца. 12. Я был уверен, что привыкну к этим людям, когда поживу с ними некоторое время. 13. Он сказал, что купил этот словарь, когда был в Лондоне. 14. Гаррис вскочил с кровати и попал в таз с водой, который его приятели поставили у кровати, пока он спал.

The Perfect Continuous (Progressive) Tenses

The Present Perfect Continuous

1. Open the brackets using the Present Perfect Continuous.

1. How long have you been learning English? — I (to do) it for two years now. 2. What has Peter been doing these two weeks? — He (to get) ready for his exams. 3. What have they been discussing all this time? — I think they (to talk) about their plans for the summer. 4. Have you been waiting for me all this time? — Yes, but I (to read) something interesting. 5. Has it been raining here all this week? — Oh, it (to pour) with rain! 6. What books have you been looking through so long? — I (to try) to find something to read on the train. 7. Have they been building their country cottage all summer? — Well, they actually (to repair) it. 8. Where has Peter been hiding himself all this time? — He (to stay) with some friends.

2. Begin with 'She wonders' using indirect speech.

1. How long has your friend been learning English? 2. Why have you been avoiding me lately? 3. Have your students been making much progress this term? 4. What have you been worrying about so much all this week? 5. Since when has your daughter been dating that young man? 6. Has it really been raining all week here? 7. What grammar material have you been studying this month? 8. What has been happening here for the last few years? 9. What have you been writing with if you haven't a pen or pencil? 10. How long has all this trouble been going on?

3. Use the Present Perfect Continuous; retell the jokes.

A. "Is John thinking of marriage?" a friend asks John's mother. "Oh, I don't think so", his mother answers, "because he (to study) for a bachelor's degree all this time".

B. "I am sure you should marry John. He really loves you", the father said to Mary. "How do you know that?", she asked. "Well, I (to borrow) money from him for a long time, and he still keeps coming to see you".

C. "Women are such liars!", a man says to his wife. "A woman always says she (to shop) when she hasn't bought anything" "But men

are no better”, his wife retorted, “A man says he (to fish) when he hasn’t caught anything”.

D. “Are you sure, doctor, that this is a good remedy (*средство*) for my illness?” the patient asks. “Of course I am”, the doctor replies, “One of my patients (to use) it all his life, and he has never asked me for another”.

E. A man asks his friend after a long monologue, “Haven’t I tired you with my problems?” “Oh, don’t worry”, the other man answers, “I (to think) of my own problems”.

4. Choose the tense form.

1. I already (to finish) the play which I (to translate) all these months. 2. My father (to write) a new textbook now. He (to work) at it for three years. 3. You (to look) tired. You (to work) hard lately? 4. I (to think) about this problem ever since we (to discuss) it with you. 5. All this time I (to try) to remember how long it (to be) since you (to finish) high school. 6. I (to feel) much better ever since I (to start) taking this wonderful medicine. 7. I (to feel) much worse ever since I (to take) this awful medicine. 8. I clearly see that I (to change) constantly all this time while I (to stay) here with your family. 9. Is this something new that you (to wear)? — Oh, no, I (to wear) it for a few months now. It’s strange that you (to notice) suddenly what I (to wear).

5. Translate.

1. Мы с вами не виделись с тех пор, как я переехал в другой район. Чем вы все это время занимались? 2. Он в последнее время такой хмурый. Я все время пытаюсь узнать, что с ним случилось, но он молчит. 3. Я давно жду случая поговорить с тобой. Почему ты в последнее время меня избегаешь? 4. Что ты здесь делаешь? — Жду Петра. — Давно ждешь? — С утра. — И он не приходил? — Говорят, он приходил час назад, но я его не видел. 5. Мы не видели друг друга с тех пор, как вы уехали из нашего города. Что вы делали все это время? 6. С тех пор, как он переехал в наш район, мы встречаемся с ним каждый день. 7. Наконец-то ты пришел! Где ты был все это время? — Так вы ждали меня здесь? А я вас ждал совсем в другом месте. 8. Я весь день сегодня ищу тебя, где ты был? 9. Я вчера весь вечер искал ваш дом, но так и не нашел. — А мы ждали тебя до полуночи. 10. Наконец-то я тебе дозвонился (to get smb. on the phone). Я звоню с трех часов. — Как

странно, Я весь день дома. Думаю, что-то случилось с телефоном. 11. Обычно я делаю такой перевод за полчаса, а над этим текстом я работаю уже два часа и пока не закончил, все еще перевожу. 12. Я не могу вспомнить, где мой журнал. — Он у меня (to keep) уже неделю. — А я всю неделю его ищу у себя дома. Как он к тебе попал (to get)? — Ты же сам мне его дал, ты забыл? 13. В последнее время ты пишешь диктанты гораздо лучше; раньше ты делал очень много ошибок. — И правда, я делаю меньше ошибок с тех пор, как стал больше читать по-английски дома.

6. Choose the Present Continuous, The Present Perfect or the Present Perfect Continuous.

1. Meanwhile the third man, who (to fasten) the boat for the last ten minutes, and who (to spill) the water down his sleeve, and (to curse) away to himself steadily all this time, wants to know what you (to play) at and why the tent isn't up yet. At last, somehow or other, it does go up. 2. Rainwater is the chief article of diet at supper. The bread is two-thirds rainwater, and the jam, and the butter, and the salt, and the coffee all (to combine) with it to make soup. 3. Then you go to bed and dream that an elephant (to sit down) on your chest, and that the volcano (to explode) and (to throw) you down to the bottom of the sea, and that the elephant still (to sleep) on your bosom. You wake up and grasp the idea that something terrible (to happen). You feel as if thousands of people (to kick) you all this time. "What (to happen)?" "The bally tent (to blow) down". (after Jerome)



The Perfect Continuous is usually inclusive (the duration continuous until the present moment and includes it) when the period of time is lexically expressed: *I have been doing this work since morning* (ср. "делаю"). It is often exclusive (the duration goes up to the moment of speech, but does not include it) when the period of time is only implied: *You look quite tired, what have you been doing?* (= *all the time before now, but not now any more*; ср. "делал"). In many cases this difference is not clear or important; e.g. *I haven't seen you since last week. What have you been doing all this time?* (ср.: "делал" или "делаешь").

7. Translate and point out inclusive and exclusive uses of the Perfect Continuous.

1. Почему ты так устал? — Я бегал по саду для тренировки. 2. Давно ли ты учишь язык? 3. Почему вы оба такие взволнован-

ные? — Мы тут спорили. 4. Где вы были все это время? — Мы просто гуляли. 5. Я здесь так давно работаю, что всех уже знаю. 6. Почему комната в таком беспорядке? — Здесь играли дети. 7. Что с тобой? Ты плакала? — Нет, резала лук. 8. Он шлет письмо за письмом уже два месяца, а ответа пока еще не было. 9. С тех пор как он увидел настоящий самолет, он только и мечтает об авиации. 10. Опять ты смотрел телевизор, и не сделал уроки! 11. Мы с ним видимся почти каждый день все эти годы, но ни разу как следует не поговорили.

8. Open the brackets using Present Perfect Continuous or Present Perfect.

When the three Bears returned home and came up to the table, Father Bear roared angrily, 'Somebody (to eat) from my plate!' And Mother Bear cried, 'Somebody (to taste) my porridge!' Then Little Bear looked at his plate and squeaked, 'Somebody (to eat) my porridge, and (to eat) it all up!' When they looked at their chairs, Father Bear roared angrily, 'Who (to sit) in my chair?' And Mother Bear cried, 'Who (to use) my chair?' And Little Bear looked at his broken chair and squeaked, 'Who (to sit) in my chair and (to break) it?'

Then the bears entered the bedroom and Father Bear roared angrily, 'Somebody (to lie) in my bed!' And Mother Bear cried, 'Somebody (to use) my bed!' And then Little Bear looked at his bed, he saw the girl sleeping there, and he squeaked, 'Somebody (to lie) in my bed, and she is still here!' And the girl woke up, saw the Bears, and ran out through the window.

Verbs that have no Continuous form (*see, hear, know, like, love, etc.*) express duration until the present moment by means of the Durative Perfect (*I have loved music since childhood*). The non-continuous form of Perfect is also used in negative sentences (*I have not slept for two days now*). Verbs that can have the Perfect Continuous are usually used in the Perfect (non-continuous) form when the durative action is already over, and the action will not continue (exclusive meaning). In this case the context often contains or implies words like "enough": *Get up. You have slept more than enough* (as different from *How long has the baby been sleeping?*, which usually implies that the action is still going on now).

9. Translate using the Perfect durative or the Perfect Continuous.

1. Сколько лет вы здесь работаете? — Более десяти. 2. Мне жаль бросать эту работу, я здесь проработал более десяти лет.

3. Пора идти, мы ждали достаточно долго. 4. Где же ты был все это время? Я жду тебя уже час. 5. Очень трудно навсегда уезжать из своего дома, в котором ты прожил столько лет. 6. Как странно: я все эти годы тебя разыскиваю, а ты, оказывается, все время жил совсем рядом. 7. Всю жизнь я искал удовольствий, а теперь они мне уже не нужны. 8. В чем дело? Мы ходим по лесу два часа, а еще не нашли ни одного гриба; куда они все исчезли? 9. Пора домой, мы уже погуляли более, чем достаточно. 10. Он лучше играет в теннис, так как много тренируется в последнее время. А я не играл уже полгода.

The Past Perfect Continuous

1. Use indirect speech beginning with:

a) **He said ...**

1. He has been doing this translation for two hours. 2. I think the children have been sleeping too long. 3. It has been raining since last night. 4. I have been practising the piano a lot lately. 5. I am afraid my guests have been waiting so long. 6. Somebody has been eating from my plate. 7. The rain has been pouring all day. 8. I realize that I have been studying too hard this month. 9. Something has been going wrong with Peter lately. 10. They have been trying to find some way out, but have not achieved any results yet.

b) **He wondered ...**

1. What have you been reading lately? 2. Has it been snowing here very long? 3. Since what time have you been learning Greek? 4. Have you been reading anything interesting lately? 5. Who has been sleeping in my bed? 6. How long have your relations been staying with you? 7. Why have they been working so hard all these years? 8. Has anything good been happening to you lately? 9. How long has all this been going on? 10. What has Peter been telling you?

2. Translate using the Past Perfect or the Past Perfect Continuous.

1. Когда я позвонил, он сказал, что давно ждет меня и уже решил уходить. 2. В конце концов она решила покинуть дом, где прожила столько лет и была так счастлива. 3. Когда мать спросила сына, где он был, он ответил, что играл в футбол с друзьями. 4. Дождь, который лил с утра, прекратился к полудню, но еще

дул сильный ветер и небо было покрыто темными тучами. 5. В тот день мы решили пойти на выставку картин, которые привезли из Дрездена. Долгое время о них не было ничего известно, они лежали где-то в подвалах (cellar), пока их не нашли. 6. Вскоре мне пришлось отложить работу, которую я делал до этого, хотя я почти ее закончил. 7. В октябре 1917 года Ленин заявил, что революция, о необходимости которой так долго говорили большевики, наконец, совершилась (to take place). 8. Только вечером они нашли ключ, который искали весь день. 9. Все его спрашивали, но он и сам не мог объяснить, что происходило с ним все это время, почему он так долго не посещал занятия, где он был, о чем размышлял и т.д.

3. Choose the Past Perfect or the Past Perfect Continuous.

There were four of us — George and Harris and myself and Montmorency. We were sitting in my room, smoking, and talking about how bad we (to feel) lately. Harris and George said they often felt so giddy that they couldn't remember later what they (to do). I said that, with me, it was the liver. I knew that something was wrong with my liver, because I just (to read) about the symptoms by which a man could tell that something (to go) wrong with his liver. I had all those symptoms.

It was a strange thing: after I (to read) something about any illness, I always found that I really had it, that I (to suffer) from it for a long time, or even all my life. I went to the library one day to read about some illness, which I thought I had. Before I (to read) a few words about it I knew that I (to suffer) from it since my childhood. I got interested in my case and began to read the medical book in alphabetical order, and when, at last, I (to come) to the letter Z, I was sure that I had all those diseases, and that some of them I (to have) for a long time already.

Then I tried to feel my pulse. I could not feel any pulse at all until, quite suddenly, it (to start) beating very fast: a hundred and forty seven to the minute. I tried to feel my heart. I could not feel my heart: it (to stop) beating. Later I realized that my heart (to be) in its place all the time, and it (to beat), but at that moment I did not feel it beating. I tried to look at my tongue with one eye, and I saw only the tip, and it was very red. So I felt quite sure that I had scarlet fever. I (to walk) into the reading-room a happy, healthy man. But after all that I (to read) there, I crawled out a complete wreck. (after Jerome)

Revision Exercises on Tenses

1. Translate.

I. Мы выйдем из дома, только когда дождь совсем перестанет. 2. Я не скажу тебе ничего, пока не получу разрешения. 3. Не начинай работу, пока как следует не отдохнешь. 4. Я уйду отсюда, только когда все от тебя узнаю. 5. Я поговорю с тобой об этом, когда немного посплю. 6. Пока ты будешь обедать, я буду гладить белье. 7. Пока ты будешь спать, я сделаю домашнее задание. 8. Я кое-что тебе скажу, если ты пообещаешь держать это в секрете. 9. Петр даст тебе эту книгу, если попросишь. 10. После того, как урок закончится, мы пойдем в кино. 11. Я не знаю, когда он вернется, и вернется ли вообще. 12. Он не уверен, поедет ли он в Англию и когда это будет, если он поедет. 13. Он вечно все забывает и сам постоянно жалуется на память. 14. Наконец-то завтра воскресенье, я буду отдыхать весь день.

II. 1. Нина сказала, что скоро вернется, и ушла. 2. Я спросил, будет ли завтра дождь. 3. Она не знала, когда придет с работы отец, но решила подождать, пока он вернется. 4. Я боялся, что если он увидит меня здесь, то будет сердиться. 5. Мы спросили директора, когда начнутся экзамены. Директор сказал, что мы узнаем о своих отметках, только когда весь класс закончит сдавать экзамен. 6. Мы решили, что если не будет дождя, мы поедем за город. 7. Он сказал, что не уйдет, пока все не узнает. 8. Она сказала, что даст мне эту книгу, если я пообещаю, что скоро ее верну.

III. 1. Где ты был на перемене? — Мы писали контрольную. 2. Мы вчера три часа писали контрольную, и к концу все очень устали; думаю, я сделал там много ошибок. 3. В тот день у него было много дел. Он работал весь день и закончил только к вечеру. Он очень устал, но был доволен, что сделал так много. 4. Бальзак всю жизнь описывал богачей, а сам жил в нищете. 5. Спектакль давно закончился, а мы еще долго сидели и размышляли о том, что видели. 6. Ты не слышал, о чем он говорил на собрании? — Слышал. Он произнес большую речь, так долго говорил, что я чуть не уснул. 7. Пока я делал уроки, мать готовила ужин. 8. Пока я делал уроки, мать приготовила ужин. 9. Что ты делал в субботу? — Весь день играл в футбол. 10. Мы весь день играли в футбол, а потом пошли в кино, и пожалели об этом: фильм был скучный, играть в футбол было намного интереснее. 11. Значит, ты так и не

нашел наш дом? — Так и не нашел, хотя искал его весь вечер. 12. Великий художник работал над картиной много лет и закончил ее, когда был уже стариком.

IV. 1. Петр здесь? — Он приходил сегодня, но уже ушел. 2. Так ты уже сходил в магазин? Как быстро ты это проделал. И что же ты купил? 3. Я уже много раз просила тебя рассказать мне, что случилось с тобой в Лондоне. Почему ты мне не рассказываешь? 4. Обо всем этом он мне рассказал на том вечере. 5. У вас такой испуганный вид. Что они вам сказали? 6. Вам кто-нибудь говорил, что вы очень красивы? 7. Ты видел сегодня Петра? — Да, видел в столовой. 8. Я всего один раз был на море и пробыл там только неделю. 9. Кто это на фото? — Это человек, который убил Леннона.

V. 1. Я с детства люблю музыку. Когда-то я несколько лет учился играть на рояле, но уже давно это забросил и сейчас забыл все, чему научился. 2. Вы давно ее знаете? — С детства. — Я тоже ее когда-то знала, но мы давно поссорились и с тех пор не встречаемся. 3. Я много думал об этом в последнее время и понял, что он поступил правильно в этой ситуации. Он сделал все, что было необходимо. 4. Я много в жизни путешествовал, бывал в разных частях света, встречался с разными людьми. Я даже разговаривал с Циолковским, он рассказывал мне о своих проектах. Мы проговорили больше часа. 5. Что за странный дом! Весь вечер кто-то выбрасывает кошек из окон!

VI. 1. К тому времени, как мы добрались до дома, дождь уже кончился. 2. Как только мы пришли домой, пошел дождь. 3. Поезд уже ушел, когда я приехал на станцию. 4. Когда я проснулся, солнце еще не встало, и было темно. 5. Я вошел в зал, когда лекция уже началась. 6. Я не входил в аудиторию, пока лекция не кончилась. 7. Когда часы пробили двенадцать, Золушка выбежала из дворца, но споткнулась на лестнице и потеряла хрустальную туфельку. 8. Я отдал ему книгу только после того, как дважды ее прочитал. 9. Он долго об этом размышлял, пока, наконец, не понял, в чем дело. 10. Перед тем, как он вышел из комнаты, он проверил, все ли выключил. 11. До того как началась война, мы много лет жили в Ленинграде, потом переехали сюда. 12. Уже совсем стемнело, когда я подошел к дому: солнце зашло, а луна еще не появилась.

VII. 1. Я спросил его, давно ли он стал заниматься языком и какие сделал в нем успехи. Он ответил, что учит язык давно, но мало чему научился. 2. Как странно! Мне казалось, что ты давно

все знаешь. 3. Я обдумывал то, что он мне рассказал; я сам давно это подозревал, но все оказалось еще хуже, чем я ожидал. 4. На днях я случайно встретил старого школьного друга. Мы не виделись лет десять; он очень изменился за это время. Оказалось, что он давно хотел разыскать меня, но у него все не было времени. 5. Он всем нам очень нравился, хотя мы знали его еще совсем недолго. 6. Он нам всем сразу понравился, но, к сожалению, он проработал с нами совсем недолго и ушел. 7. Я знал его еще очень недолго и поэтому не был в нем полностью уверен. 8. В комнате было душно и темно: там давно никто не жил. 9. Я открыл дверь и заглянул внутрь: все еще писали контрольную, только один студент уже сдал работу, хотя прошло уже два часа. 10. Дождь шел уже два часа, и я надеялся, что он скоро кончится. Но я прождал еще час, пока, наконец, не появилось солнце. 11. Обед был уже готов и все давно проголодались, но двое гостей еще не пришли, и нам пришлось их долго ждать. 12. Мы не прошли и полпути, когда вдруг обнаружили, что не взяли с собой еды. Мы долго обсуждали, что делать, и наконец, решили вернуться. 13. Родители уже обзвонили всех друзей своего сына, а его все не было, хотя он обещал быть рано. Они уже начинали серьезно беспокоиться.

VIII. 1. Я спросил его, давно ли он начал учить немецкий язык и умеет ли говорить по-немецки. 2. Он сказал, что учит этот язык давно, но еще не научился быстро говорить. 3. Я не знал, что ты еще здесь. Я думал, что ты давно ушел. 4. Он думал, что все уже ушли, но друзья все еще ждали его. Он спросил, давно ли они его ждут. 5. Они удивились, что я ничего об этом еще не знаю. Они думали, что я давно все знаю. 6. Она все еще обдумывала то, что он ей рассказал. 7. На днях я встретил на улице старого друга. Мы не виделись десять лет, но он совсем не изменился за это время. 8. Он проснулся рано и выглянул в окно. Дождь еще не кончился. 9. Я заглянул в читальный зал. Там было пусто: все уже ушли, библиотекарь ставила книги на полки. 10. Она не удивилась этому: такие вещи уже случались. 11. Я открыл дверь и заглянул в класс: все еще писали контрольную, только одна девочка уже сдала работу учителю, хотя прошло уже два часа.

2. Choose a suitable tense.

S. Leacock. *How We Kept Mother's Day.*

We decided we (to have) a special celebration of Mother's Day, as we (to realize) how much Mother (to do) for us during all those

years. So we (to think) that we (to make) it a great holiday for all the family. Father said he (to take) a holiday from his work, and my sisters and Bill and I decided we (to stay) home from classes. We (to decide) to decorate the house with flowers and all that kind of thing, and so we asked Mother if she (to make) the decoration, because she always (to do) it at Christmas. The girls thought it (to be) a nice thing if we all (to dress) in our best clothes for such a holiday, and so they decided they (to buy) themselves new hats, and Father thought he (to get) new ties for himself and us boys.

We decided that after breakfast we all (to go) in a motor car for a beautiful drive into the country. But on the morning of that day Father said that it (to be) much better if we (to take) Mother to do some fishing. He said that, in that case, Mother (to have) a definite purpose before her, and this (to make) the enjoyment greater. And we all (to feel) that (to be) nicer for Mother to have a definite purpose. Besides, Father said, he just (to buy) a new fishing-rod the day before, and so Mother (to be) able to use it if she (to want) to. But Mother said she just (to watch) him fish, she (not to try) to fish herself.

When the car came to the door, it (to become) clear that there was not as much room in it as we (to expect), because we (not to think) about Father's fishing basket and the fishing-rods, and all those baskets with lunch that Mother (to prepare) for us. We (to realize) that not all of us (to be) able to get into the car. Father said that he (to stay) home, and that he (to be) sure that he (to be able) to find some useful work to do in the garden. He (to tell) us to go on and have a big day, and to forget the fact that he (not to have) a real holiday for three years. He said that it certainly (to be) foolish of him to think that there (to be) any holiday for him. But of course we all (to feel) that it (not to be) right if we (to leave) Father at home, especially as we knew that he (to make) trouble if he (to stay). The girls said they gladly (to stay) and (to get) dinner ready, if Mother (to say) just one word, only it was such a pity, on a lovely day like this, and after they (to buy) their new hats.

So, in the end, Mother (to say) that she (to stay) home and (to have) just a nice day about the house, and (to make) the dinner. Father (to remark) that it was a little bit cold out of doors, and he (to be) afraid that Mother probably (to get) a cold if she (to go) to the river. He (to say) it (to be) good for Mother to have a little quiet at home. He (to say) that young people (not to realize) how much quiet (to mean) to people who (to grow) old. As to himself, he said he (can)

do without quiet just for this day, but he (to be) glad if Mother (to have) it.

Finally we all (to drive) away, and Mother (to stand) and (to watch) us from the veranda for as long as she (to can) see us, and Father (to wave) his hand back to her every few minutes till he (to strike) his hand on the back edge of the car, and then he said that we (to go) so far away from the house that he (to be) sure Mother (to can) not see us any longer.

J. Jerome. *Three Men in a Boat.*

I. We took out the maps and (to discuss) our plans for a trip in a boat. We decided that we (to sleep) out on fine nights, and (to go) to a hotel when it (to be) wet, or when we (to feel) that we (to want) a change. After we (to settle) the problem of sleeping, the only thing to discuss was what things we (to take) with us. But Harris said he (to have) enough discussion for one evening, and that he just (to find) a nice place near the square where we (to be) able to get a really good drink. George and I agreed that a little whisky with lemon (to do) us all good.

Montmorency, my dog, was happy to hear what we (to decide) about pubs and hotels. He never (to like) quiet places — he always (to look) for fun. If only he (can) find some other dogs and fight with them, he (to think) that the day (not to be lost). To look at Montmorency, you might think that he (to be) an angel that (to be sent) upon the earth. At first, when he (to come) to live with me, I (not to think) he (to be) able to survive. Quite often I (to sit) down and look at him, while he (to sit) on the floor and (to look) up at me, and I (to think), "Oh, this dog (not to live) He (to be taken) up to the blue skies in a chariot (колесница), that's what (to happen) to him".

But, after I (to pay) for about a dozen chickens that he (to kill), and after a dead cat (to be shown) to me by an angry lady, who called me a murderer, and after I (to be asked) to help to get out a neighbour, who (to sit) all day in his shed (сарай), into which my dog (to drive) him, then I (to begin) to think that maybe they (to let) him remain on earth for a bit longer.

II. After I (to do) all the packing of our things, and (to strap) the bag, I (to sit) on it and Harris asked, "You (to put) the boots in?" I (to look) round and (to find) that I (to forget) the boots. That was just like Harris. He (not to say) a word about the boots, of course, until I (to pack) everything and (to strap) the bag. And I (to get) still more

angry because George (to start) to laugh. I (to unpack) the bag again and (to put) the boots in. Then I (to wonder) if I (to pack) my toothbrush.

My toothbrush is a thing that always makes my life terrible when I (to travel). At night I dream that I (not to pack) it, and I wake up and get out of bed and hunt for it. And in the morning I pack it before I (to use) it, and then I have to unpack the bag again to get it, and it always turns out that I (to put) it at the bottom of the bag, so I find it only after I (to take) out all the other things. Then I repack and forget where I (to leave) the toothbrush, and have to run upstairs for it at the last moment and carry it to the railway station in my handkerchief.

III. One day my Uncle Podger (to decide) to hang a picture which just (to come) from the shop, in a beautiful glass frame. He (to tell) us not to worry; he said he (to do) everything himself. At first he (to take) picture in his hands, and then suddenly he (to drop) it, and it (to fall) to the floor and the glass (to break), and Uncle Podger (to cut) his finger while he (to try) to save it. He (to sit) down on the chair and (to tell) us to find his coat, as he wanted to bandage his finger with a handkerchief. We all (to begin) to look for his coat, but (not to find) it anywhere: the coat (to disappear). All this time while we (to look) for his coat, Uncle Podger (to sit) on the chair exclaiming how strange it was that we (to lose) his coat, which he himself (to take) off just a few minutes before.

This (to continue) for some time until, at last, Uncle Podger (to stand) up and (to find) that he (to sit) on his coat all that time. After we (to bandage) his finger, he (to get) up on the chair again and (to tell) us to give him the hammer, which, he said, he himself (to bring) from the kitchen. We (can) not find the hammer at first: Uncle Podger (to put) it on the bookshelf, among the books. All this time Uncle Podger (to stand) on the chair and (to wonder) aloud how long we (to keep) him standing there, and why we (to take) away his hammer. And Aunt Maria (to say) that she (not to let) the children hear such language.

We hardly (to find) the hammer, when Uncle Podger (to notice) that he (not to bring) any nails. But as soon as we (to give) him a nail, he (to lose) it, and we (to have) to go down on our knees and look for the nail. So, by the time the picture was put up on the wall, everyone (to get) very tired, and Aunt Maria (to say) that next time Uncle Podger was going to do some work, she (to go) and (to

spend) a week with her mother until he (to finish). But Uncle Podger was very proud that he (to do) the work quite by himself.

IV. George said that a strange thing (to happen) to him a few months before. One evening he forgot to wind his watch before he (to go) to bed, and it (to stop) at night; but he (not to know) that it (to stop). It (to be) still dark when he (to wake), but this (not to surprise) him, because it was in the winter, and there (to be) a whole week of fog. He looked at his watch — it (to show) half past eight. ‘Oh, dear!’ exclaimed George, ‘but I have to be in the City by nine! Why my landlady (not to wake) me?’ And he (to throw) his watch down and (to jump) out of bed, and (to have) a cold bath because there was no time to wait for the hot, and then he (to take) another look at the watch.

Maybe because he (to shake) watch when he (to throw) it down, or for some other reason, his watch (to start) to go, and now it (to show) twenty minutes to nine. George (to run) downstairs, and (to see) that all (to be) dark and silent in the sitting-room. ‘Why the landlady (not to get) up yet and (to make) breakfast?’ he thought, ‘I (to tell) her what I (to think) of her when I (to come) home in the evening’. And he (to hurry) out. He hardly (to run) for a quarter of a mile when it (to strike) him as something strange that very few people (to get) up yet, and that no shops (to be) open. When George (to notice) a policeman who (to watch) him suspiciously, he (to take) out his watch and (to look) at it: it was five minutes to nine! He (to stand) still for a moment and then, with his watch in his hand, he (to go) up to the policeman, and (to ask) if he (to know) what time it (to be). The man answered, ‘Well, if you (to listen), you (to hear) the clock strike’. George listened, and when it (to finish) striking, said in an injured tone, ‘But it only (to strike) three times!’ The policeman asked, ‘And how many you (to want) it to strike?’ ‘Nine, of course’, said George and (to show) his watch. The man (to ask) George if he (to know) where he (to live). George (to think) a little and (to give) his address. The policeman told him that it (to be) much better if George (to go) home quietly, and (to take) his watch with him, and (not to try) to look at it any more.

While George (to walk) home, he thought that he (to undress) and (to go) to bed again. But then he remembered that he (to have) to dress again and wash again and take another bath, so he (to decide) that he just (to sleep) in the armchair until seven. He (to sit) with his eyes closed for some time, but sleep (not to come) — a thing that never (to happen) to him before. So he thought he (to go) out for a

walk, and he (to put) on his coat again and (to leave) home. Two policemen (to stop) him and (to ask) what he (to do) there so early. And when he answered 'Nothing' and said that he just (to come) out for a walk, they (not to believe) him. They (to ask) him where he (to live), and after he (to give) his address, they (to follow) him home to see if he really (to live) where he (to say) he (to live).

At first he thought that he (to light) a fire and (to make) himself some breakfast. But then he (to realize) that if he (to make) any noise, it (to wake) his landlady, and she (to think) that some burglars (to get) into the house and she (to call) the police, and then those two policemen would come again and take him to prison. So he just (to sit) in the arm-chair till his landlady (to get) up at seven. George said he never (to get) up early since that morning: it (to be) a good lesson to him.

G. Durrel. *Encounters with Animals.*

When people find out what my job is, they always ask me about the adventures that I (to have) in the jungle. When I returned to England after I (to be) in West Africa, I (to tell) people about the forests in which I (to live) and (to work) those eight months, about the happy days I (to spend) there, and they (not to believe) me when I (to say) that I never (to have) any 'hair-raising' experience during that time. Well, later there (to be) one such occasion.

On my way to Africa for the second time, I (to meet) a young man, who (to say) he never before (to leave) England and always (to think) that Africa (to be) the most dangerous place. He was sure that, when he (to arrive), all the snakes of the Continent (to gather) to meet him at the port. I (to tell) him that in all the months that I (to spend) in the forest I (to see) only five snakes, and these (to run) away so fast that I (to be) unable to catch them. He (to feel) really sorry for me and promised that, before I (to return) to England, he (to help) me to get some rare kinds of snakes. I (to thank) him and soon (to forget) all about it.

Five months later I was ready to leave for England, when one night he (to drop) in with several friends, and said happily that he (to discover) a large hole on the plantation where he (to work), and it (to be) full of snakes. He said he (to bring) his friends to help me to get them all, if I (to go) with them there. I (to feel) that I (can) not refuse — he was so excited about what he (to find) for me, and, besides, I was sure he (to tell) all his friends already about my methods of snake-catching. So I finally (to decide) that I (to go) and catch those snakes. I should say that I seldom (to feel) more sorry about any of my decisions since then.

THE PASSIVE VOICE

1. Use the Passive voice and name the tenses used; omit the 'by-phrase' where it is not needed.

A. 1. They build new factories around the town every year. 2. Everybody knows this poem very well. 3. Do children often play these games? 4. We don't speak Russian here. 5. Several companies produce such a telephone. 6. Does the shop sell textbooks? 7. People learn English more quickly than Russian. 8. You can easily lock this door, but you can't easily unlock it. 9. What do we say at the end of a letter? 10. How do you pronounce these words?

B. 1. They did everything in time. 2. He lost his keys at the bus-stop. 3. What questions did they ask at the exam? 4. Perhaps, a little child wrote this. 5. Did they easily understand you? 6. We didn't even discuss that question. 7. No, quite another teacher taught me. 8. Did Uncle Podger hang the picture himself? 9. When did Columbus discover America? 10. Nobody knows who invented the wheel.

2. Replace the Passive by the Active Voice.

Westminster Palace **was built** by King Edward in 1050, and **was first used** as his residence, then — as a meeting place for Parliament. In 1834, after the Palace **was completely destroyed** by a great fire, a new one **was built**, which is now **known** as The Houses of Parliament. One half of the building **is occupied** by The House of Commons, the other half **is used** by the House of Lords. Members of the House of Lords **are not-elected** by the people; some of them **are given** their title from birth, others **are appointed** by the Queen (they **are first recommended** to the Queen by the Government). From time to time the question **is publicly discussed**, whether it is right that only part of the British Parliament **is elected**. All the laws of the country **are made** by Members of Parliament, but, after a new law **is taken** there, it **is then passed** to the Queen for approval.

3. Put in the words in brackets.

1. Is the Chinese language taught at schools (usually)? 2. Was this book read by children? (often) 3. Is this game played in the open air? (ever) 4. Were morning newspapers brought to you? (regularly) 5. In what cases are people taken to hospital (usually)? 6. Were you invited to

the theatre by your friends? (often) 7. Are the pupils given all the textbooks at school (always)? 8. Were her letters sent by airmail? (often) 9. How many questions are asked at the exam? (usually)

4. Begin with 'I wonder'.

1. When was America discovered by Columbus? 2. Was Peter invited to the party? 3. By whom was the wheel invented? 4. Are many games played by your children in the open air? 5. In what shops are these books sold? 6. How is this word spelled? 7. Where are the gas lamps still used now? 8. How many questions were asked at the exam? 9. Was this written by a little child? 10. Why weren't these questions even discussed?

5. Turn into the Passive and name the tense.

1. The writer will soon publish a new book of stories. 2. Will they translate this book into French? 3. We shall never answer these questions. 4. How soon will you finish the translation? 5. Nobody will worry you here. 6. Will everybody easily understand me? 7. When will they correct all these mistakes? 8. I shall keep the dinner hot for you. 9. Everybody will soon forget all these troubles. 10. Nobody will ever forgive such crimes. 11. They won't notice us here. 12. No one knew when they would find the child and if they would find him at all. 13. We asked how soon they would return those books.

6. Ask a general question

1. The new textbooks will be published before September. 2. We shall be given all the information tomorrow. 3. This book can be bought in any bookshop. 4. A new school will be built in this square next year. 5. Nobody can answer these questions. 6. How can anybody understand this? 7. These books must be returned to the library soon. 8. People must not forget those things. 9. All his friends will be invited to his birthday party. 10. Such important work cannot be done in a hurry. 11. Any topic may be chosen for your talk. 12. This glass door will easily be broken by robbers.

7. Use indirect speech beginning with 'He wants to know'.

1. How soon will your translation be done? 2. Shall we be given any explanations? 3. Why wasn't his method used? 4. Can this rule be

easily understood? 5. When will these mistakes be corrected? 6. Was anything changed in the plan? 7. Are many guests expected at the party? 8. By whom were all the clothes washed? 9. Why wasn't the door closed at night? 10. Will this noise be ever stopped? 11. Must this exercise be done in writing?

8. Turn into the Passive.

If you are staying in London, you **will find** many places of entertainment there. There are cinemas where they **show** films not only in the afternoon, but also practically for 24 hours. If music **attracts** you, you **can get** tickets to a music hall, in which very good orchestras **perform** the programmes. And of course there are various theatres. If you **buy** tickets beforehand, you **can choose** seats from which you **will see** the stage in the best way. At the West End theatres they **show** modern and classical plays; there you **will see** most of the famous English actors. If you **choose** a good play, you **will not waste** your time.

9. Use the Passive choosing the suitable tense; retell the jokes.

A. "Father, where you (to be born)?", a little boy asked. "I (to be born) in Kiev", his father answered. "And where Mother (to be born)?", the boy asked. "Mother (to be born) in Moscow". "And where I (to be born)?" "You (to be born) in Leningrad". "How nice it is", the boy said, "that we have all met!"

B. There were two sweetshops in the same street, and each of them tried to invite more customers. One morning a notice (to be hung) on one of the shops in which it (to be written): "Come and try our cakes at one penny a piece. If you (to be asked) to pay more, you (to be robbed)". In the evening the following notice (to be put up) on the other shop: "Come and try our cakes at two pence a piece. If you (to be offered) to pay less, you (to be poisoned)".

10. Use the Passive voice and name the tense.

A. 1. They are building a new school here. 2. Don't come into the room. We are airing it. 3. Are they still discussing this problem? 4. What film are they showing on TV at the moment? 5. Who is singing this fine song? 6. Nobody is doing anything about this situation. 7. You are doing the work in the wrong way. 8. Wait a little, we are boiling the kettle.

B. 1. When I came in, the teacher was explaining a new rule. 2. Mother was cooking something tasty in the kitchen when I woke.

3. What were they discussing when you entered? 4. What were they showing on TV last night? 5. Were the police searching the house at that time? 6. I looked in. They were decorating the Christmas tree.

11. Use indirect speech beginning with "I was told that ..."

1. A new bridge is being built on the river. 2. The repairs are just being begun. 3. The book is still being translated. 4. A test is being written by our students in this room. 5. The room is being aired now.

12. Use the Passive. Retell the joke.

Bernard Shaw (to be invited) to a party where music (to be played) on the piano all the time by a young woman. Soon she noticed that Shaw was not listening to what (to be played), so she addressed him saying, "I (to be told) that you like music". He answered smiling, "I certainly do, madam, but never mind, go on playing".

13. Put in the words in brackets.

1. My homework has been done (just). 2. He said that all the books had been returned to him (already). 3. We have been told about it before (never) 4. Has his letter been received? (yet) 5. They were sure that the money had been stolen (certainly). 6. They haven't been informed of this incident (even). 7. We discovered that all the pictures had been sent back to Canada (recently). 8. Hasn't this problem been discussed openly? (ever)

14. Turn into the Passive and name the tense.

A. 1. We have already written some letters. 2. Do you know if anyone has translated this novel into Russian? 3. Have you ever opened these windows? 4. They haven't yet reconstructed the centre. 5. Has anyone ever explained these strange things? 6. We have just completed our experiment.

B. 1. He said that they had done the job already. 2. I asked if the examiners had announced the results yet. 3. We wondered what everybody had said about it. 4. It was clear that they hadn't even started their work. 5. I was sure they had changed nothing in my room. 6. It turned out that they had lost all their documents. 7. He said they would have done everything by six o'clock.

15. Use indirect speech beginning with:

A. "We were told ..."

1. Nothing has been said about it. 2. Only one question will be asked at the exam. 3. Such questions are not often discussed openly. 4. All these problems have already been settled. 5. You will be given all possible help. 6. The bridge is just being repaired. 7. A kitten was found in the back yard yesterday.

B. "We wondered ..."

1. Is the letter written in French? 2. Has the work been finished yet? 3. What is being discussed here? 4. Will the test be prepared soon? 5. Have the papers been received? 6. How many houses are built every month? 7. Is anything being shown on TV at the moment? 8. By whom was this novel translated into Russian? 9. Will many questions be included in the examination card? 10. Has all the information been given to you? 11. By what time will the work have been finished?

16. Use the Passive. Retell the joke.

A popular writer came to a small town and went into the biggest bookshop. The shop-keeper expected that his shop (to be visited), so when the writer came in, all the shelves (to be packed) with his books only. He asked in surprise, "No other books (to be kept) in your shop?" The shop-keeper at once answered, "They simply (to be sold) out already". The writer, who (to be hurt) by this, asked angrily, "Does this mean that my books do not sell at all?"

17. Open the brackets using the Passive and choosing a suitable tense.

1. I (to tell) that this question (to discuss) at the next seminar. 2. Do you know what films (to show) during the festival? 3. I am not sure whether any of his stories ever (to translate) into Russian. 4. It seemed to us that the repairs in our flat never (to complete). 5. They say no more chemical factories (to build) near Lake Baikal since then. 6. Can you hear what (to announce) on the radio now? 7. Unfortunately, you weren't listening when this rule (to explain). 8. Why this topic not (to choose) by anybody yet? 9. What other language we (to teach) next term? 10. How long this problem (to discuss) by now? 11. Did the producer say how many times this play already (to perform) on the stage? 12. I was afraid that by the time we returned all the food already (to eat).

18. Ask questions about the marked words.

1. This game is usually played **out-of-doors**. 2. The letter was **found very soon**. 3. The table was just being laid **for the guests**. 4. **Several letters** have been sent to me lately. 5. Everything **had been explained to us very clearly before that**. 6. His name will be remembered **for ages**. 7. **Such problems** can be solved **successfully**. 8. The translation **will have been completed by Tuesday**. 9. His name was **never mentioned in her presence**. 10. The baby has been brought **here for safety reasons**. 11. This house **has not been occupied for many years**. 12. His progress had often been praised **very highly**.

19. Ask questions about the doer of the action using the models: 'By whom...?'; 'Who ... by?'

1. This poem is often recited by **well-known actors**. 2. A war-time bomb has been found in the forest by **my son**. 3. All these fine houses were built by **Rastrelli**. 4. The text is being read aloud now. 5. The car will soon be sold by **his owner**. 6. All the milk has been drunk by **the kittens**. 7. Not all the books have been returned to the library by **our students**. 8. The car was previously driven by **my nephew**. 9. The rooms will be tidied up by **Mother**. 10. My bicycle was once used by **my younger brother** and broken to pieces.

20. Open the brackets using the Passive Voice.

I (to alarm) one night by the cries of many hundred people at my door. The word 'Fire' (to hear) from the street, and it (to repeat) all the time. The Emperor of Lilliput begged me to come at once to the palace, because the apartment of Her Majesty was on fire. The fire (to cause) by a careless maid, who fell asleep while she was reading a book.

I got up in a moment. Orders (to give) by the Emperor to clear the way before me, so that no people of Lilliput (to kill) by me while I walked to the Palace. I found that the ladders already (to put) to the walls of the Palace, and the buckets (to bring). These buckets were not bigger than a thimble, and they (to fill) with water and (to pass) to me, one after another, very fast. But the flame was so strong that they did not help much. I thought the fire might (to put) out easily with my coat, but, unfortunately, I had left it behind. It was clear that the magnificent palace soon (to burn) by the flames down to the ground.

Suddenly I thought of a simple plan. The evening before, I had drunk plenty of good wine, and, by a lucky chance, my body (not to

free) yet from all that liquid. So now I used all that (to keep) in me since the evening, and as it (to direct) to the right places, in three minutes the fire (to put) out completely. I was quite satisfied that this beautiful palace, which (to build) in the long ages, (to save) from destruction.

It was now daylight, and returning to my house, I wondered how my actions (to look) upon by Her Majesty. I knew that nobody (to allow) by the Emperor to make water near the Palace. But soon a message (to bring) from the Her Majesty, in which I (to inform) that, although the Empress (to shock) greatly by the unusual manner of my help, she realized that her apartment could never (to repair) for any good use, and had decided to move to the other side of the Palace. (after J. Swift)

Passive Constructions with Different Classes of Verbs

Можно выделить некоторые классы глаголов в зависимости от количества и типа возможных при них дополнений и, соответственно, возможных вариантов страдательной конструкции: 1) глаголы с прямым дополнением: *to see (say, understand) smth. — Smth. is seen (said, understood)*; 2) глаголы с прямым и косвенным дополнениями, каждое из которых может стать подлежащим в страдательной конструкции: *to give (tell, show, promise, offer, pay) smb. smth. — Smth. is given (to) smb.; Smb. is given smth.*; 3) глаголы с прямым и предложным дополнениями; в этом случае только прямое дополнение может стать подлежащим: *to explain (dictate, describe, translate, demonstrate, mention, recommend) smth. to smb. — Smth. is explained to smb.; to bring (fetch, find, buy) smth. for (to) smb. — Smth. is brought for (to) smb.*; 4) глаголы с одним — предложным — дополнением; в этом случае предлог ставится в конец предложения: *to speak about smth. — Smth. is spoken about; to look for (after) smb. — Smb. is looked for (after); to take care of smb. — Smb. is taken care of.*

Один и тот же глагол может входить в разные классы в разных значениях или употреблениях: *to read books. — Books are read; to read books to smb. — Books are read to smb.; to read to smb. — Smb. is read to; to bring smth. — Smth. is brought; to bring smb. smth. — Smth. is brought for (to) smb.; to bring smth. about — Smth. is brought about.*

1. Turn the verb-forms into the Passive giving two variants where possible (omit the "by-phrase" where you can do without it).

1. He told me nothing about it last time. 2. Do they always tell you everything? 3. I'll not be angry if you tell me the whole truth. 4. People have often told me funny stories. 5. We didn't know what they had told him. 6. They told me what to do. 7. Who gave you this present? 8. You haven't given me all the facts yet. 9. Why didn't they give me this information? 10. He gave me to understand that all would end well. 11. Is this all they gave you? 12. Will they give you the whole sum at once? 13. They had given him full instructions long before. 14. They have never promised me such a thing. 15. Is that what he promised you? 16. Did he promise you to help? 17. I have never promised my children that they will be rich. 18. Have they offered you a good job? 19. What exactly did they offer you? 20. They showed us a few video films at their place. 21. Has he shown you all he has got? 22. It's from the thriller film that they are showing on TV nowadays. 23. They refused me a visa at the embassy.

2. Ask special questions about these sentences giving two Passive variants.

1. Friends often tell little Johnny frightening stories. 2. The manager has offered him a better job. 3. The government promised the citizens higher wages. 4. The police have given the newspapers precise information on the case. 5. The coach (*mpeneb*) was giving the players last-minute instructions. 6. TV offers us lots of entertainment programmes. 7. He had never shown his wife those photos. 8. His boss pays him too little money. 9. The police refused me entrance into the building. 10. My parents hadn't told me the truth at once. 11. The manager has promised him a promotion many times already. 12. My father will never give me the money I want.

3. Change the voice, omitting the "by-phrase".

1. Have they ever explained the reasons to you? 2. Listen carefully to what the teacher is now explaining to you. 3. They will never mention these facts to me. 4. What did they finally suggest to you? 5. They demonstrated a few films to the guests. 6. He will surely show you a few card tricks. 7. Will anyone translate his speech to us? 8. Why are they not translating anything to the foreign guests? 9. The lecturer was simply dictating his material to the students. 10. I had no time to write what he had dictated to me. 11. I'll feel more sure if you describe that place to me in detail. 12. They have not described the situation to me too clearly.

4. Ask questions about the doer on the models: 'By whom ...?'; 'Who ... by?'

1. The teacher dictated this material to the students. 2. My son's friends have already explained all those things to him. 3. The interpreter is now translating your speech to the listeners. 4. Dostoyevsky disclosed to us the psychology of extraordinary characters. 5. The government has already demonstrated to the strikers the use of force. 6. I'll repeat this text for you twice or thrice if necessary. 7. He has never mentioned all these facts to me. 8. The doctor recommended to me long walks in the fresh air.

5. Change the voice omitting the "by-phrase" where possible.

1. They will certainly look through the text once more before typing. 2. People always speak so well of her! 3. Will anyone look after the children in your absence? 4. The problem turned out to be more difficult when they looked into it more carefully. 5. No one took any notice of my warning. 6. Don't worry, they will take good care of the patient in hospital. 7. This was the first time surgeons operated on the human heart. 8. We must put an end to all violations of the law. 9. We can no longer put up with these violations of the law. 10. Have you sent for the doctor yet? 11. What did you finally agree upon? 12. Why has no one paid attention to this fact yet? 13. When will you take care of this urgent matter at last? 14. Why did the speaker not touch upon this problem?

6. Ask a question about the doer using the Passive with the "by-phrase" at the beginning.

1. All his friends speak highly of him. 2. The headmaster will look into the conflict at once. 3. The shop owner himself is attending to the customer. 4. The best doctors will take care of the patient. 5. My sister was looking after my children at the time. 6. The speaker paid special attention to the economic situation. 7. The editor hasn't yet looked through the texts attentively. 8. The producer soon took notice of the talented actress. 9. Not everyone approved of my decision. 10. The audience was listening to the singer with admiration.

7. Use the past tense in the main part and the Passive voice in the dependent clause.

1. She doesn't realize that they are making fun of her. 2. He is not sure if anyone will forgive him this mistake. 3. No one realises how

much trouble my joke has caused me. 4. He says that they have been looking for the criminal over a year. 5. I hope you won't set fire to our house. 6. We hope you will not set the house on fire. 7. I don't know the person that you are talking about. 8. He promises that he will put an end to those quarrels. 9. Mother says she will soon be buying me new clothes. 10. He is certain that everyone approves of his actions. 11. It is natural to expect that we will never put up with social injustice.

8. Translate using in turn all the verbs given in brackets.

1. Ему уже рассказали об этом инциденте? (tell, inform, report) 2. Надо лучше присматривать за этими цветами (look after, take care of, attend to). 3. Никто не любит, когда над ним смеются (laugh, ridicule, make fun). 4. Нам здесь преподают два языка (teach, instruct in) 5. Вам уже все показали (show, demonstrate)? 5. Мне на днях поручили важное задание (entrust, charge with). 6. Я стал оглядываться вокруг: мне казалось, что на меня смотрят (look, watch). 7. Так что же вам там предложили (suggest, offer)? 8. Этого ему нельзя простить (pardon for, forgive). 9. Будут ли нефть и газ заменены атомной энергией (replace, substitute for)?

9. Turn into the Passive paying attention to the differences in the usage of the verbs.

1. (read) a) We usually read to our son before he goes to sleep. b) We often read fairy-tales to our son. 2. (write) a) People write lots of letters to well-known public figures. b) People seldom write to him or call upon him now. 3. (teach) a) What languages did they teach you at school? b) Did they teach you to drive a car? 4. (pay) a) Have you paid for all this yet? b) We paid a dollar for this watch. c) How much did you pay them for this watch? 5. (take care) a) You should take better care of your health. b) You should take care not to spill the coffee on the floor. 6. (inquire) a) What kind of problems are you inquiring into in your research? b) Did they inquire you about the real reasons for your conduct? c) What are the police inquiring after? 7. (charge) a) The shoe-maker charged him five shillings for that pair. b) What did the prosecutor charge the accused men with? 8. (forgive) a) Why did you never forgive him that small mistake? b) Haven't you forgiven him for this small mistake yet? 9. (envy) a) Our neighbours have always envied us. b) Our neighbours have always envied our happiness. c) Our neighbours have always envied us our happy family life. 10. (forbid)

a) He forbade me to come to his place. b) He forbade me all contacts with his daughter. 11. (entrust) a) Who did they entrust this task to? b) What task did they entrust him with?

10. Translate using the Passive voice.

1. Сначала нам продиктовали весь текст, потом нам объяснили, что с ним делать. 2. Его имя при мне (= мне) никогда не упоминали. 3. На лекции нам продемонстрировали несколько интересных экспериментов. 4. Во время разговора нам принесли чай. 5. Я его сразу узнал, потому что мне хорошо описали его внешность. 6. Нам пока еще не объявили наши оценки, ждут председателя комиссии. 7. Ее успехам всегда завидовали, поэтому ей не прощали даже мелочи (trifles). 8. Со мною еще никогда не разговаривали в таком тоне. 9. Неожиданно всем было предложено (suggest) покинуть помещение (premises). 10. Мне не часто пишут такие интересные письма. 11. Наш сын любит, когда ему на ночь читают или рассказывают сказки. 12. Скорее всего, президенту не совсем точно перевели это выражение. 13. На его обещания никогда нельзя полагаться (rely on). 14. За доктором послали сразу после того, как ребенка уложили в кровать и дали ему лекарство. 15. Этот материал легко стирается и долго носится.

11. Open the brackets using the Passive.

I was walking along a street thinking about how I could get three dollars. It was the sum that (to give) to me by a friend a few days before and already (to spend). I went into a hotel for a short rest, and sat down in the hall. Suddenly a little white dog ran in through the front door. I called the dog to me and it came up and sat near. At this moment I noticed that we (to watch) by an old gentleman. He approached me and asked how much that dog could cost if it (to sell). I answered automatically 'Three dollars', just because I was thinking about that sum. No more time (to spend) on any discussion: the money (to pay) at once, and the dog (to take) by the gentleman to his room on the second floor. Soon after that the front door (to open) by an old woman, and it (can see) that she (to worry) about something. It turned out that a little white dog (to lose) near the hotel door, and (to look) for now. A bright idea came to my head. I told her that her dog soon (to find) for her, if I (to give) three dollars for my help. She was ready to pay me more than that, but I said that no more money (to need).

I went upstairs to the old gentleman by whom the dog (to buy), and told him that the animal (must give) back to its real master. He greatly (to astonish) at this at first. 'Why didn't you tell me that the dog wasn't yours?' he asked. I had to remind him that I even (not to ask) if I was the dog's master. He said, 'But the dog was sitting near you when this question (to discuss)! And, besides, it already (to pay) for'. I answered that his money certainly (to return). Finally, the dog (to sell) by him to me and (to give) back to the old lady. She was extremely happy that her pet (to find) again, and so I (to pay) the money that (to ask) for. It amused me how easily my money (to earn), and I was glad that the three dollars now (can pay) back to my friend. (after M. Twain)

▶ Глагол в страдательном залоге может обозначать законченное действие, и тогда требуется перфектная форма (*The letter has not been written yet*) или состояние как результат действия, и тогда перфект не требуется: *The letter is written in French* ("содержит французские слова"); *The work is done carelessly* ("является небрежной"); *He is also invited* ("находится в числе приглашенных"); *I am surprised at this* ("это удивительно"). При обозначении состояния причастие сближается с прилагательным, а сказуемое — с именным составным.

12. Choose a simple or perfect tense form to express a state or an action.

1. The bottle (to be filled) with straight water, there are no admixtures in it. 2. Well, the car (to be filled) already, we can move on. 3. The letter (to be sent) away, so it's too late to change anything. 4. It seems to me this letter (to be written) in woman's handwriting. 5. The furniture (to be done) in good taste, only it not (to be polished) properly. 6. I won't drink from this glass, it (to be used). 7. The boy was crying loudly — evidently, he (to be punished) for something. 8. Why all this commotion? — They say a cat (to be run over) by a car. 9. He cannot walk, he (to be) badly wounded. 10. I suspected that we (to be watched and followed) all these last days in Paris. 11. They (to be divorced) now, — probably, (to be divorced) for a few years already. 12. Look, nothing (to be left) of your cake, it all (to be eaten) up. 13. It appears I (to be cheated) like a little child. 14. This book (to be spoken) of very highly in the press. 15. This book (to be spoken) of a lot lately. 16. All right, you (to be forgiven), and let's not talk about that any more. 17. Just do as you (to be told), and you won't be wrong. 18. Are

you also coming? I mean, you (to be invited) too? — I'm afraid I (not to be invited) yet. 19. Why the window (to be broken)? By whom it (to be broken)? 20. The doctor is out, he (to be called) to a patient. 21. You don't say so! I (to be impressed)! More than I ever (to be) impressed before!

13. Change the voice of the marked verbs.

When Mr. Otis, the American Minister, **bought** the castle in Canterville, its owner, Lord Canterville, **explained** to him that a ghost **haunted** the place. 'We have not lived here ourselves', he said, 'since my aunt **was frightened** by two skeleton hands that **were put** on her shoulders while she was dressing for dinner'. Seeing that Mr. Otis did not believe him, he added, 'I must tell you, Mr. Otis, that the ghost **has been seen** by several members of my family. It **has well been known** for three centuries, and it appears before the death of any member of our family'.

However, the house **was bought**, and a few weeks later the family went down to Canterville. Besides Mr. Otis and his wife, there was their eldest son, who **had been named** Washington in a moment of patriotism, and **was known** as a fine dancer; also their little daughter and the twin brothers, who **were usually called** 'The Stars and Stripes'* , because they **were whipped** regularly.

The family entered the house and were met by the old housekeeper, who said that that tea **was laid out** for them. They sat down and began to look round. Suddenly Mrs. Otis noticed a red stain on the floor and said to the housekeeper, 'I am afraid something **has been spilt** there'. 'Yes, madam,' replied the housekeeper in a low voice, 'blood **has been spilt** there'. 'How terrible', cried Mrs. Otis, 'It **must be removed** at once'. The old woman answered smiling, 'It is the blood of Lady Eleanore, who **was murdered** here by her husband in 1575. He disappeared, and his body **has never been found**, but his spirit continues to haunt the house. This bloodstain **has been much admired** by tourists, and **cannot be removed**'.

'That is all nonsense,' cried young Washington Otis as he fell on his knees and began to clean the floor with some cosmetic. In a few moments no bloodstain **could be seen**. 'I told you it **could be easily removed!**', he said. But at this moment a sudden flash of lightning **was seen**, and a terrible peal of thunder **was heard**, and the housekeeper **fainted**. (after O. Wilde)

* the name of the USA flag

OBLIQUE MOODS КОСВЕННЫЕ НАКЛОНЕНИЯ

1. Complete the sentences using the Indicative (изъявительное) Mood in the second part.

1. I should gladly go for a walk with you, but ... 2. My brother would be able to help me, but ... 3. I realise that you would like to change the subject, but ... 4. A short rest would certainly be welcome, but ... 5. You would certainly be making greater progress in your English, only ... 6. I should certainly buy this dictionary, but ... 7. He would tell me the truth about all that, but ... 8. It would be a pleasure to see this concert, only ... 9. She wouldn't be talking about all that, but ... 10. I should not mind hearing the whole story, only ... 11. We would all want to forget about crimes, but ...

2. Change the sentence using the Present Conditional mood.

1. A clever person will never say a thing like that. 2. Will you repeat your question, please? 3. What shall we do in such a situation? 4. It's a pleasure to see you. 5. He will never accept this offer. 6. This doesn't make much sense, does it? 7. People will never learn without making experiments. 8. I shall be pleased to hear your story. 9. It is better to keep this secret. 10. They won't advise you to do that. 11. Nobody will ever believe such a story. 12. Who will help me in such a situation? 13. It'll do you a lot of good. 14. Will he manage to do that?

3. Complete the sentence using the Past Tense of the Indicative Mood.

1. He would certainly have helped us in our trouble, but ... 2. I should never have said such a thing, but ... 3. The student would have written the test paper much better, but ... 4. They would have reached the place long ago, but ... 5. She would certainly have bought the dress, only ... 6. Lermontov would have written many more poems, but ... 7. They would have caught their train, but ... 8. I should never have solved this problem, but ... 9. The house would have been completely burnt, but ... 10. This would certainly never have happened, but ...

4. Use the past tense forms of the Conditional.

1. In your place I'd do just the same. 2. What would they think of us? 3. He would never agree to that. 4. Would anyone help him out of this trouble? 5. That would not do you much good. 6. I should gladly join in your work. 7. Would anyone ever think of that? 8. What would you suggest in such a situation? 9. There wouldn't be enough food for everyone. 10. He would never leave without saying good-bye. 11. We should definitely act in a different way. 12. Where would you look for him?

5. Replace the infinitives by the Present or Past Conditional.

1. Without your help I (not to know) what to do now. 2. Without the money you lent me I (not to be able) to buy all this. 3. We didn't know his address, otherwise we (to write) to him at once. 4. He described everything in great detail, or else I (not to find) the house. 5. He certainly did wrong, I (to act) differently in that situation. 6. You are taking it too much to heart, I (not to worry) as much as you do. 7. The athlete wasn't in good form, otherwise he (to win) the race. 8. In your place I (to choose) friends with more care. 9. It's a pity you didn't ask him for help; he certainly (to do) everything he could. 10. Evidently you have spilt milk on your suit, or there (not to be) such oily spots all over it. 11. He had no dictionary on hand, otherwise the translation (not to be) so difficult for him.

6. Name the verb forms.

1. I should like a cup of tea, if you have any. 2. I told you at once I should come rather late, why are you surprised? 3. But for the late hour, they would stay with us a little longer. 4. Without your help he wouldn't have found a way out of the situation. 5. She assured me it would not be too difficult. 6. I understand you are upset, and who wouldn't be, in such a situation! 7. He knew his elder brother would defend him, or else he wouldn't have been so brave. 8. I shouldn't like to bother you, but you promised you would do it for me.

7. Say what you would do in these situations, using the Conditional Mood and beginning with "In this case I ...".

1. Suppose, you are given an opportunity to go for a space flight. 2. You have lost your way in the wood (at night, in the daytime). 3. A foreign friend asks you to show him the most interesting places in your

town. 4. A complete stranger, in the street, offers you a spare ticket to a concert free of charge, and asks you to join him. 5. You have missed the last bus at night, and have no money for a taxi. 6. You have put a bad mark in your pupil's day-book, but he says his parents will punish him for it. 7. You have won a car on the lottery, but you've got one already, and you haven't a garage.

8. Complete the sentences using the Conditional (Present or Past).

1. But for the cold weather ... 2. But for my friend's help ... 3. But for the darkness in the hall ... 4. But for the late hour ... 5. But for his careless driving ... 6. But for your pronunciation ... 7. But for that silly mistake ... 8. But for your talkativeness ... 9. But for his clever advice ...

9. Translate.

1. Любой человек хотел бы всегда оставаться молодым, не так ли? 2. Если бы не он, я бы не закончил работу во-время. 3. Кто бы не хотел жить на юге! Тогда вам не нужна была бы теплая одежда, всегда бы сияло жаркое солнце! 4. Я думаю, было бы слишком скучно все время жить в жарком климате. Не было бы зимы, снега, катания на коньках. 5. Если бы не иностранный акцент, полицейский не обратил бы на него внимания. 6. Он бы никогда мне не сказал об этом, но не было другого выхода. 7. Вчера это было бы необходимо, а сегодня уже в этом нет смысла. 8. Ничего бы не случилось, если бы не твоя небрежность. 9. Я бы давно вернул тебе книгу, но я ее потерял. 10. Ты не был на собрании, иначе бы ты все узнал сам и сейчас бы не задавал вопросов. 11. Я бы так ничего и не узнал, если бы не эта случайная встреча. 12. Не твоя вина, что все так случилось: он бы все равно уехал, рано или поздно. 13. Как жаль, что ты меня не предупредил, я бы тебе помог. 14. На его месте я бы так не поступил; он был слишком неосторожен.

10. State the real situation to which the wish is contrary, beginning with "In fact ...".

1. If only he were here with us! 2. If only he had been there with us! 3. If you had come a little earlier! 4. Oh, that I were a few years younger! 5. If only they had warned us at least! 6. Oh, that you knew how I feel! 7. Oh, that you had seen his face at the moment! 8. If only you were not shouting like that! 9. Oh, that I could go to Italy! 10. If only there were just a slight possibility! 11. If only there had been one

chance in a thousand! 12. If it weren't raining so! 13. If only she could understand my feelings! 14. If only there had been a spare ticket left!

11. Express a wish contrary to reality, using "If only".

1. Unfortunately, I am old already. 2. Alas, I know nothing about his plans. 3. He failed in his English exam this winter. 4. It's a pity you were not with me at that time. 5. Unfortunately, I can't speak French. 6. What a pity I couldn't speak English at that time. 7. Alas, there is no one to help me. 8. There wasn't anybody to speak to. 9. Well, I never saw her during the demonstration. 10. Unfortunately, they have no idea what to do. 11. Why didn't you tell me in time? 12. Unfortunately, all that really happened. 13. It's a shame I wasn't able to explain everything to her. 14. Oh, boy! You are running too fast for me.

12. Translate using "if only".

1. О, если б навеки так было! 2. Знал бы ты, как я страдаю! 3. Ах, если бы ты понял это вовремя! 4. Мне бы твои заботы! 5. Хоть бы в кошельке было немного денег! 6. Слышал бы ты, что он говорил на собрании! 7. Был бы хоть один шанс выиграть! 8. Ах, не говорил бы ты чепуху (nonsense) в такой момент! 9. Иметь бы мне столько денег, как у него! 10. Бросил бы ты эту ужасную привычку! 11. Если бы я только обратил на это внимание сразу! 12. Не говорил бы ты так громко! 13. Ах, если бы ты тогда послушался моего совета!

Complex Sentences of Unreal Condition

1. State the real situation beginning with "In fact ..."

1. If it were summer now, we should go to the South for a holiday. 2. He wouldn't be in such a silly situation now if he weren't so stubborn. 3. If I had more friends I should not be so lonely. 4. Your English would be more fluent if you read more aloud. 5. If you went to bed earlier, you wouldn't always look so sleepy.

2. Put the verb in the Conditional or Subjunctive (Present Tense).

1. If it (to be) not so foggy this morning, you would be able to enjoy the landscape. 2. If I knew what you need, I (to try) to get it for you. 3. If he had that book, he certainly (to lend) it to us for some time.

4. If I (to have) more spare time, I'd visit you oftener. 5. Wouldn't they be surprised if they (to see) you here! 6. What he (to say) if he were listening to you now? 7. I not (to be) so angry with you if you not (to be) always so stubborn. 8. She not (to be) able to retell the text even if she (to know) all the words. 9. (to can) you remember this story if you heard it only once? 10. Where you (to go) if it (to be) summer now? 11. You (to excuse) me if I spoke as rudely as you do? 12. What he (to occupy) himself with if he not (to sleep) now?

3. Learn the nursery rhyme.

If all the seas were one sea, what a great sea that would be.

If all the trees were one tree, what a great tree that would be.

If all the axes were one axe, what a great axe that would be.

If all the men were one man, what a great man that would be.

And if the great man took the great axe and cut down the great tree and let it fall into the great sea, what a splish-splash there would be!

4. Change the mood using the Present tenses.

1. If it is warm, we shall go out of town at the weekend. 2. I'll go to see him if he is unwell. 3. If they save enough money, they'll be able to buy another TV-set. 4. Will he help me if I ask him? 5. You will be better understood if you speak more distinctly. 6. Where will she go if she doesn't find our house? 7. You can still catch the train if you leave immediately. 8. When will your work be completed if we give you a hand with it? 9. Will you take a walk if it stops raining? 10. We'll wake him if he's still sleeping. 11. If she sees any mistakes, she'll certainly correct them. 12. If you cannot understand something, you can use a dictionary. 13. How long will it take you to get there if you go by Underground?

5. Use Oblique moods of the verbs in brackets; retell the jokes.

A. A young man said to his girlfriend, "My father and grandfather were sailors, they even died at sea". "Well", she remarked, "If I (to be) you, I never (to go) to sea". "And where did your father and grandfather die?" the man asked. "He died in his bed at home". "Then", said the man, "If I (to be) you, I never (to go) to bed".

B. A rich landowner was once surprised to see his sheep lying in the shade on a sunny day. "If I (to be) a sheep", he said, "I (to lie) in the sun". "Well, sir", his shepherd replied, "I'm sure that if you (to be) a sheep, you (to have) more sense".

C. A little boy complained about a stomachache. His mother said, "That's because your stomach is empty. You (to feel) much better if you (to have) something in it". In the evening Father came home and complained of a headache. "Oh, I know", the boy exclaimed, "it is because your head is empty. You (to feel) better if you (to have) something in it".

6. Give the opposite beginning with 'If ...'

1. I'll be busy tomorrow, so I shan't go with you. 2. Your interpretation is wrong because you don't know all the facts. 3. You won't be able to talk to Peter now — he is working in the library. 4. I don't understand you very well, you're speaking too fast. 5. He is rather lazy, so he gets bad marks. 6. I haven't too much money, so I can't give you more than this. 7. You are always coming late for classes because you are always getting up late. 8. You are not listening to me, that is why you have so many questions. 9. She doesn't much like you because you don't always speak politely.

7. Open the brackets using the Present Conditional or Subjunctive.

I once read a book about different diseases, and I found that I had them all. At first I was frightened, but then I thought what an interesting case I (to be) to medical students, how much knowledge about diseases they (to be) able to get from me! They (to have) no need to walk about hospitals if they (to have) me, because I am a hospital in myself. They only (to need) to walk round me, and, after that, they (to take) their diploma'. (J. Jerome)

8. Speak on the following situations.

a) 1. What country would you choose if you were given a chance to go abroad? 2. What advice would you give your friend if he (she) were getting married? 3. How would you act if you found yourself on a desert island? 4. What treatment would you recommend if a friend of yours caught a bad cold? 5. What would you do if your neighbours above turned on their music full blast? 6. What would you do if you lost your way in a deep forest? 7. What would you do if a drunken man in the street asked you for a rouble? 8. Where would you go if you were expelled from the University? 9. If you won a big sum on the lottery, what would you do with the money? 10. If you were to choose another profession now, which would you choose?

b) Say what you would do if: 1) you found by chance a hundred-dollar bill on the floor in a shop (on the pavement in the street); 2) you saw a lion out of his cage in the Zoo; 3) you came to the theatre and discovered that you had lost your ticket; 4) a complete stranger offered you a thousand dollars just for nothing; 5) your pupils did not obey you in class.

9. Translate.

1. Я был бы рад, если бы ты зашел ко мне сегодня вечером.
2. Если ты там был, ты, конечно же, помнишь, что произошло.
3. На твоём месте я бы с ним больше не разговаривал. 4. Если бы не сырость, здесь можно было бы сделать привал (camp). 5. Если бы у меня был его новый телефон, я бы, конечно, ему позвонил.
6. Я бы с удовольствием все тебе рассказал, если бы ты обещала никому не говорить. 7. В такой ситуации даже смелый человек мог бы испугаться.

10. Use the Present Tense of Oblique Moods.

A Letter to the Learned Neighbour

My dear neighbour,

Allow me to discuss some of your ideas about Nature and about us, people. You write in your books that we all come from monkeys, orangutans, and so on. Excuse me, but I cannot agree with you in this. Because, if a man, the cleverest of all things that breathe, (to come) from stupid and ignorant monkeys, then he (to have) a tail and a wild voice. And then the Gypsies (to lead) us through the towns for a show, and we (to pay) money for this show, and we (to dance) at the Gypsy's order, or we (to sit) behind bars in the Zoo. And do you think we (to can) love a woman if she (to smell) even a little like the monkey that we see every Tuesday at Alderman's (*Предводитель дворянства*) house? And, of course, if our forefathers (to come) from monkeys, they (not to lie) in a Christian graveyard.

Please, don't laugh at the stupid old man that I am, but I can't agree with your ideas about the Moon, which shines for us in the hours of darkness. You write that there are people and races on the Moon too. But this can never be so, because if people (to live) there, their houses (to shield) her magic light from us. Besides, people cannot live without rains, but the rain always goes down, towards the earth, and never up towards the Moon. And, if people (to can) somehow live

there, they themselves, and also their wastes (to fall) on us. How people (to be able) to live on the Moon if she exists only at night, and disappears in the daytime? Besides, the governments (not to allow) anybody to live on the Moon, because she is so far away that they (to can) hide from taxes there. You are a little wrong, dear neighbour. All this cannot be because it can never be. (after Anton Checkov)

11. Learn the rhyme.

Three wise men of Gotham
Went to sea in a bowl.
If the bowl **had been** stronger,
My song **would have been** longer.

12. State the real situation beginning with 'In fact ...'; pay attention to the time of the situation.

1. He would certainly have helped us if we had asked him. 2. You wouldn't have caught this cold if you bathed in cold water regularly. 3. If you had made more friends, you wouldn't be feeling so lonely. 4. I should have come in time if I hadn't missed my train. 5. You would feel much better now if you had taken your medicine.

13. Refer the following sentences to the Past.

1. If I were in your place, I'd not agree with this idea. 2. She would buy another watch if she saw a better one. 3. If it were not raining we should go bathing in the lake. 4. If there were ice on the river, the boys would go skating. 5. Were it not so cold, the day would be fine. 6. If she asked my advice, I'd persuade her not to go there alone. 7. He would show me his films if his video were not out of order. 8. Had I as much money as I want, I'd go travelling round the world. 9. If he came just a little later, he would find the house empty. 10. If he phoned and nobody answered, he would start worrying. 11. If he were still sleeping, his telephone would be switched off. 12. I'd go and speak to him if we were personally acquainted. 13. If the teacher fell ill, the classes would be cancelled.

14. Open the brackets; retell the jokes.

A. "My wife is a great help to me", a man said to his unmarried friend. "She stands by me in all my troubles". "Of course", his friend

answered, "She helps you in all the troubles which you (not to have) if you (not to marry) her".

B. "Well, young man", the professor said to his assistant, "I must say you made your operation just in time". "Do you mean that the patient (to die) without it?" the assistant asked happily. "I mean", the professor replied, "that if you (not to make) it on that day, the patient (to recover) on the next day without any operation".

C. A customer remarked to the waiter angrily, "This is the hardest piece of meat I have ever eaten!" "Oh, no, sir", the waiter replied, "you (not to say) so if you (to try) our beefsteak".

D. Mother said to her son, after reading to him the story of Bad Wolf and Little Lamb, "You see now that if Little Lamb (to obey) his mother, Bad Wolf (not to eat) him". "Of course", the boy replies, "then people (to eat) him".

E. While working in a literary magazine Mark Twain received a collection of poems under the title "Why do I live?" He read them and wrote to the author, "You live because you sent your poem by post. If you (to come) in person, the situation (to be) different".

15. Give unreal statements contrary to the following.

1. I shan't go out because it's grown dark already. 2. I can't write to him because he hasn't left his new address. 3. I didn't know much myself, so I could not advise him on the matter. 4. The flowers have faded, as they haven't been watered for a long time. 5. The flowers faded, as they hadn't been watered long. 6. He is rather absent-minded, that's why he made a few mistakes in the test. 7. I waited long because he had promised to come. 8. I had to wait long because he had promised that he would come. 9. You won't be able to talk to him, as he isn't in town now. 9. He isn't celebrating with us now because he is away on holiday. 10. He isn't celebrating with us now because he has gone away on holiday. 11. You didn't warn me, so I am quite unprepared for such a turn of events. 12. You didn't warn me, and I haven't prepared for this turn of events. 13. He is angry with you because you let him down terribly in that situation.



In indirect speech, with the author's words in the past tense, the time expressed by the tense forms of oblique moods is relative. In the sentence *He said he wouldn't have done the work if his friend hadn't helped him*, the past tenses of the moods express priority to the time in the main clause; in *He said he wouldn't mind if I helped him* the present tenses

express simultaneity or relative future. The last example also illustrates homonymy of mood forms, because here *wouldn't mind* might as well be interpreted as the Future-in-the-Past, and *helped* — as the Past Indefinite of the Indicative mood (the difference between real and unreal condition is in such cases quite lost).

16. Comment on the mood and time expressed.

1. If I had any enthusiasm, I'd go on to new people. 2. If the human now fights for survival as he always has, he can eliminate not only himself but also all other life. 3. What the action of the play would have been like if Laertes had not had the occasion to revenge the death of his father, we cannot tell. 4. I asked her if she could come out that night, but she said her lady would be needing her. 5. Had this happened before supper, George would have expressed wishes and desires concerning Harris's fate in this world and the next that would have made a thoughtful man shudder (Jerome). 6. Another part of his mind, however, could only stare with such horror that it was as if, for the rest of his life, there would be behind his face staring eyes that would never close, an amazement-gaping mouth that would never shut. 7. Darling stood up, smiled a little, because he knew if he didn't smile, the tears would come. 8. I never doubted that if she hadn't been so busy with her own affairs, she would have suspected something was the matter. 9. My family were Republicans. I might be one too if I had stayed there. 10. Hers was a forceful clarity and a colourful simplicity and a bold use of metaphor that Demosphenes would have envied. 11. People said about them that they could not be more united even if they were married.

17. Give your ideas on the following situations.

What changes do you think would have taken place in our country's history: 1) if the Decembrists had won a victory over the Russian monarchy in 1825? 2) if Tsar Alexander II had not been killed by terrorists and had continued the 1861 reforms? 3) if World War I had not broken out in 1914? 4) if Russia had won that war? 5) if Tsar Nicolas II had not agreed to resign from the throne in 1917? 6) if V. Lenin had really been arrested by the Kerensky government? 7) if he had stayed alive longer and had continued the New Economic Policy? 8) if Trotsky had managed to take over power from Stalin in 1924? 9) if Stalin had been replaced by Kirov in the 30-ies? 10) if Hitler had won his war over the Allied Forces in the 40-s? 11) if Gaidar had stayed in the government longer? 12) if the rebellious

Russian Parliament had succeeded in taking the power from President Yeltsin in 1993? 13) if the Communists came to power again now?

18. Translate.


1. Вы бы не простудились, если бы вчера не сидели на сквозняке (draught). 2. Если бы была хорошая погода, мы могли бы все поехать за город. 3. Если бы не дождь, мы бы уже давно доехали до места. 4. Будь я на твоём месте, я бы в той ситуации поступил иначе. 5. Год назад это показалось бы мне странным, а сейчас — нет. 6. Если бы ты только слышал, что он там говорил. 7. Даже если бы он сейчас был с нами, он бы не смог нам помочь. 8. Будь ты с ней тогда повежливей, она бы тебе все давно простила. 9. Я сказал, что не хотел бы, чтобы он кому-нибудь об этом говорил, потому что тогда надо мной будут смеяться. 10. Даже если бы ты меня вчера предупредил, было бы уже поздно. 11. Они любили его так, как любили бы собственного сына, если бы у них был сын. 12. Давайте предположим, что вы в тот раз были на моём месте: что бы вы сделали? 13. Если бы ты был на собрании, ты бы знал, что там обсуждалось. 14. Он сказал, что если бы он был помоложе, он бы теперь стал бы жить иначе. 15. Если бы ты все приготовил заранее, мы бы сейчас уже могли выйти. 16. Я решил ничего ей не говорить, потому что был уверен, что если даже она мне пообещает никому не говорить, все равно об этом сразу все узнают. 17. Я решил ничего ей не говорить, потому что был уверен, что если бы даже она мне обещала, что никому об этом не скажет, все равно все бы сразу об этом узнали.

19. Open the brackets choosing the mood and tense.

We had cold meat for lunch, but we had forgotten to bring any mustard with us. I don't think I, ever in my life, wanted mustard so much as on that day. It seemed to me that I (to give) everything for it if anybody (to give) me a spoonful of mustard. Harris, too, said that he (to give) all the world if he (to can) find a little mustard anywhere. He said he (to be) the happiest man on earth if he (to have) it. I am sure now that both Harris and I (to try) to forget those promises at once after we had got the mustard — only, we didn't really get it. Because it certainly (to seem) strange to us now to give somebody all that we had, just for a thing like mustard — I don't think that we ate much mustard later in our life. But it is natural that people easily (to forget)

what they promised if they (to get) what they wanted. I have heard a story of a man who was going up a mountain in Switzerland, and he said that he (to pay) any price if somebody (to offer) him a glass of beer. But when he reached the village, and went to the shop to buy a bottle of beer, he got very angry because they asked five francs for it. After that he wrote an angry letter to 'The Times', in which he said that in Switzerland, people had to pay for beer as much money as they (to pay) for champagne in England. (Jerome)

Subjunctive in Special Constructions

 In the constructions below the time in the dependent clause is relative if the time in the main clause is not Present: *He speaks (spoke) to me as if I were a child* (simultaneousness); *He speaks (spoke) to me as if I had done something terrible* (priority); *I wish (wished) he were with me* (simultaneousness); *I wish (wished) he had come* (priority). After *It is (was) time...* only the Present Subjunctive is used.

1. State what time is expressed by the forms in bold type.

1. She looks as if she **didn't understand** what is happening. 2. He looked as though he **didn't realize** how serious it all was. 3. You don't look as if life **had gone** out of you. 4. Please, don't look at me as if you **were thinking** of something else. 5. He spoke slowly as if he **were translating** from a foreign language. 6. It seemed as though my life **had all been** one big mistake. 7. I'm sure they will love the boy as if he **were** their own child. 8. He looked as if he **had been working** hard the whole day. 9. The way she speaks makes it seem as if she **were** never wrong in her judgements. 10. It was as though, intuitively, I **had become**, at last, myself.

2. Fill in the mood forms.

1. Why does the girl speak as if she (to be) a 70 year-old woman?
2. You look so sunburnt as if you just (to return) from Africa. 3. I feel as though I (not to be) ill any longer. 4. I feel as though there never (to be) that long illness and those pains. 5. She went on merrily as if she (to talk) about a funny incident. 6. He knew the place as if he (to live) there all his life. 7. It looks as if it (to be going) to rain soon. 8. The air smelled as though it just (to rain). 9. Don't speak to me as if I (to be) a baby.

10. He spoke to me as though I (to be) a baby. 11. You are speaking to me as if you (to make) fun of me. 12. It seemed as if he (to try) to understand what had happened.

3. Use the Subjunctive mood; retell the jokes.

A. When Tolstoy was eighty years old, there were times when he was not feeling well. If someone asked him then how he was feeling, he usually replied, "I am feeling as if I (to be) eighty".

B. King Henry the Eighth was married several times and each time he finally cut off his wife's head. When once he offered his hand in marriage to the Duchess of Milan, she replied to his letter, "Your Majesty, your proposal sounds as if I (to have) a spare head".

4. Translate.

1. Почему ты обращаешься со мной так, как будто я твоя жена? 2. Не надо говорить со мной так, будто я совершил преступление. 3. Он говорил с ней так, будто она ребенок и сделала что-то неправильно. 4. Ей казалось, будто все смотрят на нее с упреком (tergoach). 5. Он тяжело дышал, как будто всю дорогу бежал. 6. Она смотрела на меня, как будто не понимала, что вокруг происходит. 7. Он выглядел так, будто не спал всю ночь и очень устал. 8. Старик говорил медленно, как будто ему было трудно подбирать нужные слова. 9. Было так холодно, как будто на дворе январь. 10. Почему ты все время говоришь так, будто поешь? 11. В ее глазах было такое выражение, будто она видит нечто ужасное. 12. В ее глазах было такое выражение, будто она увидела нечто ужасное.

5. Change the constructions so as to use a clause with the Subjunctive.

1. It is time for the baby to be in bed. 2. Isn't it time for us to start off? 3. I think it is about time for you to behave like a grown-up man. 4. The teacher said that the bell had gone and it was time for the lesson to be beginning. 5. He looked at the clock and thought it was high time for him to be going home. 6. It was already spring, and time for the birds to be returning. 7. I was meaning to tell you it was time for us to forget our old quarrels. 8. Isn't it time for all our quarrels to be forgotten?

6. Analyse the tense forms in bold type and translate the sentences into Russian.

1. How I wish I **knew** the reason! 2. I wish I **hadn't said** it to him. 3. She could not help wishing that Beth **were** there. 4. As soon as the words broke from his lips he wished he **had been** more cautious. 5. Well, you'll soon wish you **had not accepted** her invitation. 6. I wish you **weren't speaking** so loudly! 7. I wished that I **could feel** more attracted to my client.

7. Change the construction so as to use the verb "wish".

1. She would like me to pay a visit to her one of these days. 2. It's a pity he isn't here now. 3. She is so sorry that she has betrayed her secret to someone. 4. She was sorry that she had given away her secret. 5. What a pity it is that you have missed your chance. 6. I didn't like it that he was speaking about it in everybody's presence. 7. He regrets not having seen that performance. 8. As soon as I said it I was sorry about it. 9. Does anyone here want his age to be different? 10. I don't think you have ever in your life wanted your age or sex to be different.

8. Open the brackets; retell the jokes.

A. The customer says to the waiter, "I wish I (to come) here much earlier!" "Oh, sir, do you mean to say that our restaurant is better than all others?", the waiter asks. "No", the customer replies, "I mean that in that case this fish (to be) much fresher".

B. Mother says to her daughter with annoyance, "I wish, Mary, you (not to be) so naughty. Do you see how grey my hair has grown because of you?" "Oh, mother", the daughter replies, "I wish you (not to be) naughty in your childhood; then Granny's hair (not to grow) so very grey!"

C. The priest was telling his poor parishioners (*прихожане*) that everyone should be satisfied with his lot. One of them retorted, "I wish there really (to be) a lot! But there isn't even a little!"

9. Translate using the verb "wish".

1. Хотя бы завтра была хорошая погода! Тогда можно было бы поехать за город. 2. Жаль, что ты до сих пор не понял, как это важно. 3. Я бы совсем не хотел быть сейчас на его месте. 4. Жаль, что ты не сказал ей об этом заранее, она бы так не волновалась

все это время. 5. По-моему, он искренне сожалеет о том, что все это случилось. — Ты думаешь, этого бы не случилось, если бы он вел себя иначе? 6. Зря я ему не поверил; он говорил то, что есть. 7. Он жалел, что не сказал мне об этом сразу. 8. Напрасно ты мне сразу не позвонил, я бы смог что-нибудь сделать. 9. Я предупредил его, что не хотел бы, чтобы кто-нибудь знал о том, что случилось. 10. Он сказал, что жалеет, что он уже старей и жизнь его прошла однообразно, и что если бы он был помоложе, то начал бы жить иначе. 11. Жаль, что я там не был, — я бы сказал ему все, что о нем думаю. 12. Мы сразу пожалели, что не оставили вещи на вокзале, мы бы тогда могли спокойно насладиться такой прекрасной погодой. 13. Если бы он узнал, кого он пригласил к себе в тот вечер, он бы несомненно пожалел о том, что сделал это.

10. Choose the mood and tense.

Harris said that it (to be) nice if we (to go) on a sea trip. I objected to the sea trip strongly. It (to be) good if you (to be going) for a few months, but not for a week. Because on the first day of your seatrip, you walk about the ship and feel as if you (to be) Christopher Columbus or Captain Cook. But already on the second day you feel as if you (to eat) too much bad food. You don't want to eat anything or to see anything, and you begin to wish you (to take) the train instead of the boat. On the third day you wish you (to be) dead. However, a few days later you begin to walk a little. And on the last day of your trip, when you go on land with all your bags, you begin to wish that the trip (to continue) for some more time.

A friend of mine went for a week's voyage once. He was told that it (to be) cheaper if he (to pay) for all his meals in advance, and he did so. He looked at the menu for his first day: it was fish and chicken for breakfast, and some four courses for lunch, and soup, fish, salad, sweets for dinner, and also a little supper in the evening. When lunchtime came he didn't feel as if he (to be) very hungry, so ate only a few strawberries. But soon it seemed to him that he was so full of strawberries as if he (to eat) them the whole month before it. At six o'clock, they told him dinner was ready. He remembered how much he had paid for all the food and, with some difficulty, he walked down to the dining-room. But then felt the smell of all those tasty things, and when the waiter asked him with a smile, 'What do you wish to have?', he only said, 'I wish I (can) have some fresh air'. So they took him out of the

dining-room and, for the next four days he only drank soda water. On his last day, he thought it (to be) all right if he (to try) thin captain's biscuits (I mean that the biscuits were thin, not the captain). When he went on land at last, and watched the ship going away, he wished he (not to pay) for all the wonderful meals that he had never even tasted during the trip. (after Jerome)

The Old Present Subjunctive Modal Verbs in Weakened Meanings as Equivalents of the Subjunctive Mood

When the modal meaning of **necessity, desire, suggestion, doubt, disbelief**, etc. is expressed in the main part, the predicate in the subordinate clause simply names the action, which is neither real, nor unreal, or probable. As a result, the second part may contain the old Present Subjunctive (*It is necessary that he come here*), or the modal verb 'should' in a weakened meaning (*It is necessary that he should come*), or the Indicative mood (*It is necessary that he comes here*).

1. Comment on the marked predicates and paraphrase them.

1. It is very absolutely necessary that every child **have** school education. 2. I am not trying to suggest that these facts **should be ignored** altogether. 3. But you yourself kept insisting that we **spend** just one more day. 4. He never openly demanded that they **should fulfil** his every whim. 5. It is proposed, for example, that the word "baby" **be marked** in grammars semantically as "human", but grammatically as "non-Human" (as "it"). 6. A full semantic theory must guarantee that descriptive statements **will be compatible** (*совместимы*) with the description of a language in all its depth. 7. Is it so necessary that we **should be present**? 8. It is about time he **should be home**. 9. The staff requested of the head teacher that he **should reconsider** his decision. 10. Is it so important that everyone of us **be watching** this scene?

When the main clause expresses **doubt, surprise, disbelief**, or any **evaluation** of the situation, the verb *should* is possible in the dependent clause (for emphasis), as well as the non-emphatic Indicative Mood or, in a bookish style, the Old Present Subjunctive (for simultaneous actions, not for prior ones).

2. Paraphrase the marked predicates.

1. Isn't it strange that such a pretty young girl **should have married** quite an old man? 2. If people do me the honour to break bread with me, it's only fair that I **should give** them as good food as they can get at home. 3. It is unbelievable that such a thing **happen** in this age of social progress. 4. "But of course", she said, surprised that there **should have been** any doubt in my mind. 5. The Chief of the City Police considers it his main duty that any use of force **be excluded** in dealing with peaceful demonstrations. 6. It's been the greatest happiness to me that young Mark **should have turned** out such a rebel.



In conditional clauses the verb *should* may be used to express the idea of little probability of the action. This verb begins the clause when the conjunction *if* is omitted.

3. Comment on the use of the marked words.

Should you ask me, whence these stories

Whence these legends and traditions ...

I should answer, I should tell you,

'From the forests and the prairies....' (Longfellow)

Если спросите — откуда

Эти сказки и легенды ...

Я скажу вам, я отвечу:

"От лесов, равнин пустынных ... (пер. И. Бунина)

If a body **meet** a body,

Coming through the rye,

If a body **greet** a body,

Need a body cry? (Robert Burns)

Если кто-то звал кого-то

Сквозь густую рожь

И кого-то обнял кто-то,

Чего с него возьмешь? (пер. С. Маршака)

4. Paraphrase the marked predicates so as to express the meaning of little probability by 'accidentally', 'by chance', etc.

1. If the animals **should return**, they will find it impossible to live there. 2. If a Frenchman or Englishman **should travel** my route, their stored pictures of the travel would be different from mine. 3. He pointed

it out to me, in case my eyesight **should be** detective and I had missed noticing the miniature. 4. If I **should overcome** the impulse to stay, and **should go**, and a great snow **should close** in on us, I would recognise it as a warning disregarded. 5. **Should** I ever **have** the chance of going to Europe, I'd choose Italy.



May, might or should can be used in clauses of purpose and concession, and after expressions of wish or fear; the Indicative and, more rarely, the Old Present Subjunctive is also possible in these cases.

5. Comment on use of the marked words, on the type of clause and the possibility of other variants.

1. I do not wish that you **should taste** any of the bitterness of life that I have fully tasted. 2. Tarzan wished that they **might walk** on like that forever. 3. The lady was anxious that everybody **take notice** of the jewellery she wore. 4. We feared that still worse things **might happen** soon. 5. I repeated it, fearing that I **should not be understood**. 6. Whatever his real intentions **should have been**, we never guessed at them. 7. She had sent Arthur down to his club so that he **shouldn't spoil** things for her. 8. I decided that **should** I ever **have** the chance of being an animal in this world, I would choose to be a fur seal, so that I **might enjoy** having such a wonderful life (Durrel). 9. My mother believed in pouring cold water on the feet to force the blood to your head so that you **thought** better. 10. I don't care what that Colonel said, whoever he **may have been**.

6. Put in the verbs *should* or, where possible, *might*.

1. The little pig built a house of bricks so that the wolf (not to break) into his house. 2. The Wolf demanded that the little pig (to open) the door for him. 3. When the little pig heard the Wolf coming down by the chimney (*дымоход*), he boiled some water in the pot in order that the wolf (to fall) into it. 4. The Wolf said to Red Riding Hood that he had big eyes so that he (to see) her better. 5. Mother-goat told her kids not to open the door so that the wolf (not to enter) their house. 6. The Fairy told Cinderella that it was important that she (to return) home before midnight. 7. It is the custom in some cultures that the wife (to stand) at the table while her husband is eating, and (to serve) him. 8. We must make every effort so that all terrorism (to be stopped).

7. Translate giving various possible variants.

1. Невероятно, что он дал вам такой совет. 2. Если вдруг увидишь волка, не пугайся, летом они не опасны. 3. Он боялся, как бы я не стал его об этом расспрашивать. 4. Говори громче, чтобы все тебя слышали. 5. Желательно, чтобы об этом больше никто не знал. 6. Что бы ни случилось, можешь на меня рассчитывать. 6. Его предложение заключалось в том, чтобы летом мы все поехали на север. 7. Я не сказал ему обо всем этом, чтобы он не расстроился. 8. А вы, друзья, как ни садитесь, все в музыканты не годитесь (to be fit for). 9. Я никогда не требую, чтобы муж отдавал мне все деньги. 10. Подвинься, чтобы мне тоже было видно доску. 11. Я так хочу, чтобы лето не кончалось!

▶ Clauses of purpose with the conjunction *lest* differ in negation from clauses with *so that*; cf. *I said it loudly lest he should not hear me well* with *I said it loudly (so) that you should hear me well*. There is no such difference in negation when *lest* is used in object clauses after expressions of "fear": *I feared that / lest he should not hear me*.

8. Use a clause with "lest" instead of the conjunction in bold type, paying attention to the use of negation.

1. I moved aside a little **so that** he could see the stage. 2. Keep to the right **so as not** to block the way for other cars. 3. I am afraid **that** the dog may bite me. 4. They made a big fire **that** the aeroplane should notice them. 5. He spoke in a whisper **so as not** to be overheard. 6. He feared **that** his accent would give him away. 7. Try to come earlier **so** you shouldn't miss the beginning. 8. He decided to come earlier for fear **that** he could miss the beginning.

9. Comment on the meaning of the expressions with Old Present Subjunctive.

1. Success attend you in all your undertakings! 2. God save our gracious Queen, Long live our noble Queen, God save the Queen! 3. God bless you! 4. (God) Bless me! That beggar has come back again! 5. I swear to tell the truth and nothing but the truth, so help me God. 6. God rest his soul! 7. Be that as it may, I refuse to deal with that man any more. 8. I take this woman as my wife till death do us part (Oath of marriage).

MODAL VERBS

Can, May

1. Fill in "can" or "be able" in the required tense form.

There are always things that we not quite ... (to understand). As far back as 500 years ago people ... not (to believe) that the Earth moves round the Sun. Only 100 years ago many ... not (to agree) that humans originate from apes; not all people ... as yet (to accept) this "vulgar" idea. Already in our enlightened time, at the turn of the 20th century, few scientists ... (to imagine) that the length of a moving physical body ... change with increasing speed. Every time a great discovery is made and generally accepted, it seems that from now on the human mind easily ... (to assimilate) any "crazy" idea, but each time it turns out that there always remains a lot more that we ... not, and, for a long time yet, ... not (to grasp) or easily ... (to accept).

2. Translate into English.

Вы пишете в своей работе, что на луне тоже есть люди. Но этого не может быть, потому что этого не может быть никогда! Ведь если бы там и были люди, они могли бы ходить только вверх ногами! И даже если бы люди могли как-то жить на луне, то они бы заслоняли (shield) ее магический свет своими домами. Без дождей люди не могут жить, а ведь дождь идет вниз на землю, а не вверх на луну. И если бы люди жили на луне, они тоже падали бы вниз на землю, и свой мусор (wastes) они бы выбрасывали на наши головы. Как могли бы люди жить на луне, если она существует только ночью, а днем исчезает? Да и правительства не могут позволить кому-либо жить на луне, потому что в таком далеком месте можно было бы укрываться (hide) от налогов (tax). Нет, люди могут жить только там, где мы с вами живем.

И насчет другого важного пункта не могу с Вами согласиться: если бы мы с вами происходили от глупых и невежественных (ignorant) обезьян, то у нас был бы хвост и дикий голос и нас бы водили по городам цыганы на показ и мы бы платили деньги за показ друг друга. И разве могли бы мы любить и не презирать женщину, если бы от нее хоть немножко пахло обезьяной, которую мы каждый вторник видим у Предводителя

дворянства (Alderman's house)? Если бы наши прауродители (forefathers) происходили от обезьян, то их, конечно же, не похоронили бы на христианском кладбище. (Чехов. "Письмо к ученому соседу")



Выражение *to be able* в форме прошедшего времени подразумевает достижение результата, успех (*I was finally able to open the door* = "сумел"), тогда как *could* обозначает "способность" в обобщенном смысле (*I knew I could always open it if I needed* = "могу"), но не указывает на достижение результата в каком-либо конкретном случае. При отрицательной форме это различие утрачивается (*couldn't open* = *wasn't able / was unable to open* = "не мог" или "не смог"), и остаются лишь стилистические различия (*be able* — явно более книжный вариант).

3. Translate, stating the mood and tense form of "can" or "be able".

1. Он не мог, как ни старался, перевести статью, она была слишком трудна для него. 2. Только когда встало солнце, я смог наконец найти дорогу из леса. 3. Я долго пытался починить свои часы, но так и не сумел. 4. Не могли бы вы сделать мне одолжение? 5. Он сказал, что, если надо, он может одолжить мне немного денег. 6. Если бы не плохая погода, мы бы давно смогли добраться до лагеря. 7. Только к вечеру я смог, наконец, позвонить домой. 8. Я не мог ему не позавидовать — он все умел делать. 9. Если бы я сам мог достать эту книгу, я бы не просил тебя. 10. Без твоей помощи я бы не смог понять это правило. 11. Он выполнил эту работу так, как мог бы сделать настоящий профессионал.

May, Must, Can Expressing 'Supposition (Probability)'

1. Replace the verb *may* by *perhaps / probably* and use the Future Tense

'It is such a happiness that the Prince and Princess are going to be married!' exclaimed the Bengal Light (*Бенгальский Огонь*). 'Oh, you have no imagination, poor thing,' said the Rocket, 'You never know what **may happen**. Indeed, one day the Prince and Princess **may go** to live in a country where there is a deep river, and they **may have** a

son, and one day he **may go** out to walk with his nurse; and the nurse **may go** to sleep under a tree; and the little boy **may fall** into the deep river and be drowned. Just think! What a terrible misfortune for these poor people, — to lose their only son! I shall never get over it!" "But they have not lost their own son, nothing has happened to them at all!" said the Bengal Light. "I never said that they had lost him," replied the Rocket, "I said that they **might lose** their son. Because I have imagination, and you haven't". (after O. Wilde)

2. Paraphrase so as to clarify the meanings and forms of the verb "may".

1. Do you know anyone who might want to buy this house? 2. Well, you may address me as "papa". 3. All this may have been all right for the last generation, but the country has changed greatly. 4. It mightn't be a bad idea, after all. 5. He remarked that it might not be a bad idea, after all. 6. You may not like what I say but it is all true. 7. For all I know, he might have been a clerk or a farm-hand. 8. I am sending you this letter with a gentleman who may appear very helpful. 9. If she hadn't been so tall and strong, it might have seemed that she was rather fat. 10. Damn it all, you might at least have asked me if I wanted it!

3. Comment on the meanings and forms of 'can'.

1. He **couldn't leave** his family on account of his daughters. 2. He certainly **can't have told** you all that, it's not like him. 3. Where **could I have put** those wretched eyeglasses? — They might be in your pocket. 4. "Have you just come from the city?" she asked, though there was nowhere else he **could have come** from. 5. His brown eyes had a melting softness, which, I **could** imagine, might be very pleasing. 6. We **couldn't go** on like this, it was ruining our lives. 7. He **couldn't have loved** his mother — she beat him all the time. 8. **Could** the plane **have changed** its route so suddenly? 9. "I've been to a school too," said Alice. "We learned French and music, and reading and writing". "And washing?" said the Turtle (*морская черепаха*). "Certainly not!" said Alice. "Ah, then it wasn't a really good school," said the Turtle. "At our school they had French, music and washing — extra". "You **couldn't have wanted** it much", said Alice, "if you lived at the bottom of the sea". "I **couldn't afford** to learn it," said the Turtle with a sigh. (after L. Carroll)

After a past tense in the main part, according to the rules of the sequence of tenses, the past tense forms of modal verbs are used; however, this is only a formal feature because the time of the action is expressed by the form of the infinitive following the modal verbs. The time denoted by the forms of the infinitive (after modal verbs expressing supposition) is in this case relative: "I thought he might be waiting still" (simultaneousness); "I thought it might rain soon" (relative future); "I thought they might have left home already" (priority).

4. Change into indirect speech.

1. "She may still be waiting", I thought. 2. She remarked, "I think it might rain tonight". 3. They all thought, "It can't be true." 4. I asked her, "Can he really have done such a silly thing?" 5. "If you had a lottery ticket, you might win a car", they told me. 6. "Can he still be working in his office?" she asked. 7. I thought, "He couldn't have left me all alone, he might still return". 8. He said, "I can't have made such a silly mistake".

5. Paraphrase and state the meanings of the verb "must".

1. If one has made up a type for oneself, one must stick to it. 2. Her blue eyes, which must have been attractive once, were now pale and tired. 3. Well, I must get going, it's late. 4. You must be learning hard, judging by the progress you are making. 5. Must you be always so punctual, really? 6. He must have been thinking of something pleasant as he was smiling to himself. 7. Do you realize what courage she must have had never to show how unhappy she was?

6. Translate using "must" with the proper form of the Infinitive.

1. Ваши часы, наверное, спешат. — Нет, скорее всего, ваши отстают на несколько минут. 2. Вы, должно быть, много читаете вслух, у вас хорошее произношение. 3. Где же ключ? Скорее всего, я оставил его дома. 4. Я думаю, вы ошибаетесь, я там не бывал. Вы, наверное, принимаете меня за кого-то другого. 5. Очевидно, я его испугал, потому что сначала он не мог сказать ни слова. 6. Он, несомненно, был выдающимся (outstanding) человеком, но у него наверняка были и свои недостатки. 7. Я подумал, что он, наверное, еще ждет меня, но оказалось, что он уже ушел. 8. Он решил, что я, скорее всего, просто забыл об этой давней встрече.

7. Paraphrase the marked verbs: *may* = 1) perhaps; 2) to allow; *must* = 1) to be necessary; 2) very likely; *can* = 1) to be able; 2) Do you think ...?; I don't think

A. 'You see', said the Lion, 'I **can** roar very loudly, and then all the animals run away from me. But if the elephants and tigers and the bears try to fight me, I myself **must** run away from them, I **can't** fight them. I **must be** a coward', said the Lion, 'because when there is danger, my heart begins to beat fast.' 'This **may be** heart disease,' said the Tin Woodman. 'It **might be** so,' said the Lion sadly. 'But it **must be** wonderful to have heart disease,' continued the Woodman, 'because it means that you have a heart. I, for example, have no heart, so I **cannot have** any heart disease'. 'You **might be** right about it,' said the Lion thoughtfully. 'Do you think the Great Wizard **could give** me courage if I asked him? 'Of course he **can**,' answered the Tin Woodman, 'just as he **can** give me a heart'. 'And just as he can send me back home to Kansas', said Dorothy. 'And where is Kansas?' asked the Lion. 'I don't know myself,' she replied, 'but the Great Wizard **must know**.' 'May I go with you to see the Great Wizard?' said the Lion. 'Certainly you **may**,' answered Dorothy, 'And we would be very glad if you came with us, because you **could** help us to keep away the other wild animals.' Then she added, 'I think all these animals **must be** more cowardly than you are, if they are afraid of your roar'. (after F. Baum)

B. Harris said he and his cousin had once been in the maze (*лабиринт*) in Hampton Court, and they had a map, so he thought it **must be** very simple to find your way. In fact this map **may** have been made as a joke, because it was not at all helpful, but rather misleading. They went into the maze and walked around for a few minutes, and soon they met some people who said they **must** have been there for an hour, and wanted to get out. Harris told them they **mustn't** worry, they **must** just follow him. He said they **could** easily get to the centre of the maze, as the map clearly showed where the centre was.

All the people went after Harris, and on their way, they found some more people who had lost all hope of seeing their families again. There **might** have been about twenty people following him, and they walked a long way, but they still **could not find** the centre. Harris's cousin said, 'This **must be** a very big maze'. 'Oh,' said Harris, 'the largest in Europe'. 'Yes, it **might be**,' replied the cousin, 'because we **must** have walked a good two miles already'. Harris began to think it rather strange himself, but he walked on, following the map. Suddenly his cousin noticed a cake on the ground, and he said he was sure he had

seen the same cake there seven minutes ago. Harris replied that the cousin **must** have been mistaken, but the woman with a child in her arms said it could not have been any other cake, because she herself had taken it from her child and had thrown it down there. Harris repeated it **could** not be true, and showed his map. The cousin said, 'This map **may** be helpful if you know where you are, but we don't!' Harris said he thought they **must** be now quite near the centre of the maze, and, as soon as they got to the centre, the map **must** certainly show them the way out. They all walked on after Harris for some more time, until it was clear that they **must** have got completely lost. (after J. Jerome)

8. Make the sentences opposite in meaning avoiding the particle "not" and using the verb 'fail', or other means .

1. He must have managed to conceal his thoughts, as they did not suspect anything. 2. They must have warned him about the dangers, that's why he was well prepared. 3. She must have recognised the man, that is why she greeted him. 4. He must have made every effort to accomplish the task, that's why he succeeded so well. 5. You must have been told all about it beforehand, that otherwise you wouldn't know the answer. 6. They must have caught the train, they left home in due time. 7. He must have guessed at her plans correctly, or somebody must have informed him in advance. 8. He must have been there before, he found his way pretty easily.

9. Translate using "must" or "can" and avoiding the word "not".

1. Очевидно, он в эту ночь совсем не спал. 2. Неужели ты всю эту ночь не спал? 3. Скорее всего, они не попали на свой поезд. 4. Не может быть, чтобы он меня не понял. 5. Неужели ты не знал, что мы переехали? 6. Очевидно, он не получил моего письма. 7. Неужели вы так и не смогли найти мой дом? 8. Он наверняка сел не на тот автобус. 9. Не может быть, чтобы он не заметил нас. 10. Неужели не было никакого выхода из положения? 11. Скорее всего, он и не пытался это сделать.

10. Paraphrase so as to clarify the meanings of the modal verbs; state whether their mood forms could be different in the same context.

1. The impression may sometimes be more exact than the sober truth. 2. "I don't know how you can say that!" she exclaimed with a

resentment that the equator might feel if someone called it chilly. 3. I've given him a position which never in his dreams could he have longed for. 4. They felt, as Balaam must have felt when his ass broke into speech. 5. Of course you might have seen her every morning when you did the housekeeping. 6. He thought that I might be able to give him some advice that would help him. 7. I do believe in love at first sight, but on the proviso that people may have met twenty times before seeing one another. 8. In your house you might have kicked him downstairs and slammed the door in his face — he would never have guessed that he wasn't welcome. 9. People said about them that they couldn't be more united if they were married. 10. She spoke accurately so that the words that poured from her lips could have gone straight down on paper without alteration. 11. The colonel looked at me with the stern expression that he must have worn when he inspected his regiment. 12. They simply ignored him; the chair in which he sat might just as well have been empty. (from S. Maugham)

11. Paraphrase using “must”, “may” or “can”.

1. It will probably rain towards evening. 2. Is it possible that he deceived us? 3. Perhaps he did it by chance. 4. I don't believe that she has forgotten about it. 5. Do you think she is still waiting for us? 6. I don't believe that he knew nothing about it. 7. Maybe the weather will be better tomorrow. 8. Do you think he didn't hear us? 9. He is probably still sleeping. 10. Evidently they didn't understand you correctly. 11. He said no one was allowed to leave the room. 12. I am sure he has not meant it seriously. 13. I doubt it that he didn't find my note. 14. It is unlikely that they have come to an agreement on that point. 15. It is obvious that the students haven't understood the main idea of the story. 16. Perhaps he didn't notice this mistake, otherwise he would have corrected it.

12. Fill in “may”, “can” or “must”; retell the jokes.

A. “Why have you been so upset lately?”, a friend asked a young poet. The poet replied, “I have noticed that many people don't know who Shakespeare was”. “Well, why does it worry you so?” “I am afraid that one day I, too, ... be forgotten”.

B. A quack (*шарлатан*) was selling some stuff to poison rats, and he called it “Madagascar Rat-killer”. Some time later he met one of his clients, who complained that his stuff hadn't had any effect.

“Well”, the quack said without hesitation, “those ... not have been Madagascar rats!”

C. The wolf met a little lamb and shouted, “Ah, it’s you whom I saw last summer drinking from my brook! You deserve punishment!” “But it ... not have been me, I wasn’t born last year yet”, the lamb protested. “Well, it ... have been your brother or sister”, the wolf roared. “Anyway, I am hungry”. And he jumped at the poor lamb.

D. The waiter asks the customer, “Excuse me, sir, I forget whether I gave you fruit cream or vanilla cream?” The customer answers, “I ... not say for sure, it tasted like glue”. “Oh, in that case it ... have been chocolate cream”, the waiter exclaimed happily.

E. A young boy was once praised by everyone for his quick and witty remarks. An old gentleman who heard this remarked gloomily, «It is well known that those who are clever in youth become very stupid with age». «Oh, sir, what a bright little boy you ... have been!”, the boy replied.

F. The duelists fired their pistols and both missed. One of their seconds said, “Well, now shake each other’s hands”. “There is no need for that”, remarked the other second, “because their hands ... have been shaking since morning”.

13. Translate.

1. Неужели он спит уже четыре часа? Наверное, он совсем не спал ночью. 2. Как ты думаешь, куда он мог уйти? — Он мог пойти в магазин или к приятелю. 3. Я думал, что он, возможно, ждет меня, а он давно ушел. 4. Если бы не дождь, мы могли бы давно добраться до города. 5. Наверное, он звонил тебе, когда тебя не было дома. — Нет, не мог он звонить сегодня утром. Он знал, что меня не будет. Возможно, он позвонит вечером. 6. Вы могли бы меня предупредить вовремя, что не придете! 7. Наверное, он не нашел адреса, и потому до сих пор не написал тебе. 8. Подожди меня, если меня не будет в семь; я могу опоздать на несколько минут. 9. Может быть, вы и не хотели его обидеть, но на самом деле обидели. Он, наверное, не так вас понял. 10. Повидимому, вы не были достаточно осторожны. Наверное, никто не смог вас предупредить, что это может случиться. 11. Вряд ли он мог сказать вам такую глупость. Возможно, вы просто не расслышали как следует. 12. Позвоните в субботу, к пятнице я могу еще не получить ответ. 13. Наверное, вы не заметили этой ошибки, иначе бы вы ее легко смогли исправить. 14. Не может быть, чтобы

я не закрыл окно перед уходом; наверное, его открыл ветер. 15. Ты мог бы подождать меня и подольше, зачем ты сразу ушел? 16. Я не смог бы участвовать в соревновании, даже если бы был тогда вполне здоров. 17. Наверное, он еще не проснулся. — Нет, не может быть, чтобы он все еще спал. 18. Неужели вы ничего не слышали о мягкой посадке (landing) на Луну?

Verbs Expressing 'Necessity'

Have, Be, Must

1. State whether the verb "have" is notional, modal, auxiliary or close to auxiliary.

1. Have you any relatives' abroad? 2. Why has nothing been done yet? 3. When do you have dinner? 4. We have had dinner already. 5. I simply had to tell her the truth. 6. She is now having an English class. 7. I hadn't anything to read on the journey. 8. You don't have to read this letter if you don't want to.

2. Make these sentences negative and interrogative.

1. We had to force the door to enter his room. 2. You have to do the work all over again. 3. He has to get up very early every day. 4. I'll have to call her up myself. 5. These papers have to be typed anew. 6. They had to tell him the bitter truth.

3. Translate using "have".

1. Часто ли вам приходится так рано вставать? 2. Я вынужден был взять такси, так как опаздывал к поезду. 3. Нам пришлось переночевать в лесу, потому что мы заблудились. 4. Ей не пришлось долго нас ждать на станции: мы приехали точно по расписанию. 5. Я все отлично помню, мне не надо напоминать. 6. Если бы ты сделал все вовремя, тебе бы не пришлось сейчас все делать в такой спешке. 7. Как долго вам пришлось его ждать? 8. Думаю, мне все-таки придется туда поехать самому. 9. Декан сказал, что в субботу приходить не надо, потому что занятий не будет. 10. Мне сказали, что если я хорошо напишу контрольную, мне не надо будет сдавать экзамен. 11. Если бы мне пришлось сейчас сдавать вступительный экзамен, я бы не получил хорошую отметку.

4. Analyse the uses of the verb “be” (modal, auxiliary, notional, link-verb).

1. Is he at home now? 2. What are you working at now? 3. Are we to do the translation in writing or orally? 4. I hoped so, but that was never to happen. 5. How is this word spelled? 6. “What is to be done?” and “Who is to blame?” have long been the sacramental questions of Russian public thought. 7. We were to meet at the metro station. 8. Is this to be understood as a warning? 9. What part of your story is true? 10. You are not to leave the room unless I allow you to. 11. When will the work be done? 11. Where is this book to be found?

5. Put in the verb ‘be’.

At last I received a document from the Emperor of Lilliput, which I had to sign before I could get my freedom. The document contained some rules, which I ... to follow. Here is the text: “The Emperor of Lilliput, the joy and terror of the Universe, monarch of all monarchs, taller than the sons of men, whose head strikes against the Sun, proposes the following principles which the Man-Mountain ... to follow: First, the Man-Mountain ... not to leave our dominions (*владения*) without our permission. Second, he ... not to come to our capital without our order. Third, said the Man-Mountain ... to walk only on our big roads, and ... not to walk or lie down in a field of corn. Fourth, as he walks on our roads, he ... to take the greatest care not to put his foot on the bodies of our subjects (*подданные*); he ... not to take any of our subjects into his hands without our permission. Fifth, if we ... to send messages to other monarchs, the Man-Mountain ... to carry in his pocket the messenger and the horse, and he ... to return the said messenger back to us. Sixth, he ... to be our ally (*союзник*) against our enemies from the island of Blefuscu, and ... to do his best to destroy their fleet, which is now preparing for war. Seventh, in his free time, the said Man-Mountain ... to help our workmen to lift great stones when they build tall houses. Eighth, in two moons’ time, the said Man-Mountain ... to present to us an exact description of our domains, which he ... to measure with his own footsteps. Lastly, the said Man-Mountain ... to receive, every day, meat and drink enough to feed 1728 of our subjects.

Written at our Palace on the twelfth day of the ninety-first moon of our reign”.

I signed these rules with great pleasure, though some of the things that I ... to do, were not very honourable. Soon my chains were taken off, and I was completely free. (after J. Swift)

6. Translate using the verb *to be*.

1. Мы договорились, что я должна все приготовить, а потом встретить их на остановке. 2. Он должен был ждать меня у входа, но там его не оказалось (turn up). 3. Как мне понимать ваши слова? 4. Ей предстояло поехать на юг, но случилось нечто неожиданное. 5. Им не суждено было пожениться: жених сбежал за день до того, как должна была быть свадьба. 6. У него был целый список дел (things to do) на этот день: надо было сходить в магазин, в аптеку и т.д. 7. Как прошел твой концерт? — Увы, он должен был быть сегодня утром, но его перенесли на следующую неделю. 8. Было темно, вокруг ничего нельзя было видеть.

7. Fill in “must” or “have” pointing out cases where they are interchangeable.

1. You ... (to try) to be more polite, really. 2. I told him he ... (to try) to be more polite. 3. He missed his bus and so ... (to wait) for the next one. 4. You ... (to hurry) away already? 5. I had plenty of time, so I ... not (to be) in a hurry. 6. He warned me that I ... not (to do) such important work in a hurry. 7. He felt that something ... (to go) wrong, but didn't know what. 8. When he realized that he had taken the wrong bus, he ... (to change) for another. 9. He realized that he had taken the wrong bus and that he ... (to change) for another. 10. Mind, you ... not (to mention) this to anyone.

8. Refer the situation to the past.

1. It is getting late, we must get home before it grows quite dark. 2. Mother says that it's late and that we must get home before darkness. 3. He's got to work real hard to earn a living. 4. I know that he has got to work hard to earn a living. 5. It is impossible to change anything, so we must face the unpleasant facts. 6. I am quite aware that it is impossible to change things and that we must face the unpleasant facts.

9. Use “be” or “have (have got)”.

1. I did not realize that the worst ... (to happen) yet. 2. You really ... (to behave) as you did? 3. How many poems we ... (to learn) by heart for the exam? 4. The police said that he ... not (to leave) the room until it was searched. 5. You ... not (to type) the course-paper, it may be done in hand. 6. I spent a lot of time searching, but the key ... nowhere (to be found).

10. Translate using "have", "be" or "must".

1. В тот день мне надо было вернуться домой раньше, так как у нас должны были быть гости. 2. Если бы ты меня предупредил заранее, мне бы не пришлось столько ждать. 3. Он должен был прийти к пяти, но не пришел и в шесть. 4. Нам надо было в тот день встать раньше, мы собирались за город. 5. Нам не понадобилось за ним идти, он сам пришел. 6. Мне не надо было даже идти пешком: такси уже ждало у входа. 7. Мне надо было кроме того кое-что купить, но времени уже не было. 8. Для того, чтобы поступить в институт, мне не надо было сдавать все экзамены, потому что у меня была медаль. 9. Мне не пришлось стоять в очереди, знакомый пустил меня вперед (let go first). 10. Я позвонил ему в семь, так как в это время он уже должен был быть дома. 11. Он сказал, что ему, возможно, придется уехать. 12. Даже если тебе приходится делать то, что не хочешь, надо делать это хорошо. 13. Мне сказали, что на следующий день можно не приходить в институт.

Need

1. Change into indirect speech.

1. He said, "You needn't do the work this evening, you can do it tomorrow morning". 2. The wife said to her husband, "You needn't have bought butter, we still have some". 3. "Do you really need this old pipe or can I throw it away?", she asked me. 4. "Why do you need to go out so late?" the mother said to her son. 5. "Need you be in such a hurry?", I said. 6. "I have thrown the old papers away, I just thought you didn't need them any more", the housemaid explained. 7. I replied out of politeness, 'You needn't go so early, you could stay some more time'.

2. Fill in the verbs *have*, *need* or *be*; retell the jokes in indirect speech.

A. A beginning writer sent his novel to an editor and received a refusal. He wrote an angry letter saying, "I know that you haven't read my novel to the end, because I had specially glued the last pages together and they are still glued up". The editor wrote back, "Dear sir, when I begin to eat an egg that smells bad, I ... not ... to eat it to the end".

B. A young Frenchman once asked Goethe how to learn such a difficult language as German. The poet answered, "You not be worried about any difficulties: the only thing you ... to do is to use German words instead of French".

C. A music student once asked a famous composer to listen to his compositions, as he ... to decide which of them to play at a concert in which he ... to take part. When he had finished the first piece and was about to start another, the maestro said, «Thank you, you ... not play any more, I can see at once that this piece of yours is better than all the others».

D. A well-known pianist was making an accompaniment for a duet when one of the singers got out of tempo. The pianist stopped playing and addressed them with the words, «Just a minute, I ... to decide which of you I ... to accompany now.»

E. A young man who had spent all his money wrote to his uncle, "I am sorry that I ... to ask you for some money". Then he added, "I didn't like writing this letter, in fact I even ran after the postman to get it back". His uncle answered, «You ... not have worried about getting your letter back because I haven't received it».

3. Use *need (needn't), have* or *be*.

1. Не надо тушить свет, я не сплю. 2. На самом деле, мне не надо было идти пешком, он мог бы меня подвезти, но я просто захотел пройтись. 3. Не надо было вам переписывать текст, вам надо было просто его прочитать. 4. Надо ли писать обратный адрес? — Не обязательно, она его знает. 5. Не надо было покупать масло, у нас еще есть. 6. Туда входить ни в коем случае нельзя, там спят дети. 7. Я должен был долго ждать, очередь была большая. 8. Напрасно ты беспокоился, все в порядке. 9. Оказалось, что, мне не надо было так рано вставать сегодня, потому что экскурсию отменили. 10. А что будет с моими цветами, если я уеду?

Should, Ought

1. State whether "should" is modal or auxiliary.

1. In your place I shouldn't worry about such things. 2. You shouldn't sit in the draught, you may catch cold. 3. I told you you shouldn't tell him these things, you see the results now. 4. I said I shouldn't

be surprised if this happened again. 5. You shouldn't have been too frank with him, you may be sorry about it later. 6. The French government has often stood aloof when it should have been mobilising the people in its support. 7. You should have thought a little before saying anything, then you wouldn't have hurt her feelings. 8. He didn't warn me what I should do in such a situation. 9. "Show me your documents." "Why should I?" 10. Should auld acquaintance be forgot and never brought to mind? Should auld acquaintance be forgot, and days of auld lang syne? (after R. Burns).

As modal verbs, "should" and "ought" are in most cases absolute synonyms, but the latter is always phonetically stressed, so it usually sounds more emphatic.

2. Fill in the gaps, first with "should", and then, if possible, with "ought", choosing the proper form of the infinitive.

1. I think you ... (to be) more attentive in class. 2. In your place, I ... (not to advise) him that. 3. You ... (not to be) so selfish really, you always ... (to think) of the people around you. 4. Do you think we ... (to go) and (to apologise) for it or it would be better to leave it as it is? 5. He warned me that I ... (not to mention) this information anywhere, as it might be dangerous. 6. I realise now that I ... (not to remind) him of that unhappy incident, it only upset him more. 7. I ... (to say) he behaved very bravely. 8. He said that we ... (to come) a little earlier, then we ... (not to miss) the funniest part of the situation. 9. He realised at once that he ... (not to say) that, but what is done cannot be undone.

3. Say what should or should not be done at dinner table.

4. Give your recommendation using the verb *ought*.

1. You do look unwell. You ... 2. Your room looks rather untidy. You ... 3. Oh, don't you be so selfish! A good friend ... 4. Why are you telling me this when nothing can be done already? You ... 5. He was so rude to her last time. He ... 6. It is your fault that we missed the train. You ... 7. What a pity she entrusted such an important thing to somebody else. She ... 8. Why on earth did you agree to do this? You ... 9. There is a very interesting exhibition of landscape paintings open now in the Fine Arts Museum. I think ... 10. Your last test is good but there were a few spelling slips. You ...

5. Choose *have, need or should (ought)*; retell the jokes.

A. "Why are looking so worried?", a man asked his friend. "I have made a lot of debts", the man answered, "and now I ... to find money to pay them". "Well", his friend comforted him, "you ... not worry about it. It is your creditors who ... be worried, not you!"

B. A well-known old actor was once going by train, and when he saw a ticket collector he started looking for his ticket, but couldn't find it. The ticket-collector recognised him and said, "Oh, you ... not ... to bother about your ticket, I'm sure you've got it". "But I ... to find my ticket", replied the absent-minded man, "I ... to remember where I am going to".

6. Refer the situations to the past.

1. We ought to start off earlier so as not to miss our train. 2. I think you should be more attentive if you want to write the test paper well. 3. There ought to be someone who can help us in our trouble. 4. Oughtn't she to behave more tactfully in such a delicate situation? 5. What should they tell him when he asks? 6. How ought I to conduct myself in case they offer me monetary help? 7. He should not sit up late, it is ruining his health. 8. You ought never to deceive your son, it is ruinous to your relationship with him.

7. Insert the verb *should* with a Perfect Infinitive; retell the story "Lazy Jack" in indirect speech using *ought* instead.

Once upon a time there lived a boy whom everyone called Lazy Jack because he never liked to do anything (and of course he did not know too much). Still, when the times were bad and his family could not earn enough for a living, his mother told him to go and find a job. Jack hired himself to a farmer and got a penny for the day's work, but as he was returning home he lost it while crossing a stream. His mother was upset, and she said, 'My boy, you ... (to put) it in your pocket, then you wouldn't have lost it'. And he obediently answered, "I'll do so next time'. The next day he got a jar of milk for his services, and, remembering what his mother had said, he tried to put it in his pocket, finally spilling all the milk on the ground. So his mother reproached him again saying "You ... (to hold) it on your head, then you would not have spilt anything." Jack promised that he would do so next time.

The following day he did some work again and received a shoulder of mutton, which he put on his head, so by the time he got home he was all covered with blood, and his arms were numb and aching. "Silly boy," said his mother, "You ... (to carry) it on your shoulders". He said he'd do so next time, but the next day he was given a live donkey. Although the animal was rather heavy, Jack managed to lift him on his shoulders and started off home. It so happened that on his way he was passing the house of a rich villager whose daughter was deaf and dumb from childhood. When the girl saw a young fellow carrying a donkey, which was kicking its feet and roaring wildly, she burst out laughing, and thus recovered speech. The happy father gave her to Jack in marriage, and they lived happily ever after.

► In present time situations "should" and "ought" are in most cases quite synonymous with "must" (in the meaning of "necessity"), the latter being just more categorical. If necessity refers to the past, the former two verbs replace "must", which has no forms to express past time reference. In indirect speech, "must" can only express simultaneity with the past action in the main clause (*He said he must do it*).

8. Translate using the following modal verbs:

a) should (ought) or must

1. Я знаю, что вы на диете, и думаю, что вам не следует есть такую пищу. 2. Он сказал, что он на диете и ему нельзя есть такую пищу. 3. Мать сказала сыну, что хлеба в доме почти нет и надо сходить в магазин. 4. Когда сын возвратился с хлебом, мать сказала, что надо было купить побольше. 5. Надо было тебе сделать эту работу вчера днем, нельзя было сидеть всю ночь. 6. Учитель сказал мне, что надо было хорошо поспать перед экзаменом, а не учить всю ночь. 7. Я чувствовал себя неловко и не знал, что следует говорить, а что нет. 8. Надо было тебе слышать, как он об этом говорил! 9. Я понял, что этого не надо было говорить, но это было поздно. 10. Ты просто обязан сообщить ему об этом немедленно. 11. Ты просто обязан был сообщить мне обо всем сразу! 12. Я только потом догадался, что надо было сначала дать ему поесть, потому что он, наверняка, ничего не ел с утра. 13. Он не сразу пришел к пониманию того, что надо принимать во внимание взгляды и привычки других людей. 14. В детстве меня всегда учили, что если я обещал что-то, то должен сдерживать слово. 15. Он считал, что в семье его воспитали именно так, как и надо было — так, как и положено воспитывать настоящего джентльмена.

b) the negative of need, should (ought) or must

1. Не надо тушить свет, будет слишком темно. 4. Не надо включать лампу, и без нее достаточно света. 5. Не надо было тебе так долго держать телевизор включенным, тогда бы он не сгорел. 6. Можно было не покупать молоко, у нас есть. 7. Напрасно ты купил столько молока, оно может скиснуть. 8. Мать сказала сыну, что молоко покупать не надо, потому что у них еще есть. 9. Мать сказала сыну, что можно было не покупать молоко, но, поскольку он его купил, она сделает из него творог (curds). 10. Мать сказала, что не надо было покупать столько молока, потому что оно скиснет. 11. Зря ты ему об этом сказал, он всем расскажет. 12. Я понял, что напрасно сказал ему об этом, потому что он очень обиделся. 13. Не надо давать сыну столько денег, он их истратит на что-нибудь плохое. 14. Не надо давать официанту каких-либо денег, чаевые уже включены в счет. 15. Не надо было давать ребенку столько денег: видишь, он их сразу все истратил за один раз (at one go). 16. Только потом я понял, что не надо было давать ему сразу столько денег: он их быстро все истратил. 17. Мне сказали, что чаевые давать не надо, потому что они уже включены в счет. 18. Только потом я узнал, что не надо было давать официанту чаевых, потому что они уже включены в счет. 19. Я подумал, что зря не встал пораньше, я бы тогда не опоздал. 20. Мать сказала, что я зря встал так рано, я бы вполне мог еще поспать.

c) must, have, be, should (ought) or need

1. Напрасно ты пришел: лекции не будет. — Откуда же мне было знать, что ее не будет? 2. Не надо было тебе ходить на прогулку в дождь: ты бы не простудился. 3. Телефон, должно быть, испорчен, придется идти к соседям. 4. Надо было взять такси, ты бы не опоздал к поезду. 5. Как видишь, тебе не надо было так волноваться из-за экзамена, ты получил отлично; этого и следовало ожидать. 6. Надо было его немного подождать, он бы пришел. 7. Не надо было мне его ждать, из-за этого я опоздал на поезд. 8. Наверное, он не расслышал, что ты сказал; тебе надо было повторить вопрос. 9. Я понял, что надо было ему сразу все сказать, тогда бы ему не пришлось так волноваться. 10. Надо ли тебе туда ехать? — Обязательно надо. 11. Мне не пришлось долго ждать, он пришел вовремя. 12. Тебе не надо было переводить всю статью, надо было только половину. 13. Надо было тебе слышать, как он это говорил! Он, должно быть, сам наслаждался тем впечатлением, которое он производил. 14. В прошлом году мы учились во

второй половине дня, так что мне не надо было рано вставать. 15. Он всегда все помнит, так что ему не надо напоминать дважды. 16. Не стоило напоминать ему об этом неприятном происшествии. 17. Я не знал, когда должен кончиться спектакль, но подумал, что к 10 часам он уже должен закончиться. 18. Сына нигде не было видно, и мать решила, что что-то наверняка с ним случилось. Отец старался ее успокоить и говорил, что ей не надо так волноваться, что все должно кончиться хорошо. 19. Все шло так, как и должно было идти. Не надо было вам вмешиваться, все стало только хуже. 20. Возможно, нам придется принять какие-то срочные меры, это не должно продолжаться.

9. Comment on the uses of *should* and *may*.

1. "Don't you look on me as a friend?" "I should be glad to think so", he replied with a sneer. 2. We said how strange it was that, in the face of things like these, there should be a popular notion that Germans hadn't any sense of humour (Jerome). 3. May you always live in sunshine! 4. Should you ask me whence these stories, whence these legends and traditions, With the odours of the forest, With the dew and damp of meadows ... I should answer, I should tell you, "From the forests and the prairies"... (Lonfellow). 5. Find him, wherever he might be, and drag him here, whatever he should say! 6. Why shouldn't my goose sing as well as thy goose, When I paid for my goose twice as much as thine? (Nursery rhyme). 7. George said, 'let's go up the river.' He said we should have fresh air, exercise and quiet; the constant change of scene would occupy our minds (Jerome). 8. I feared lest the dog should bite me. 9. He put up a tent on the beach so that he might not get sunburnt while taking sunbaths.

10. Translate using *should* or *may* (*might*).

1. Я боялся, что они меня заметят и позовут. 2. Подвинься, чтобы я тоже что-то видел. 3. Не может быть, чтобы вы этого не знали. 4. Вполне возможно, что мы опоздаем на поезд. 5. Молчи, чтобы не попасть в беду. 6. Что бы ни случилось, не оставляй своего поста. 7. Держи правее, чтобы машина не попала в канаву (ditch). 8. Как бы он ни был сердит, он никогда не скажет грубого слова. 9. Я желаю только, чтобы все осталось как было. 10. Боюсь, как бы дождь не испортил всю твою красоту. 11. Охотники разожгли костер, чтобы волки не подходили близко. 12. Если вдруг за-

метишь что-нибудь необычное, свисти. 13. Так странно, что ты об этом беспокоишься. 14. Пусть всегда будет солнце! Пусть всегда буду я! 15. Давно пора бы им уже вернуться. 16. Даже если это так, я его никогда не прошу. 17. Будь что будет, я согласен.

Shall, Will, Would



As modal verbs, *shall* and *will* (*would* — for the past time) denote various kinds of volition (willingness, promise, persistence, resistance, threat, compulsion). The difference is that *shall* expresses the desire of the speaker who is not the grammatical subject of the sentence (*You shall do it!* = *I want and will make you do it*), while *will* (*would*) expresses the desire of the person expressed by the grammatical subject of the sentence: *Why won't you tell me?* (= *Why don't you want to?*); *I asked him but he wouldn't answer*; *The door won't / wouldn't open*; *I will gladly do it* (here the grammatical subject coincides with the speaker). *Will* can also express assurance of the grammatical subject, being a bookish variant of *must* (*The reader will have understood already ...* = *must have understood*). Besides, *will* and *would* are used to express repeated, habitual actions in the present or past.

1. Comment on the use of *shall*.

Three little kittens lost their mittens,
And they began to cry:
'Oh, mother, dear, we greatly fear
That we have lost our mittens'.
'What? Lost your mittens? You naughty kittens!
Now you **shall have** no pie!
Mew-mew-mew,
No, you **shall have** no pie!

2. Translate or paraphrase *shall*.

The Constitution of the United States of America (1787)

Article 1. Section 1. All legislative Power (*законодательная власть*) **shall be vested** (*возлагать*) in a Congress of the United States, which **shall consist** of a Senate and House of Representatives.

Section 6. The Senators and Representatives **shall receive** a Compensation for their Services. They **shall be privileged** from Arrest. For any Speech or Debate in either House, they **shall not be** questioned in any other Place.

Article II. Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years.

Amendment (поправка) 1. Congress shall make no law respecting religion, or prohibiting the free exercise thereof (= of that); of abridging (ущемление) the freedom of speech, or of the press.

3. Put in the verb *shall*.

When, at last, the Queen had a baby, the King invited seven Fairies to be godmothers to the little Princess. Each of the fairies presented their gifts to the baby. The youngest declared, 'The Princess ... be the most beautiful girl in the world'. The next said, 'She ... be the wittiest in the world'. The next said, 'Whatever she does, she ... do it most gracefully'. The fourth declared, 'The Princess ... dance perfectly'. The fifth said, 'She ... sing like a nightingale. The sixth promised, 'She ... be able to play sweetly on all kinds of musical instruments'. Suddenly there appeared in the hall an old fairy, who had not been invited because for fifty years she had not come out of her tower, so that every one thought that she was dead. She looked at the baby with anger and declared, 'The Princess ... prick her finger with a distaff (*веретено*) and that ... be the death of her.' Everybody was shocked at the terrible gift, but at that moment the youngest fairy came out from behind the curtains and said in a loud voice, 'The Princess ... not die, she ... only fall into a deep sleep which ... last a hundred years, and at the end of this time a king's son ... come and wake her'. After that, the King declared, 'No one in the kingdom ... ever use a distaff, or ... keep it in his house, on pain of death!'

4. Put in the verb *would* and comment on its use.

You never saw such a commotion (*переполох*) in the house in your life as when my Uncle Podger decided to do a job. A picture ... come from the shop and it ... be standing in the dining-room, and Aunt Podger ... ask what was to be done with it, and Uncle Podger ... say, 'Oh, you leave that to me. Don't you worry yourselves about that. I'll do that. Then he ... (take off) his coat, and begin. He ... lift up the picture, and drop it, and it ... come out of the frame, and he ... try to save the glass, and cut himself; and then he ... start looking for his handkerchief, which was in the pocket of his coat. And all the house ... begin looking for his coat, while he ... sit on a chair and say, 'Doesn't anyone in the

whole house know where my coat is? Six of you! -- And you can't find a coat that I put down five minutes ago!

And then he ... get up, and find that he had been sitting on it, and ... call out: 'Oh, you can give it up! I've found it myself now. I might as well ask the cat to find anything as expect you people to find it'. And, when his finger had been tied up, he ... get up on the chair, and two people ... hold the chair, and a third ... hold Uncle Podger, and a fourth ... hand him the picture, and a fifth ... pass him a nail, and he ... drop the nail and lose it. 'There!' he ... say, in an injured tone, 'now the nail's gone'. And we all ... have to go down on our knees and look for the nail, while he ... stand on the chair and ask if we were going to keep him there all the evening. The nail ... be found at last, but then the hammer ... be lost. 'Where's the hammer? What did I do with the hammer? Seven of you, standing round here, and you don't know what I did with the hammer!' ... And Aunt Maria ... say that she ... not allow the children to stand around and hear such language. At about midnight the picture ... be put up, and everybody ... be dead tired — except Uncle Podger. And Aunt Maria ... say that, next time Uncle Podger was going to do some work, she ... go and spend a week with her mother while it was being done. But Uncle Podger ... say, stepping heavily off the chair, 'Oh, you women, you make such a fuss over everything. I like doing a job by myself. You know, some people ... have asked a man in to do a little thing like that!' (after Jerome)

5. Analyse the uses of "*shall*", "*will*" and "*would*".

1. Boys will be boys, there's nothing for you to worry about.
2. "Will you come into my parlour?" said the spider to the fly.
3. How much wood would a woodchuck chuck, if a woodchuck would chuck wood? (Nursery rhyme).
4. Why she had to go I don't know, She wouldn't say ('Yesterday').
5. Come, follow, follow, follow, Follow, follow, follow me. — Whither shall I follow, follow, follow, Whither shall I follow, follow thee? (Folk song).
6. I wish some of you wise old men would settle it for me.
7. A picture would come from the framemaker's, and would be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say: "Oh, you leave that to me" (Jerome).
8. Deep in my heart I do believe: We shall overcome some day.
9. If those old peasants have something to say to me, I wish they would come right out and say it.
10. The man had heard Gatsby's name in a connection, which he either

wouldn't reveal or didn't fully understand. 11. 'Before you sit down, would you be an absolute dear and do something for me? 12. "I like you". "You won't, when you know more". "Yes, I will". 13. He said he would sit still, if I would allow him, and study my stroke (Jerome). 14. You may stay, if you will.

6. Open the brackets using '*shall*' or '*will*'.

A. The director of a company once noticed that his new secretary was often late for work, and he asked her to explain it. She said, "It's not my fault at all, my watch is a little slow". The director asked, "So what ... we do about it? ... you get yourself another watch, or ... I get myself another secretary?"

B. A young policeman was taking a thief to prison, and when they were passing a baker's shop, the thief said, "It's a long way to go, and we're both hungry. I ... drop in to get some bread for us, and you ... wait here". The policeman agreed, and the thief disappeared. He was soon caught again, and the same policeman was told to take him to prison. When they approached the baker's, the thief again suggested buying some bread, but the policeman said, "Well, this time I ... not be deceived. You ... stay out here, and I ... go into the shop".

C. A very resolute woman came to a famous pianist asking for a ticket to his concert. He tried to convince her that all the seats were taken, but she ... (would) not go without a positive answer; she said it didn't matter to her where to sit. So finally he said, "All right, I can offer you the only seat that is left, if you ... take it — at the piano".

7. Translate using the verbs "*shall*", "*will*" or "*would*", and comment on the meanings.

1. Не уходи, пожалуйста. — Не бойся, не уйду. 2. Дать вам другой экзаменационный билет? 3. Почему ты не хочешь взять ребенка с собой? 4. Ты сам можешь ехать, если хочешь, но детей ты с собой не возьмешь, я не позволю. 5. Мне было так трудно делать эту работу, но никто мне не хотел помочь. 6. Почему ты не говоришь мне всей правды? 7. Я не мог и не хотел верить этому. 8. Я ни за что туда не поеду. — Поедешь! Уж я за этим присмотрю (see to)! 9. Дверь никак не открывалась, пришлось ее ломать (force). 10. Я уверен, что тебе понравится это блюдо, если ты только попробуешь. 11. А родителям тоже с нами завтра приходиться? 12. Ты мог бы многого достичь, если бы захотел. 13. Обещаю, что все

будет сделано, как ты хочешь. 14. Они спрашивали ее, но она упорно не отвечала на вопросы. 15. С сегодняшнего дня Нина будет сидеть за первой партой, а Николай за последней. И вы не будете переговариваться через ряды. 16. Бывало, он начнет читать какой-то старый журнал, и тут же заснет. 17. Ему разрешили идти, куда угодно и делать, что угодно. 18. Не волнуйся, тебе все вернут. 19. Я тебе не верю. — Ну зачем же мне тебя обманывать? 20. Спросить его об этом? — На твоём месте я бы не стал. 21. Боюсь, он опять что-то натворил (*do mischief*). — Ну, с него станет!

8. Point out the differences between the constructions used after *wish*.

1. I wish you made greater efforts in your studies. 2. I wish you would make greater efforts in studies. 3. I wish that you should be happy in your family life. 4. I wish I were happier in my family life. 5. I wish you may live happily all your life!

9. Paraphrase using Subjunctive or "*would*" after the verb "*wish*".

1. Please, don't shout so loudly! 2. I want you always to remain as young as now. 3. It's a pity I didn't stay with them a little longer. 4. Will you come along with us? 5. We were eager for him to join us in our journey. 6. It's a shame my neighbours are making so much noise! 7. It's a shame you haven't seen that film. 8. I think he would like you to write to him more often. 9. I am sure he wanted you to write to him more often. 10. I don't like her behaving like that. 11. I was a fool not to have followed your advice! 12. If only somebody would help me with my work! 13. I really regret that I said so.

10. (Revision of modal verbs) Comment on the meaning and form of the marked verbs and on the possibility of any other way of expressing the meaning.

1. It **must** be admitted that her conversation was excellent, and though it **might** have seemed slightly lacking in humour, it was solid and instructive. 2. **May** I say then that it is all settled? 3. **Would** you do something for me now? — I'd do anything for you. 3. The subject of their discussion was whether Mrs. Forester **should** or **should** not shingle. 4. The time was ripe, if ever she **was** to adopt a political career, she realized she **must** come to a decision now. 5. She says, after working for

donkeys' years as you **might** say, she is going to have a rest from work, and of course, someone **has got** to keep the house clean and do the cooking. 6. I'm not angry, but a joke's a joke, it is not to be carried too far. 7. She said it was a kid's game and I **ought** to be ashamed of myself, flying a kite at my age. 8. But really, why on earth **should** he **be** frank with her? 9. I think you are concealing something from me. — Why **would** I? 10. Each Fourth of July weekend, Guile **had** to take the baby on the train to Boston. 11. **Need** you **be** so haughty? You **may** want a friend some day — what if it **should** be one of us? 12. All the time we were out, the two gentlemen smoked incessantly — which, I thought, if I **might** judge from the smell of their rough coats, they **must** have been doing ever since the coats had first come home from the tailor's. 13. We have been given a fine performance of a remarkable play — whatever some of us **may** think of its characters and its language. 14. We **cannot** work, we **cannot** think, unless our stomach **wills** so. (Jerome)

VERBALS (NON-FINITE FORMS OF THE VERB) The Infinitive

1. Paraphrase using infinitive as the Subject with the introductory "It".

1. The repair of the room **will** take two days. 2. I was amazed to see him there. 3. There is no necessity to mention that. 4. Any thought of tomorrow depressed him. 5. The restoration of the church was quite impossible. 6. The recollection of that incident made everybody laugh. 7. He felt ashamed when he remembered everything. 8. He was very wise if he avoided such a situation. 9. We were disappointed when we heard his report. 10. There was no return to the past life.

▶ Since the functions of the infinitive are determined by analogy with other, much clearer types of words, in a number of cases different interpretations are possible. In "I want (plan, try) to do it" the infinitive may be regarded either as an object ("want what?") or as part of a modal predicate (the verbs have a modal meaning). It is undoubtedly not an object in "I'm going (obliged) to do it" because 'I'm going smth.' is impossible. In "He is nice to deal with" the infinitive is either an object ("nice in / for what?") or part of the predicative ("is" — a

link verb, “nice to deal” — the nominal part). In “a desire (attempt) to go” it is, from the formal point of view, an attribute (“what kind of desire?”), but semantically it is similar to “He desires to go”, and thus may be regarded as an object to the verb hidden in the meaning of the noun, or else it may be seen as part of a modal phrase (“desire” has a modal meaning). In “To see means to believe” the second infinitive is either the predicative (= “is to believe”) or an object (“means what?”).

2. State the functions of the infinitive.

1. Remember to call her tonight. 2. To live means to create. 3. The question is how to do that. 4. His ideas are hard to understand. 5. It is not easy to understand her ideas. 6. I didn't know whether to laugh or cry. 7. He was ready to help me. 8. There was no one to help me. 9. I had to tell him the whole truth. 10. I have nothing to tell you. 11. You had better stay at home today. 12. I have no desire to argue with you. 13. I rose to go and he made no attempt to stop me. 14. She is not easy to deceive. 15. They must have been waiting for us in the wrong place. 16. He had now a good chance to speak to her.

3. Say what differences in the sentences below are revealed by the form of the infinitive.

1. a) She thinks she must charm me, must take a part in my life. b) She must have charmed you, that's the explanation. 2. a) I was to do part of the work on that very day, and the other part the next day. b) You were to have done all that a week ago. c) What is to be done in such a situation? 3. a) You may close the window now. b) He may be waiting for us there. 4. a) He couldn't understand what they wanted. b) He couldn't have misunderstood us. 5. a) I meant to phone the doctor first thing in the morning. b) I'm sorry I forgot, I meant to have told you about it at once.

Infinitive as attribute often has a modal meaning (of possibility or necessity), except in combinations like “He was the first (last, only one) to do so”, where it expresses an actual fact (“= He was the first who did so”).

4. Distinguish (by paraphrasing) the modal meanings of the infinitive as an attribute.

1. I was upset that there was no one to tell this news to. 2. He is not the right person to discuss such matters with. 3. I could give you a

good book to read on the train. 4. What is there to wait for now? 5. He was always the last to see a joke. 6. Which is the part to be learned by heart? 7. Linda was the first to come to herself. 8. I have nobody to take care of me. 9. And that's actually the only thing to remember. 10. There is really nothing to worry about.

5. Paraphrase choosing an active or passive infinitive as an attribute.

1. He was the first Russian sportsman who was awarded an Olympic gold medal. 2. He was the first Russian sportsman who won this title. 3. He was not the only person to whom the news was told. 4. Safety is the first thing that must be observed in such a case. 5. Is he the right person who should be offered this job? 6. This is not a book that could be read to little children. 7. You are not the only one who is invited there. 8. The house that is to be built here will be multy-storied. 9. He is not a man that could be trusted. 10. He is not a man to whom you could entrust such a job. 11. There are some more things that should be done. 12. I have a few more things that I should do. 13. There isn't much more that should be spoken about on this subject.

6. Combine the two sentences into one, replacing the verb in bold type by a derivative abstract noun with the infinitive after it.

1. I don't quite understand why he **desires** to go there. 2. They **promised** to help us, but it was never realised. 3. You **refused** to participate, and this **stopped** the whole project. 4. I quite agree with it that you **intend** to reconstruct the building completely. 5. She was **determined** to carry out her idea, and it was quite understandable. 6. He **attempted** to fulfil his promise, but failed. 7. It surprised me that they **consented** to take back their previous demands.

7. Replace the following by the construction 'It is + infinitive' as the subject, where possible; clarify the differences by paraphrasing.

1. John is hard to please, you know. 2. John is always eager to please everybody. 3. Well, this news is pleasant to hear. 4. I am so sorry to hear this news. 5. My new friends were wonderful to play with. 6. My friends were anxious to play with the new toy.

8. Translate and state the function of the infinitive.

1. Эту книгу интересно читать, но трудно пересказать. 2. С ним очень легко общаться (communicate). 3. Ее невозможно убедить (convince). 4. В таком кресле удобно сидеть. 5. Этот материал легко стирать. 6. Такую музыку приятно слушать. 7. О таких вещах, конечно же, нелегко говорить.

9. Compare the uses of the verb "be" and the functions of the infinitive.

1. There was not a sound to be heard. 2. Not a sound was to be heard. 3. I want to know on what terms the girl is to be here. 4. They were never to meet again.

10. Fill in "so as" or "in order" before the infinitive of purpose, and comment on the choice.

1. ... to build an aeroplane we must first know how birds keep themselves flying. 2. Physicists had to develop the theory of aerodynamics ... to build a flying plane. 3. I moved to the first row ... to see the blackboard better. 4. ... to understand the child better, parents should try never to lose touch with him. 5. Is it really necessary to punish children ... to teach them to behave well?

11. Replace the clause of purpose by 'so as to ... + infinitive'.

1. The Wolf put on Granny's night-cap so that he might look like Granny. 2. When Red Riding Hood sat down near Granny's bed, she looked at the Wolf and asked, 'Oh, Granny, why have you such big eyes?' And the Wolf answered, 'So that I could see you better, my dear'. 3. The girl said, 'But, Granny, why have you such big ears?' And the Wolf replied, 'So that I could hear you better, dear'. 4. Then Red Riding Hood asked, 'And, Granny, why have you such big teeth?' And the Wolf said, 'So that I could eat you better'.

12. Distinguish the functions of purpose and result in these sentences.

1. He rose from his seat to greet me. 2. She returned to find the place deserted by everybody. 3. He was too young to be taken seriously. 4. He awoke the next morning to find himself in a completely strange

place. 5. I looked up to see the stranger better. 6. The boy looked up to see a stranger above him. 7. Just as he reached the sand he heard a shrill voice and turned to see the German girl a dozen yards away. 8. Let's gather some wood to make a fire. 9. There is not enough wood to make a fire. 10. The expedition went to the South pole to explore it. 11. Scott's expedition went to the North pole to eventually find their death there.

13. Change resultative clauses for infinitives.

a) Use "enough" or "too": 1. The young doctor is not experienced enough, he cannot perform such an operation. 2. He is a clever enough boy, he can do without our help. 3. He was too big a man, he couldn't get out through the small window. 4. I hope you are artist enough and can appreciate the beauty of the landscape. 5. She was no longer a little girl, she was woman enough, so she could sense his real intentions.

b) Use "such as to" or "so ... as to": 1. The wind was so strong that it tore off the roofs of the houses. 2. The wind was such that it tore off the roofs of the houses. 3. The task is not such that could be done in a few hours. 4. The task is not so easy that it could be done in a few hours. 5. He was so strong that he could lift a calf. 6. His strength was such that it allowed him to lift a calf. 7. The difficulty of the situation is not such that could be ignored. 8. The difficulty of the situation is not so slight that it could be ignored. 9. He was so big a boy that he could reach the ceiling with his hand. 10. He wasn't such a silly boy that he would be deceived by fine words.

14. Translate using infinitives.

1. Дождь был такой сильный, что не позволял нам выйти на улицу. 2. Дождь был такой, что не позволял выйти на улицу. 3. Я не знаю немецкий настолько, чтобы переводить без словаря. 4. Я не знаю немецкий так хорошо, чтобы переводить без словаря. 5. Он был настолько наивен, что верил всему. 6. Он не такой наивный человек, чтобы всему этому поверить. 7. Ее вера (belief) была так сильна, что поддерживала ее дух (spirit) в любых ситуациях. 8. Он так хорошо разбирается (be good) в математике, что может решить любую задачу. 9. Его познания в математике таковы, что позволяют ему решить любую задачу. 10. Я слишком плохо знаю математику, чтобы решать такие задачи. 11. Он слишком легкомысленный человек, чтобы понимать, как вести себя в такой си-

туации. 12. Вы достаточно опытный врач, чтобы не делать такого рода ошибок.

15. Paraphrase so as to clarify the function of the infinitive.

1. Water must be heated to start boiling. 2. The child must have been frightened to start behaving like that. 3. He waved his hand as though to greet somebody. 4. I had to strain my eyes to see anything in that fog. 5. To look at Montmorency, you would imagine that he was an angel sent upon the earth (Jerome). 6. Change the construction in such a way as to use an infinitive.

16. Explicate the meaning of the infinitive used parenthetically.

1. To be quite frank, your behaviour is hard to explain. 2. He was a great man, to be sure. 3. To tell the truth, I never really believed what he said. 4. To cut a long story short, the trip turned out to be a complete failure. 5. We lost the road in the wood, and, to make things worse, it started raining hard. 6. She is not always well-behaved, to say the least. 7. I'll try to explain the reason for our quarrel: to begin with, we have never been very close. 8. You lied to me, or, to be more precise, you didn't tell me the whole truth. 9. There were three men in a boat, to say nothing about the dog.

17. State the functions of the infinitive.

1. To have seen London does not mean to have seen all of England. 2. You ought to have warned us in due time! 3. He was ashamed to speak to her after that. 4. I was too shy to try to speak to her again. 5. He'll probably get a chance to be offered that post. 6. He is not so easy to persuade. 7. It wasn't hard to persuade them. 8. Whether to agree or not is not the main problem. 9. The question is how to get there. 10. I didn't know what to believe. 11. She was about to say that they had no right to do so, but she stopped in time. 12. He had something to think over. 13. He stopped to greet a neighbour. 14. He awoke one morning to find himself famous. 15. Not a soul was to be seen in the street. 16. There was not a soul to be seen in the street. 17. The problem was such as to puzzle anyone. 18. He hadn't enough money to buy all that. 19. The impulse to help him was irresistible. 20. There is no need to lose your temper. 21. You needn't have bought so much bread. 22. The weather was so bad as to keep us in all day.

18. (Revision of infinitives) Translate.

1. Было странно слышать кругом английскую речь. 2. Не стоит обращать на это внимание. 3. Сказать ей об этом значило все испортить заранее. 4. Он оказался настолько глуп, что поверил этому. 5. Единственное, что ему хотелось, это найти тихое местечко, чтобы отдохнуть. 6. Он как раз тот человек, с которым можно все это обсудить. 7. Спектакль слишком сложен, чтобы о нем можно было что-нибудь сказать в нескольких словах. 8. Он был рад, что получил такую ответственную работу, хотя планировал получить ее гораздо раньше. 9. На этом диване неудобно спать. 9. Чтобы научиться говорить громче, надо тренировать голос. 11. Ветер был такой сильный, что с корнем вырывал (to uproot) большие деревья. 12. Он еще слишком мал, чтобы что-нибудь из этого понять. 13. Понять еще не значит простить. 14. Он всегда приходил первым и уходил последним. 15. Короче говоря, вам есть над чем подумать. 16. Гора слишком высокая, чтобы на нее взобраться. 17. Первое, что надо было делать, это узнать, где мы находимся. 18. Я был рад, что меня не пригласили. 19. Где ты научился так хорошо плавать? 20. Он, наверное, не спал в тот момент, а только притворился, что спит.

19. Replace the marked infinitives by clauses.

A. A funny thing happened while I was dressing on the boat that morning. It was cold when I woke, and as I was in a hurry to find something **to put on**, I dropped my shirt into the water. It made me very angry **to see**, enough **to change** his face from merry to severe (*суровый*) quite suddenly. 'What!' he yelled (*вопить*) jumping up. 'Can't you be more careful while you put on a shirt? Don't you know that it is better **to dress** on the bank, not in the boat!' And he tried to reach for the shirt **to get** it out of the water, and fell into the river himself. Later I tried to explain to him the humour of the situation, but George is sometimes too stupid **to see** a joke. (Jerome)

B. My dog, Montmorency, is too active **to like** peace and quiet. **To look** at Montmorency, you would imagine that he is an angel who has been sent upon the earth. But that is not quite true. It is his ambition in life **to get** in the way and **to be sworn** at (*проклинать*) by everybody. If he can get in anywhere where he is the last thing **to be expected**, and if he can make people mad enough **to throw** things at his head, then his day has not been wasted. It is his highest happiness **to put** his nose

everywhere, **to be stumbled** over and then **to be cursed** (*проклинать*) for an hour; and when he has been lucky enough **to achieve** this aim, his selfrespect becomes unbearable. (after Jerome)

The Gerund

► Functions of the gerund are sometimes rather arbitrary. Thus, in "She was on the point of crying" the gerund is either part of a modal predicate (= was going to) or, formally, a prepositional attribute to "point". In "continue (stop) doing smth." It is either part of an aspective predicate or an object ("continue what?"). In "He was busy writing" the ing-form is either an object ("busy with what?") or an adverbial of manner ("how?"); in the latter case it should be regarded as a participle.

1. State the functions of the gerund.

1. It is no use crying over spilt milk. 2. That's simply snatching back with the left hand what you gave with the right, and no mistake. 3. These young people get tired of seeing their own kind round them. 4. And you sort of walked into it without thinking? 5. But it would have been no good going on. 6. There was no getting away from facts. 7. I couldn't help telling him the truth. 8. He had a strange habit of turning up at my place unexpectedly, without warning me. 9. On being found, he didn't show any signs of being surprised. 10. The book is definitely worth reading. 11. Is it worth while reading the book? 12. There was no question of missing with that rifle at that range. 13. She is ever so fond of going to theatres and concerts. 14. He went on speaking without listening to any objections. 15. Do you admit making a mistake by marrying her?

2. Replace the marked word by a synonym (*begin — start; continue — go on; finish — stop*).

1. He **continued** talking about his holidays. 2. Suddenly it **started** to rain hard. 3. Don't look around, just **keep** going ahead. 4. He doesn't like to **start** doing serious work at the end of the week. 5. When I **finished** speaking, he didn't say a word. 6. When the clock **begun** to strike twelve, Cinderella ran out of the palace. 7. He **went on** telling me about his troubles.

3. Open the brackets using a gerund.

I remember (to go) to the British museum one day to read about an illness which I thought I had — hay fever, I think, it was. When I had finished (to read) that part of the book, I began (to study) illnesses in general. I forget which was the first one, but before I had looked through the list of symptoms, I was sure I had this illness too. I began (to get) interested in my case, and so started (to go) through the book alphabetically. As I kept on (to turn) over the pages, I discovered, each time, that I had this and that illness in some form. From many of them I had suffered from childhood, and with some of them I had been born. I stopped (to read) only when I got to the twenty sixth letter, and then I could conclude that the only illness I had not got was housemaid's knee. I felt rather hurt about it at first: why hadn't I got housemaid's knee? But after a while I began (to feel) less selfish: I thought that I had every other known disease, and I decided that I could live without housemaid's knee. (Jerome)

4. Paraphrase using the construction "there is no + gerund".

1. It is impossible to forget what has happened. 2. We cannot deny the stubborn facts. 3. It is not possible to memorise all those details. 4. One cannot forget the past.

5. Change the sentences so as to use a gerund as an object.

1. I suggest it that I should tell him the whole truth. 2. She doesn't like it when she has to go to the theatre alone. 3. He was surprised when he saw them together. 4. I don't mind it if I stay here for some time. 5. Have you finished the translation of the article? 6. Don't buy this book, it's not worth it. 7. They suspect that he has stolen that necklace. 8. She reminded me that I had to return her the dictionary. 9. I'm not quite certain whether he said that. 10. Will you be against it if you are invited there? 11. Aren't you rather proud that you are his brother? 12. He did not insist that he should do it immediately.

6. Complete the sentences using a gerund.

1. I couldn't even think of ... 2. You have never before spoken about ... 3. How can you be against ... ? 4. Is he responsible for ...? 5. What are his reasons for ... ? 6. For some time the thief refused to confess to ... 7. I always enjoy ... 8. The cyclist kept on ... 9. She suddenly

burst out ... 10. Try to avoid ... 11. He only stopped ... 12. She said she did not feel like ... 13. Haven't you given up ... ?

7. Paraphrase so as to use the verbs "want", "need" or "require".

1. I think you should polish your shoes. 2. The flowers must certainly be watered. 3. It seems to me you could do with a hair-cut. 4. Somebody has got to repair the garden fence. 5. Why don't you clean the windows? 6. These pencils need to be sharpened.

8. Complete the sentences using a gerund as an attribute.

1. I didn't very much like the idea of ... 2. I stopped short because I saw that she was on the point of ... 3. You haven't yet made much progress in ... 4. He tried not to leave the beaten path in the forest for fear of ... 5. I couldn't refuse myself the pleasure of ... 6. He always produces the impression of ... 7. I am afraid you do not realise the importance of ...

9. Use a simple gerund instead of the perfect where possible.

1. I remember having gone to the British museum one day. 2. He never spoke about having gone to the British museum once. 3. I'm sorry now about having been so rude to him. 4. I'm afraid you have quite forgotten having told me this story before. 5. I will not deny having made awrong decision.6.I will never regret having participated in that project. 7.He was not inclined to talk about having participated in that project. 8. I can't forgive myself for having given him this information. 9. He clearly hinted at having come with that purpose in mind. 10. I can't reproach you for having said all those bitter things to her.

10. Change the constructions so as to use a gerund as an adverbial modifier.

1. When he came to his office he looked through his mail. 2. While he was going through the mail, he noticed a strange-looking envelope. 3. After they had completed the written translation they started rendering the story. 4. Turn off the gas and electricity before you leave the house. 5. You can get better results in language learning if you read more aloud. 6. You cannot acquire a good vocabulary if you don't read books in the original. 7. She did not come to her classes because she felt unwell. 8. He did not complain though he was extremely tired.

11. Open the brackets using a gerund.

a) There was a boy at our school, Stivvings was his name, who was extremely fond of (to learn). He could never miss a chance of (to sit) up in bed and (to read) Greek, and as for French irregular verbs, there was simply no (to keep) him away from them. He was so full of strange and unnatural ideas about (to be) an honour to the school, and (to win) prizes, and (to grow) up a clever man. Well, that boy had the misfortune of (to get) ill about twice a week, so that there was no question of (to go) to school during that period. There never was such a boy for (to get) ill as he. If there was any known disease within ten miles of him, he had it, and had it badly. He would have bronchitis in the hottest days of summer, and have hay-fever (*аллергия на цветение*) at Christmas. After a six weeks' period of drought (*засуха*), he was used to (to be laid) down with rheumatism; and he was used to (to go) out in November fog and (to come) home with a sunstroke. He was never without a cold, except once for nine weeks while he had scarlet fever. During the great cholera of 1871, our town was quite free from it. There was only one case of (to catch) that disease, and that case was young Stivvings.

During those periods of (to be) ill, he had to stop in bed, and eat chicken soup; and he had the habit of (to lie) there and (to sob), because they wouldn't let him do Latin exercises, and took his German grammar away from him. And we, other boys, who would have been happy from (to miss) ten months of our school-life for the reason of (to be) ill, couldn't catch so much as a stiff neck. We ran about in draughts, and it did us good, and freshened us up. And we ate things for (to make) us sick, and they only made us fat, and gave us an appetite. Nothing we could think of ever made us ill until the holidays began. Then, on the very first day, we had the misfortune of (to catch) colds, and all kinds of diseases, which continued till the school year began again. And then, in spite of all we could do for (to keep) ill, we got suddenly well again, and felt better than ever. (after Jerome)

b) Harris suggested (to have) scrambled eggs for breakfast. He said he was very good at (to do) scrambled eggs, quite famous for them. It made our mouths water when he started (to talk) about (to cook) this food, and we begged him to begin (to fry) the eggs. He had some trouble in (to break) the eggs — or rather not so much trouble in (to break) them exactly as in (to get) the eggs into the frying-pan when broken, and (to keep) them off his trousers, and (to prevent) them from (to run) up his sleeve. But (to fry) those eggs that got into

the pan was even more harassing work, so far as George and I could judge. When he went too near the pan, he burned himself, and then he would start (to drop) everything and (to dance) round the fire, and (to lick) his fingers and (to use) strong language. It seemed that every time we looked at him he was engaged in (to perform) this dance. We thought, at first, that it was a necessary part of (to do) the culinary work. We enjoyed (to watch) all this and were quite sorry when he stopped (to dance) and said that the dish was ready. The result was not altogether the success that Harris had anticipated. He seemed to have little to show after (to complete) the whole business. Six eggs had gone into the frying-pan, and all that came out was a teaspoonful of burnt mess. (ib.)

Gerund versus Infinitive

1. State the functions of the infinitive and gerund.

1. At once he stopped working and started to ask me questions. 2. He replied that he wouldn't like to have a life of being somebody's slave. 3. On hearing my voice he rose to greet me. 4. He couldn't help thinking of an appropriate thing to say in such a situation. 5. She began clipping the flowers and arranging them in vases small enough to be put on the windowsill. 6. I'd given up all hope of ever hearing from him when he suddenly called to say that he was back for long. 7. I was angry at her for having acted in such a way as if to teach me a good lesson. 8. There were heaps of letters to be sent away. 9. She rose without saying a word and told her sister to follow her. 10. After weeks of waiting, she began to understand how awful it was to be alone, with nobody to say a word to. 11. The house wanted tidying up, to put it mildly. 12. He is fond of being confided in, and happy to be able to help.

2. Choose an infinitive or a gerund.

a) 1. The bus started (to go) very fast. 2. The car went on (to move) at a great speed. 3. Why haven't you begun (to do) your homework yet? 4. Please, continue (to translate) the text. 5. Has it stopped (to rain) yet? 6. Has it ceased (to snow) yet? 7. He kept (to work) for some time. 8. I haven't finished (to read) this book yet. 9. On her way to the shop she stopped (to talk) with a neighbour. 10. After a few introductory remarks the lecturer went on (to explain) his main points.

b) 1. I don't remember ever (to say) such things to you. 2. Did you remember (to turn) off the gas-stove before leaving the house? 3. I

hope you haven't forgotten (to promise) me your assistance. 4. Oh dear! I have forgotten (to drop) my letter in the mailbox again. 5. I soon regretted (not to follow) his advice. 6. I regret (to say) that I cannot agree with your view of the situation. 7. Did they teach you (to dance) at school? 8. Who has taught you (to dance) so well? 9. My son hasn't learned (to read) yet. 10. At an infants' school the children learn (to read), (to write) and arithmetic.

e) 1. The doctor was sorry (to find) the patient in a worse condition than before. 2. I think he is now sorry about (to tell) you all that. 3. I don't quite like your way of (to treat) the children. 4. This is not the way (to treat) children. 5. It was clear that he was quite unable (to cope) with the task. 6. I know she is very kind-hearted, she is just incapable of (to do) a thing like that. 7. I couldn't help (to laugh) at his clumsiness. 8. As some water had got in, naturally, the engine couldn't but (to stop) working. 9. He tiptoed into the room, afraid of (to wake) the baby. 10. He was never afraid (to go) out late at night. 11. At first we thought (to leave) home early in the morning, but then changed our minds. 12. I can't even think of (to leave) him there alone.

3. Replace a gerund or an infinitive where possible.

1. Don't you want to repair your record-player? 2. I think your record-player wants repairing. 3. My watch loses 5 minutes every day; it definitely needs fixing. 4. My watch gains a few minutes a day; it definitely needs to be fixed. 5. I do not demand beginning the work immediately. 6. He demanded to be told the whole truth. 7. I don't think anything else here requires to be done. 8. I don't think anything else here requires doing.

4. Translate using a gerund or an infinitive.

1. Я не уеду, не повидав своего сына. 2. Он не такой человек, чтобы забыть об обещании. 3. Ничто не может помешать мне сделать это. 4. Каковы основания (grounds) для того, чтобы употребить здесь перфектный герундий? 5. Увидеть значит поверить. 6. Я настаиваю на том, чтобы мне все рассказали. 7. Его оштрафовали за то, что он переходил улицу не в том месте. 8. Эту работу не так-то легко сделать. 9. Стоит ли сообщать ему об этом? 10. Он удивился, услышав свое имя. 11. У (from) кого ты учился играть на скрипке? 12. Кто научил тебя играть на скрипке? 13. По какой-то причине он избегал встречаться со мной. 14. Не помню, чтобы я когда-либо обещал тебе это. 15. Ты не забыл выключить свет перед

уходом? 16. По-видимому, мой телевизор надо ремонтировать. — А ты не хочешь сам его отремонтировать?

Gerund versus Verbal Noun

1. Point out gerunds and verbal nouns.

1. I took to stopping the night in these parks, talking to the dwellers in this new kind of housing. 2. He was awakened by a loud knocking at the front door. 3. After taking a few lessons, there is no reason for imagining that you are close to approaching the heights of all learning. 4. Seeing you here is quite unexpected. 5. He apologised for disturbing me and for all the banging of doors that went on around. 6. Snatches of conversation kept reaching my ears, and fading away. 7. As I went farther and farther north and it got cooler, I was aware of more and more advertising for Florida real estates.

2. Replace a gerund by a verbal noun, and vice versa.

1. I don't like reading fast. 2. The finding of his location brought an end to all anxiety. 3. Reading books in the original is what is necessary now. 4. The sailor quieted down to hard thinking.

Participle

Participle I

1. State the form and function of Participle I, its time relation to the predicate; paraphrase the participial phrase with a clause.

1. Who is that lady in a crimson beret talking to the Spanish Ambassador? 2. He led them to a car holding the child by the hand. 3. The experiment being carried out by this research group is essential not only for theory but for practice as well. 4. Everything was top secret, not all members of the Cabinet knew about the plans of invasion being prepared by the military. 5. He smiled to himself thinking of the impression he had made on everybody. 6. Reaching their destination, the tourists set up a tent camp. 7. She left home early in the morning returning only late at night. 8. While working on the project he already thought of what he would do, having finished it. 9. Having never seen a crocodile, the elephant child did not know how treacherous he was.

10. Having been given assurances that there would be no problems, he at once felt relieved.

2. Replace attributive clauses by Participle I where possible.

1. After he had given all the explanations of the incident, he thought they would leave him in peace. 2. The man, who has brought this letter, has already gone. 3. As they had arrived a little earlier, they were now in no hurry to enter the building. 4. Where are the documents that came in for registration a week ago? 5. After they had waited long enough, they were finally allowed to go in. 6. What is the name of the man who was talking with you when I came up? 7. The people who were waiting at the front door were getting more and more impatient. 8. The story that received the first prize soon became a best-seller. 9. What did you do with that big inheritance after you received it? 10. I asked the clerk who was passing by, where I could find the director. 11. After he was given all the necessary instructions, the pilot started "blind" landing. 12. They began work in the afternoon and finished it only late into the night.

3. Translate using Participle I where possible.

1. Один мой друг, читавший эту книгу, говорит, что она очень интересная. 2. Я спросил у человека, читавшего газету, где ближайший газетный киоск. 3. Картина, висевшая в зале, привлекла всеобщее внимание. 4. Картина, висевшая здесь, сейчас реставрируется (restore). 5. Я на днях разговаривал с одним человеком, проработавшим на севере много лет. Он сказал, что знает много людей, приехавших на север всего на один год и оставшихся надолго. 6. Мальчик, игравший в саду, меня не заметил. 7. Я знаком с человеком, переведившим сонеты Шекспира. 8. Ученый, написавший эту статью, сделал о ней публичный доклад. 9. Ученый, писавший эту статью, тогда еще не знал некоторых важных фактов. 10. Автор книги, много писавший на эту тему в конце 50-х годов, сейчас почти никому не известен.

4. Replace a perfect participle by a simple one where possible.

1. Having pushed the door, he went in and closed the door behind him. 2. Having pushed me aside rather rudely, he did not even feel it necessary to apologise. 3. Having arrived at the hotel, he phoned his wife to say where he was. 4. Having arrived at the wrong place, he could not

understand why nobody was meeting him. 5. Having waited for an hour, he left the place all upset. 6. Having dropped a coin in the slot, he dialled the number he needed. 7. Having dropped the coin, he was too lazy to bend to pick it up. 8. Having lived in that place for a long time, he still hadn't any friends there. 9. Having completed his round of visits, the doctor returned to the sick child again. 10. Having never been there before, he did not know where to go. 11. Having been given the key, he walked up to his room. 12. Having worked in school for some time, you will certainly get to like it.

5. Paraphrase the participles by clauses.

There lived in old times a tailor named Mustapha. **Being** very poor, he could not even send his son, Aladdin, to school. **Having** nothing to do, Aladdin spent his time in the streets **playing** with other poor boys. The father, **being** greatly **worried** by his poor life, did not live long. One day, soon after his father's death, while **playing** in the street, Aladdin saw a stranger, **standing** near by and **looking** at him very attentively. This stranger was a magician. **Coming** closer and **taking** Aladdin by the hand, he said, 'Aren't you the son of Mustapha, the tailor?' **Having** heard that Mustapha was dead, the magician cried, 'I am your uncle, my boy. I have been away for forty years, **travelling** in Persia and India. Tell your mother that I will visit her tomorrow'.

Returning home, Aladdin told his mother about his uncle. **Having** never heard of any relatives, she answered **laughing**, 'But, my son, you have no uncles'. But the next day the magician came to their home **bringing** a lot of food and wine. While **eating**, they talked about Aladdin's future, and the stranger said he would find him a good job. **Feeling** very thankful to the man, Aladdin's mother did not ask him any unpleasant questions. **Having** finished supper, the magician left the house, **promising** to come again in the morning.

The next day the magician took the boy out of town into big mountains **saying** that he would show Aladdin some wonderful things. **Having** collected a little wood, the man made a fire, **muttering** some magical words all the time, and suddenly a great smoke arose, and the earth opened, **uncovering** a small door. **Being** terribly **frightened**, Aladdin was about to run away, but the magician stopped him, **telling** him that there was a great treasure **lying** behind that door, which only Aladdin would be able to take. **Having** **muttered** some magical words again, the man opened the door, and then, **taking** a ring from his finger, he gave it to the boy, **saying** that this ring would help him in any troubles. **Having** been instructed how to find the treasure, Aladdin stepped down into the cave.

6. Use Participle I (simple or perfect) instead of clauses where possible.

1. The discussions, which are being held in Congress now, deal with very important issues. 2. We were unable to attend the discussions that were being held there at the time. 3. Have you got the printed materials of the peace conference that was held in Moscow last week? 4. The question that was being discussed concerned every participant very closely. 5. Quite a number of the problems that were being discussed there are of great importance for everyone. 6. When the flowers were watered, they immediately straightened up. 7. As they had not been watered for a long time, all the flowers withered. 8. If they are kept in a dark place, the flowers will not grow. 9. We saw all the wonderful plants that were being grown in her garden. 10. As he had been given no instructions as to what he must do, he felt completely helpless.

7. Translate using Participle I where possible.

1. Все получившие приглашение на выставку, пришли задолго до ее открытия. 2. Получив приглашение, он стал размышлять, надо ли ему идти туда. 3. Люди, сидящие в зале, хотят встретиться с вами после спектакля. 4. Все эти люди, сидящие здесь с утра, уже устали ждать вас. 5. Просидев в приемной (reception room) больше часа, он решил уйти. 6. Человек, проработавший в школе много лет, вряд ли захочет потом сменить работу. 7. Поработав немного в школе, он понял, что это не для него. 8. Дома, строящиеся сейчас в нашем районе, будут иметь все современные удобства. 9. Я ничего не знал о работе, проводившейся (carried out) в то время в его лаборатории. 10. Никогда ранее не быв за границей, он первое время чувствовал растерянность (lost). 11. Войдя в комнату, она сразу прошла к окну и, открыв его, выглянула наружу.

Participle I, gerund, verbal noun revised

1. Choose "without" or "not" before the ing-form, defining the verbal used.

1. ... knowing his address, I could not inform him of the changes in time. 2. You can't make an omelette ... breaking eggs. 3. She sat there deep in thought, ... looking at me. 4. As a result, I left the store ... buying anything. 5. She could never pass a shop ... buying one or two things.

6. ... having got any answer, he put down the receiver. 7. This loving couple cannot live ... quarrelling. 8. The man looked back puzzled, ... understanding what they wanted. 9. It wasn't very polite of you to go ... even saying good-bye. 10. ... being able to solve the problem, he decided to leave everything as it was for a while. 11. Why do you always enter ... knocking? 12. Please, don't take any steps ... consulting me first.

2. Point out Participle I, gerund or verbal noun.

1. He had a strange habit of whistling while thinking. 2. First, a swift pattering of feet was heard, and then, pushing the door open, in ran a little dog. 3. The stream, glittering in the bright sunlight, murmured as if inviting for a swim. 4. While saying all that, he really thought of beginning a new life. 5. Isn't it dangerous crossing the street here? 6. Crossing the street, I noticed his car near the square adjoining the park. 7. In writing the test-paper he made quite a few spelling mistakes. 8. The only sound coming from the darkness was some strange bubbling. 9. The bag is undoubtedly mine. It has been a great inconvenience being without it all these years. 10. After a long period of rewriting and editing we all agreed on issuing a final draft. 11. I stopped reading and looked up at the man standing by my side. 12. He reminded me of having promised to come and do the singing together before going to the dress rehearsal. 13. My whole future depended on not losing self-possession in that difficult moment. 14. The rain, pouring incessantly and mercilessly, prevented us from going out for a whole day. 15. The rain kept pouring on for three days without stopping. 16. Such a text requires slow reading. 17. He left the place unexpectedly, having told no one where he was going. 18. His thoughts were too far away from the book being discussed at the moment. 19. I feel none the better for having used this medicine. 20. I cannot allow this wasting of my money.

Participle II

1. Use Participle II (with a conjunction where needed) instead of a clause.

1. I'll get a much bigger salary when I am promoted. 2. When he had been offered this job at last, he did not hesitate to accept it. 3. I don't know what I'll do if I am expelled from the University. 4. I thought the house would look much more attractive if it was slightly repaired.

5. Although it had been almost completely destroyed, the town continued to exist. 6. The car will not go unless it is refilled. 7. Plays that are staged by this director are always a great success with the public. 8. Who will play the leading parts in the comedy that has been recently staged at this theatre? 9. The place looked quietly gloomy as if it had been deserted by everyone. 10. While he was being searched by the officer, he kept repeating that it was against the law.

2. Use Participle I (active or passive) or II as an adverbial modifier, giving variants where possible.

1. ... (to give) him back the money I had borrowed from him, I felt very much relieved. 2. ... (to give) back his money, he began to think how to use it to advantage. 3. ... (to wound) in both legs, the soldier could not move without outside help. 4. He fired his gun ... (to wound) one of the policemen. 5. ... (to ask) the man a few questions, the police let him go. 6. ... (to ask) what he was doing there, he mumbled something incoherent. 7. Not ... (to live) in the town for a long time, he was now getting to know it anew. 8. Never ... (to live) in before, the room did not look very cosy.

3. Choose Participle I passive or Participle II of the verb in brackets.

1. Shakespeare's plays (to translate) by Pasternak are apparently different from the versions (to make) by other translators. 2. The text of the agreement (to translate) now will be published in three languages. 3. The new machine (to produce) now will be far more effective than those (to produce) previously. 4. I could not concentrate on my work because of the music (to play) in a neighbour's room above. 5. When the pianist finished, the listeners remained silent for some time, (to enchant) by the music (to play) to them.

▶ A participle usually stands after the noun when the meaning of action is clearly felt (*the letters sent*), especially when it is extended (*the letters sent yesterday / by my parents*). It may be before the noun when denoting a quality or state rather than action (*a well-written poem; a broken cup; forgotten melodies*). When the distinction is not very clear, post-position is the more reliable choice.

4. Translate the phrases finding a suitable place for Participle II.

подписанные директором письма; посланная в журнал статья; присланная статья; предложенные методы работы; непред-

виденный (unforseen) результат; результат, непредвиденный заранее; невидимые слезы; невидимые миру слезы; зарегистрированные письма; зарегистрированные в тот день письма; все упомянутые имена; раненый в ногу солдат; спасенные люди; испуганный ребенок; испуганный шумом ребенок; недавно построенные дома; хорошо воспитанный ребенок; заброшенный (neglected) ребенок; совершенно заброшенный родителями ребенок; количество родившихся детей; недоваренное (underdone) мясо; совершенно разрушенные деревни; разрушенный бурей дом.



Some intransitive verbs may be used in the form of Participle II, which then has no passive meaning, and only expresses priority: "a returned soldier" (= one who has returned home).

5. Translate into Russian, commenting on the use of Participle II.

1. Cucumbers grown in a hot-bed differ in taste from those grown in natural conditions. 2. Well, you have a grown-up son, you can understand me. 3. A full-grown elephant can weigh 6000 kilograms. 4. I must sweep away all those fallen leaves in my garden. 5. Now you remind me of a fallen angel — fallen down here directly from Paradise. 6. The red room was a spare chamber, very seldom-slept in. 7. It'll do you no good to use the tactics of survival gone sour. 8. Bessy was the only person yet risen. 9. Have you ever heard of surrealism? This is surrealism come to life.



As participles have not nominal but adjectival (or adverbial) syntactic features, they are not used as part of a compound nominal predicate unless adjectivized, e.g. "His appearance is striking (frightening)"; "He was (got, became) surprised (frightened)", where a state or quality rather than action is expressed.

6. (Revision of verbals) Name the verbal, commenting on its form and function in the sentence.

A. 1. You had better go and put on your overshoes at once. 2. What do you mean by saying "no"? I am not used to being refused. 3. He bent forward extending his hand. 4. Wide windows destroyed any sense of being closed in. Such a living place was easier to keep clean, and heating it was easier, too. 5. The governess was too good-looking to be in any respectable household. I don't wonder Charlotte was so anxious to get rid of her. 6. I think to elope is cowardly. It's running away from

danger. 7. The one advantage of playing with fire is that one never gets even singed (= slightly burned). It is the people who don't know how to play with it that get burned up (O.Wilde). 8. She was out of breath for running fast. 9. One part of her said, it would be a relief to see the last of him; another part fretted because of keeping the children. 10. As I crossed the square, holding onto my hat, I saw the long black waiting vehicle, which could be intended for only one purpose. 11. On hearing her story I could not help laughing. 12. Set loose, Sybil immediately ran down to the flat part of the beach and began walking in the direction of Fisherman's Pavilion. 13. She felt ashamed because these were things not to be boasted of. 14. Being there alone, without his family and friends, he felt very unhappy. 15. Being there alone, without his family and friends, made him very unhappy. 16. It is no good worrying about such trifles. 17. Not having found anybody at home, she began to worry. 18. This desire for writing was very stirring.

B. The day we chose for **starting** on the trip down the river Thames was bright and sunny. **Having packed** up the few things **left** on the table, Harris and I took our luggage on to the doorstep. While **waiting** for an empty cab, I began counting the things **packed**. It seemed a good deal of luggage, when **put** all together. There was a Gladstone (*саквояж*) **packed** with clothes, and two big baskets **filled** with food, and a small handbag, and a few rugs on which **to lie** when **taking** sunbaths, and four or five overcoats for **keeping** us warm on cold evenings, and a few raincoats and umbrellas for **keeping** us from possible rains; and then there was a melon, **lying** by itself, as it was too **big to get** into any bag, and, near it, a frying-pan, **wrapped** in paper, which couldn't be put into the bags, **being** too long.

There were no cabs **to be seen** (it is a street where, as a rule, you see lots of empty cabs **passing** or **standing** about, when not **wanted** by anybody), but several street boys stopped near by, **attracted** by the show. The boy from the grocer's shop was the first **to come** round to the place. His greatest talent lay in **collecting** round himself the most ill-bred boys ever **seen** in the streets. In fact, he was just running past our house, **being** in a great hurry, but then, on **noticing** Harris and me and Montmorency and all the luggage, he stopped dead. He never missed the pleasure of **watching** the street life and of **giving** his own commentaries.

Sitting down comfortably on the ground, he called another boy, 'Hi! This looks like **moving out**'. The other boy, **having come** nearer so as to **see** the scene better, replied, 'They'll have no fear of **starving**, to be sure, taking so many things **to eat**!' 'But of course,

they'll need all those things while **crossing** the Atlantic ocean in a small boat', said the grocer's boy. 'Oh, no, it's not for **crossing** the Atlantic,' answered his friend, 'it's for **going** to Africa, to find Stanley's expedition'.

By this time there was already a crowd of people around, **asking** each other what was the matter. The younger men, **being** more optimistic, said that it was probably a wedding, and that Harris was the bridegroom; others, **being** more pessimistic, thought that it was a funeral, and that I was the dead man's brother. At last, an empty cab came by, and, after **having packed** ourselves and our luggage into it, and **having thrown** stones at a couple of Montmorency's friends, who had come with the idea of **seeing** him off, but now had no intention of **parting** with him, we drove away. (after Jerome)

C. 'Once', said the Mock Turtle * at last, **sighing**, 'I was a real Turtle'. Then there was a long silence, **broken** only by the heavy **sighing** of the Mock Turtle. Alice was going to say, 'Thank you, sir, for **telling** your interesting story', but she could not **help thinking** that there must be more of his story to **come**. 'When we were little,' the Mock Turtle **went on saying**, 'we went to school in the sea. The master was an old Turtle — we **used to call** him Tortoise. ** 'Why did you call him Tortoise, if he was Turtle?' Alice asked. 'We called him Tortoise because he taught us', said the Mock Turtle angrily. 'You must be ashamed of yourself **for asking** such a simple question!'. 'Yes,' continued the Mock Turtle, 'we went to school every day' 'I've been to a day-school *** too,' said Alice, 'there is **nothing to be** so proud of'. 'With extras?', asked the Mock Turtle. 'Yes', said Alice, 'we learned French and music, and **reading and writing**'. 'And **washing**?' asked the Turtle. 'Certainly not!' said Alice. 'Ah, then it wasn't a really good school,' said the Turtle. 'At our school they had French, music and washing — extra'. 'I don't think you wanted **washing** very much', said Alice, 'while **living** at the bottom of the sea'. 'I couldn't afford to learn it,' said the Turtle, **sighing** again. 'I only took the regular course' 'And what was that?' asked Alice. '**Reeling **** and Writhing**, of course,' the Mock Turtle replied, 'and then the different branches of Arithmetic — Ambition, Distraction, Uglification, and Derision. Then there was Mystery, ancient and modern, with Seaography' (after L. Carroll)

* *mock turtle soup* — суп из телятины; ** *Tortoise* — сухопутная черепаха; *Turtle* — морская черепаха; *** *day-school* — opposed to *boarding school*; **** school subjects: *Reading, Writing, Addition, Subtraction, Multiplication, Division, History, Geography*

Complexes with Verbals

▶ A Predicative Complex with a verbal is a construction within which we find subject-predicate relations between its parts (like those in a sentence), but which as a whole constitutes one member of a sentence: "I saw them enter / entering the room" (Complex Object); "They were seen to enter / entering the room" (Complex Subject); "It is important for the work to be done in time" (For-Complex as Subject); "Your saying this is simply unjust" (gerundial Complex Subject), etc. This unity of a Complex is not always very clear-cut, so different interpretations are possible. Thus, in "I suddenly saw a stranger enter through my front door" we find a united Complex structure (= "I saw that a stranger entered"), but in "In front of me I saw a young man sitting on a high stool and enjoying his drink" it is more reasonable to regard the participle as an attribute to "man", rather than as part of a united Complex: the natural question here would be "What kind of man did I see?", as different from the question "What kind of event did I see?", to which the previous example is the answer. Similarly, in "It is important for the book to be published as soon as possible" we clearly see a For-Complex ("It is important that the book should be published"), whereas in the well-known biblical aphorism "It is easier for a camel to go through the eye of a needle, than for a rich man to enter into the kingdom of God", the more reasonable interpretation would be "for a camel it is easier, for a rich man it is not", and thus the for-phrase here is probably a prepositional object ("for whom?"), while the infinitive is the subject ("what is easier?"), rather than part of a united For-Complex.

The For + Infinitive Complex

1. State the functions of the "for-complex".

1. There is no need for you to worry so. 2. The task was difficult for me to carry out. 3. This assignment is too difficult for me to carry out. 4. Was it reasonable for the whole population of the village to have been evacuated? 5. The first thing for me to do in the morning was to send them a cable. 6. It is possible for some of the people to be fooled for some time, but it is impossible for all of the people to be fooled all the time. 7. I've prepared everything for you to sleep. 8. Whether to agree to it or not is for you to decide. 9. For a little child to understand such things is just amazing.

2. Replace the clauses by the “for-complex”.

1. I repeated the words so that he should remember them. 2. It is strange that you don't know these things. 3. My chief worry was that they shouldn't get into trouble. 5. I left on the table a good book that she could read. 6. That he hasn't yet returned is something extraordinary. 7. We were all waiting that he would phone us.

3. Translate using the “for-complex”.

1. Надо ли, чтобы телефон был выключен на ночь? 2. Я говорю все это, чтобы ты понял, как это важно. 3. Главная идея была в том, чтобы в концерте принял участие весь класс. 4. Это не такая книга, которую надо читать детям. 5. Вовсе не было необходимости всем нам идти пушком. 6. Чтобы пирог был вкусным, необходимо соблюсти (observe) все пропорции. 7. Мы ждали, пока пройдет поезд. 8. Важно, чтобы ногам было тепло, а голове холодно.

Complex Object with an Infinitive or a Participle



When the verb of perception is in the Perfect, an infinitive is more common in a Complex, since what is expressed in this case is not the duration of the action but just the fact of its taking place (“I have never heard him speak English”). When specific time is indicated, a participle is more natural (“When I entered, I heard him speaking to someone” = while he was speaking). However, the rule is not rigid. The use of the infinitive is undoubtedly required if a succession of actions is expressed (“I saw him cross the street and enter a shop”). After “to know” the infinitive usually requires the particle “to” (“I know him to be an honest person”), although with the perfect of this verb, it is often omitted — probably, under the influence of its synonym “to see”: “I've known him do (to do) such things” = “I've seen him do so”.

1. Comment on the structure of the complex object or on the reason for absence of this construction.

1. Then we heard a bird call and another answer. 2. Excuse me, I heard you talking on the phone, so I dared to enter. 3. I hear you are a college graduate already, isn't it so? 4. I was surprised to hear him say it. 5. Why don't I see my boy playing with the others? 6. I saw at once that she didn't like me. 7. Have you ever seen him turn red in the face?

8. I've often noticed German and French people say so. 9. If you call on him at this time, you'll find him still sleeping. 10. It hasn't been too difficult to find that you dislike me.

2. Replace the objective constructions, where possible, by a complex object, choosing an infinitive or Participle I.

1. Have you ever seen how I play tennis? 2. I saw that the car crossed the square and stopped before our door. 3. I could very well see how the cat was crossing the street. 4. I see that you don't know this poem by heart. 5. I have never heard her when she sings anything. 6. When we entered the flat, we heard that Mother was singing softly in her room. 7. I have heard that they are returning to Moscow soon. 8. Somehow I did not notice how you entered the room. 9. I've noticed that you like classical music. 10. Have you ever watched a winter sunrise? 11. Mothers like to watch their children when they are playing with each other. 12. I found that the baby was sleeping quietly in its cradle. 13. If I ever catch you when you are doing this, you'll get it hot!

3. Point out complexes; retell the jokes.

a) A picnicker who wanted to do some fishing asked a village boy, "Have you seen a horse-fly (*слепень*) here?" "No, sir," the boy answered, "but I have once seen a cow jump over the fence".

b) "Why is it that whenever I look out of the window I see you cutting off flowers in my garden?", a man asked his young neighbour. "And I was also wondering", the boy replied, "why it is that whenever I cut off flowers, I see you looking out of the window".

c) A popular poet says to his children, "You should learn to be modest, it is the sign of a genius. For example, have you ever heard me praise myself?"

d) A travel agency advertised "a space flight round the Earth in one's own armchair" to anyone who would send them a certain sum of money. A curious young man did so, and soon received a letter saying, "You are certainly aware of the fact that the Earth permanently moves round its axis (*ось*). So just sit in your favourite armchair at the window and watch yourself moving round the Earth".

4. Translate.

1. Я не слышал, как ты вошел. 2. Ты не заметил, чтобы кто-нибудь выходил отсюда? 3. Я никогда раньше не слышал, чтобы

он так громко смеялся. 4. Мы услышали, как во дворе кто-то тихо играл на гитаре. 5. Понаблюдай, как играют наши дети. 6. Я вижу, что ты меня вовсе не слушаешь. 7. Он заметил, что за ним кто-то наблюдает. 8. Я не видел, чтобы кто-нибудь за нами наблюдал. 9. Я слышал, что вы переехали на другую квартиру. 10. Я спал и даже не слышал, как вы передвигали мебель.

5. Comment on the structure of the complex object and paraphrase it.

1. I have never liked people to talk about me behind my back. 2. I can't bear you to be so unhappy. 3. I think it important to warn you against possible dangers. 4. I shouldn't like you to think so. 5. He found it difficult to write about his feelings towards her. 6. I'd prefer him to choose somebody else for such jokes. 7. I think it very natural to expect my children to respect me. 8. I've known him behave very toughly (*мвердо*) in some situations.

6. Replace the objective constructions by a complex object.

1. We expected that he would come back towards evening. 2. I have always thought that you are good friends, it's so strange to find that you are quarreling. 3. Everybody knows that the Earth was hot once and grew cooler afterwards. 4. I expect that he is hiding from us somewhere now. 5. Your mother only wishes that you would tell her the whole truth. 6. I think that he is quite unable to do such important work. 7. Everyone hates when children speak like wise old men. 8. I think that it is unfair to punish her for that. 9. She found that it was hard to forget this unpleasant incident.

7. Point out a complex; retell the jokes.

a) Voltaire was once having dinner with a visitor, who was so surprised to see the great philosopher enjoying a rich meal that he exclaimed, "I never expected such a clever man to enjoy food so much!" "Well", replied Voltaire, "do you expect nature to leave all the good things to fools?"

b) A married man says to an unmarried friend, "Your life is so easy, you are a bachelor and have only yourself to please". "Well", his friend answers, "I find it hard to please myself, so I shall hardly ever find it possible to please others".

8. Translate using a complex object without an infinitive where possible.

1. Разве ты не считаешь Джона порядочным человеком?
2. Мои родители, конечно, всегда надеялись (expect), что я по характеру и интересам буду похож на кого-то из них. 3. Все считают (find) очень важным, что оппозиция начала диалог с правительством. 4. Насколько я знаю, она хотела бы видеть (see) своего сына известным писателем или художником. 5. Ты хотел бы, чтобы твой сын стал школьным учителем? 6. Я полагаю (believe) все это очень глупой и нечестной игрой. 7. Все знают, что вы добрый и мягкий (soft-hearted) человек.

9. Ask questions about the marked words.

1. **The teacher** made the boy write the exercise again because there were many mistakes in it. 2. After dinner **Nina's mother** had her daughter wash the dishes. 3. **The Fox** got the Crow to give him the cheese by cunning. 4. **The Wolf** had the kids open the door to him by cunning. 5. **The Wolf** made the Crane take out the bone from his mouth. 6. **The Lion** got the other animals to run away from him by roaring.

10. Read the sentence first as given and then replace the causative verb by the synonym given.

1. What made him do so? (to cause) 2. He will never have me do this. (to allow) 3. Why didn't you allow them to come to your place? (to let) 4. He simply got me to tell a lie (to make). 5. The teacher had me redo the exercise. (to get) 6. You can take a horse to the water, but you cannot cause him to drink it. (to make) 7. Don't permit this to happen again. (to let). 8. Mother prohibited the children to open the door to anybody in her absence. (to forbid) 9. Nobody ever made you say that. (to force) 10. The director had his secretary type those documents. (to get)

11. Replace 'let' by 'allow' and vice versa.

Three little pigs decided to build a house for themselves. The first little pig saw a man who was carrying straw, and he said, 'Please, man, let me have this straw, I want to build a house'. The man allowed him to take some straw, and the pig quickly built a house with it. But the next day there came a big wolf, and said, 'Little pig, little pig, let me

come in'. 'Oh, no', answered the pig, 'I will not **allow you to do that**'. Then the wolf began to blow hard, and he blew the house down. The second little pig met a man who was carrying tree branches, and asked, 'Please, man, **let me have** these branches, I want to build a house for myself'. The man **allowed him to take** some of the branches, and the pig quickly made a house. But the wolf came and said, 'Little pig, **let me come into your house**'. 'No,' answered the pig, 'I **won't allow you to come in**'. Then the wolf began to blow, and he blew the house down.

The third little pig met a man who was building a big house from bricks, and he said, 'Please, man, **allow me to take** some of these bricks, I want to build a house for myself'. The man **let him have** some bricks, and the pig made a strong house. When the wolf came, he asked, 'Little pig, **let me come** into your house'. The pig answered, 'No, I **won't allow you to come in**'. The wolf began to blow hard, but could not blow the house down.

12. Point out complexes and retell the jokes.

a) A reader once asked Bernard Shaw, "What makes you write humour?" Shaw replied, "Money, of course!"

b) Two young artists, who were fond of drawing their pictures on the pavement in the streets, were talking about the effects of their art. One said, "I once drew a shilling on the road which looked so real that it had a beggar spend half an hour trying to get it out". The other replied, "Well, I once painted a sausage on the asphalt that kept a dog chewing it all day".

13. Translate giving different variants with the verbs "make", "get", "have", "cause", "force", "let", "allow" or "permit".

1. Не заставляй меня лгать, позволь мне сохранить все это в тайне. 2. Разрешите нашей группе написать эту контрольную еще раз. 3. Не позволяй ребенку гулять зимой без шапки. 4. Распорядитесь, чтобы кто-нибудь принес мел и тряпку. 5. Не надо заставлять ее пить это лекарство. 6. Дай мне немного подумать. 7. Врач распорядился, чтобы медсестра (nurse) все время сидела у постели больного. 8. Пусть мастер (workman) повесит эту картину в столовой. 9. Я бы не давала ребенку есть столько мороженого. 10. Зачем ты заставил его переписывать домашнее задание?

Complex Object with Participle II

► This construction may denote the completion of an action ("We soon had the work done"), thus being a kind of synonym to the Perfect Tense, or the idea that the action was done by somebody else, not by person denoted by the grammatical subject, but either at his request ("He had his hair cut at the barber's") or without his intention ("He had his leg wounded in the battle").

1. Point out a complex object and clarify its meaning.

1. When he returned, he found his house burnt, and his garden devastated. 2. By what time do you want all this done? 3. We got the whole job done by some local builders. 4. They had brought his bridge-boats. Alexander himself was seeing them put together. 5. Get your hair cut, young man! 6. He knew enough French to make himself understood. 7. During the last waiting period, Luke had had a laboratory built. 8. You ought to understand the rule by now. You have had it explained often enough. 9. I am having my daughter taught English. 10. When he got up to speak, the minister had eggs thrown at him from the crowd. 11. I am having my car serviced at the moment. 12. We now have the problem solved. 13. She had her house destroyed in an earthquake. 14. We'll be having our house decorated next year.

2. Translate using a complex object after a causative verb.

1. Давно ли вы ремонтировали свою квартиру? 2. Мне надо отпечатать этот документ в двух экземплярах. 3. Когда будет закончена ваша статья? 4. У меня вчера на рынке украли кошелек. 5. Нам уже объясняли это правило несколько раз. 6. Он добился, чтобы его назначили на этот пост. 7. Пусть эти столы вынесут в коридор. 8. Я не позволю, чтобы здесь повесили этот портрет. 9. Командир приказал, чтобы раненых отправили в тыл (rear). 10. Мы ясно слышали, как сигнал повторили дважды. 11. Где вам сшили это пальто? 12. Вдруг он услышал, как произнесли (call) его имя.

3. Point out complexes and retell the jokes.

a) Bernard Shaw once came to a barber's shop, and the barber, who had recognised him, started talking excitedly about literature. Then he stopped for a moment to ask Shaw, "How do you want to have your hair cut?" The writer answered shortly, "Preferably, in silence".

b) "Can you explain what makes me snore?" the king asked his jester. "Easily, Your Majesty", the man answered. "A king must feel protected all the time, so when you have to keep your eyes closed, you must at least keep your teeth opened".

c) A young man asked Seneca to teach him the art of eloquence (*красноречие*), and began to describe at length what a wonderful speaker Seneca was and how the man wished to be taught by him. The philosopher stopped him short saying, "You are wrong if you expect me to teach you to speak. I must first have you taught to keep silent".

Complex Subject

1. Change the following so as to use a complex subject.

a) 1. Somebody saw the old lady leaving the house in a hurry. 2. Nobody has ever seen him smile or laugh. 3. We never forced you to say that, did we? 4. People have never heard her say a kind word to anybody. 5. It is known that he was a boxer in his youth. 6. They did not allow us to enter. 7. It was expected that some new people would arrive in a week. 8. They gave me to understand that I was too inexperienced for the job.

b) 1. It is not likely that the weather will change soon. 2. It seems she has forgotten everything. 3. It turned out that he was sleeping at the time I phoned. 4. It happens that money just doesn't interest me at all. 5. It appeared that he was thinking of something and had not noticed me enter. 6. It seemed that he was looking for trouble.

2. Use a negation in paraphrasing the sentences so as to preserve its meaning. Model: He seems to be awake. — He doesn't seem to be asleep.

1. This seems to be a very difficult assignment. 2. The fortune-teller finally proved to be wrong in her predictions. 3. Our athletes are very likely to win in the championship. 4. She turned out to remember everything I had said. 5. The jury seemed to be uncertain as to whether the accused was guilty. 6. The police are said to have behaved very politely. 7. This student is sure to pass the exam successfully. 8. Her new friends turned out to hate pop music. 9. He is believed to have spoken the real truth in court. 10. Some of the students proved to have attended no classes this term. 11. The President is reported to have rejected the draft law.

3. Translate using a complex subject.

1. Полагают, что это озеро было когда-то морем. 2. Он, наверное, сердится на нас, хотя он, кажется, старается этого не показать. 3. Мне показалось, что он мне не поверил. 4. Вас никто не заставлял выбирать эту профессию. 5. Маловероятно, что он сможет это сделать. 6. Вчера видели, как из леса вышло несколько волков. 7. Ожидается, что скоро начнется сухая жаркая погода. 8. Его вряд ли можно считать храбрецом. 9. Ожидалось, что премьер-министр посетит наш город, но потом оказалось, что он поехал совсем в другое место. 10. Сообщают, что экспедиция еще не достигла места назначения (destination). 11. Его на днях назначили главным редактором большой газеты. 12. Казалось, он не слушает того, что я говорил, а думает о другом. 13. Сообщается, что за последнее время цены несколько выросли.

Complexes with a gerund and half-gerund

► In some cases the distinctions between a gerund and the present participle are vague. Thus, the complex object in "Imagine John marrying that girl!" or "I listened to him speaking" may be said to contain a half-gerund: there is no possessive before the ing-form; but the ing-form has a nominal function (object) and thus it seems to be something between a gerund and a participle. In general, there are certain theoretical difficulties in relation to constructions like a complex object / subject with Participle I, since a participle, which has no noun features, is not supposed to perform these syntactic functions. Nevertheless in "I saw John crossing the street", the verbal is traditionally treated as a participle (not a gerund) — evidently, on account of impossibility of the possessive case before it, unlike complexes after "imagine" or "listen", in which case the possessive is quite possible, so that even when it is absent, we regard the construction as gerundial (or half-gerundial).

1. State the function of complexes with a gerund or half-gerund.

1. Can I count on your telling me the truth? 2. I do not insist on him being sent there instead of me. 3. Our repeating the experiment would be of no use. 4. You can't go out without the police detecting you. 5. Have you any objections to my being present? 6. We clearly heard the sounds of furniture being moved upstairs. 7. The strangest part of it was his not being surprised at all. 8. I am not against Peter's coming to my

party. 9. There is no question of the child having been maltreated. 10. His sleeping badly is evidently the result of overwork. 11. Fancy John playing Hamlet! 12. What I didn't like was his shouting so loudly. 13. They were displeased with the lesson being suddenly interrupted.

2. Change the constructions using a gerundial complex.

1. The fact that he hasn't returned yet is a surprise to me. 2. The important thing is that you should not come near this window. 3. I just can't bear it that she is suffering so. 4. I wouldn't object if you gave me a drink. 5. Who is to blame that the work was not completed in time? 6. I shouldn't be surprised if he turned up here all of a sudden now. 7. Despite the fact that he was young and inexperienced, the doctor achieved excellent results in his treatment. 8. It all happened because you had not been careful enough. 9. The accused finally confessed that he had taken part in the crime. 10. There was no hope that the new school would be opened at the time planned. 11. My parents will worry that I have not called them up. 12. Much depends on whether he behaves properly in this situation. 13. I can't recollect if anything of this kind was mentioned.

3. Change the constructions so as to use a gerundial complex or just a gerund.

1. I don't remember that I said this to you. 2. I don't remember that you said this to me. 3. He never mentioned that he approved of this idea. 4. You must certainly mention the fact that the director himself approves of this idea. 5. I don't blame you for the fact that all this happened. 6. I can't blame you for the fact that you did not interfere in the conflict. 7. We were upset that the Embassy refused us visas. 8. We were very upset when we were refused visas. 9. He apologised that so much time had been wasted through his fault. 10. He apologised that he had taken up so much of our time. 11. They were not aware that they had been deceived. 12. They were not aware that he had deceived them.

4. Translate using gerundial (half-gerundial) complexes.

1. Вы можете гордиться тем, что ваш сын стал таким известным писателем. 2. У меня нет сомнений насчет того, что он успешно сдаст все экзамены. 3. Неужели вы против того, чтобы отец время от времени виделся со своим сыном? 4. Не было ника-

кой надежды, что все это произойдет. 5. То, что у нее взрослый сын, было для нас неожиданным. 6. Я совсем забыл, что вы когда-то говорили мне об этом. 7. Мысль о том, что сыну придется навсегда покинуть семью, была для матери невыносимой. 8. Меня не очень удивило, что он отказался участвовать в этом. 9. Редактор предложил, чтобы текст был несколько сокращен. 10. Не проходило и дня без того, чтобы он не пришел с новой идеей. 11. Все это произошло из-за того, что дожди не прекращались целую неделю. 12. Я не вижу никаких признаков (signs) того, чтобы ты стал вести себя иначе. 13. Можно ли рассчитывать на то, что все будет выполнено в срок?

Nominative Absolute Construction

► This is a complex with a participle used as an adverbial modifier: "The weather being cold, we did not go out all day" (cause); "He left the room, (with) his dog following him" (attending circumstances; note the comma usually required in this construction); "He sat silent, (with) his lips pressed resolutely" (manner); "Dinner over, they went out into the garden" (time or cause; note the absence of any verbal, with subject-predicate relations still preserved).

The term (borrowed from classical languages) is now rather arbitrary because nouns in English have no "nominative case", so it can well be applied even to constructions containing the preposition "with" (although some grammars treat separately "prepositional participial constructions", 'Nominative absolute' and constructions without a participle). Another theoretical difficulty here is that even if the preposition is used, we still regard the ing-form as a participial, not a gerundial complex (though the latter would probably seem more logical). This can be explained by the optional character of the preposition in such constructions and by the absence of any palpable meaning in the preposition 'with' in these cases (cf. "after coming", "by doing", etc., where the meaning of the preposition itself clearly determines the syntactic function, and the omission of the preposition would indicate that the ing-form is a participle).

1. Point out Nominative absolute constructions, state their functions.

1. The hairdresser knows their age, their face-liftings. This being so, women are open about matters they'd try to conceal from a doctor.
2. Next day, cotton goods and provisions having been thrown on shore,

the steamer went off. 3. The trouble is that, with his savings moved and invested there, he can't very well go back. 4. The Young Pretender was quite different, his standard (= banner) being of red silk with the motto "Ever Triumphant". 5. He began to pack nervously, his hands cold and trembling.

2. Replace the parts in bold type by the Nominative absolute construction.

1. **Since there was no one else to ask for help**, they naturally came to me. 2. We started on our journey; **the day was fine, and the sun was shining gaily**. 3. **After all my things had been packed**, I felt all ready for new adventures. 4. They had lost a lot of their precious time, **as the waiter had been too slow, and the taxi had not arrived in due time**. 5. **If this is the case**, we shall not require any more explanations. 6. He stood very still, **and his hands were clasped tightly**. 7. **As the room was locked**, they had to go down for the key. 8. It's no use worrying, **as the boy has returned home and the criminal has been caught**. 9. **As nobody had any other suggestions**, the first one was adopted unanimously. 10. He ran into the room, **his coat was unbuttoned and his hair all dishevelled**. 11. **Night had fallen**, so it was quiet and pitch-dark. 12. We stopped arguing, **as there was no point in trying to convince him**.

Revision of verbals and complexes

1. Analyse and paraphrase complexes with verbals.

A. 1. Parking difficulties have caused these markets to move to the open country. 2. All this turned out to be a revolution in living. 3. Do you think it was easy for me to make this decision? 4. I must say I was made to read lots of silly books in my school days. 5. Didn't you hear the doorbell ring? 6. My plan was for the front door to be blocked from any entrance. 7. An experienced doctor could not be expected to say such a thing. 8. You must allow me to be the best judge of that. 9. It is likely to rain in the night. 10. There were no letters for me to look through that morning. 11. I seemed to have been asleep all my life and to have just woken up to the real world. 12. For a little boy to know these things was quite unusual. 13. The park is said to be well looked after. 14. I tried to move aside a little for her to see the stage better. 15. The young women of the present day seem to make it the sole object of their lives to be always playing with fire. (Wilde)

B. 1. I am tired of living in a cold barn with the wind whistling through. 2. I am not at all against his coming along. 3. I began this evening with something to keep me going. 4. A wolf was seen coming out of the woods one morning. 5. The fish being smelly, the cat refused to touch it. 6. The sound of somebody sawing wood could be heard from the yard. 7. The dog sniffed at the food, his intelligent eyes fixed on the man's face. 8. I remember poor Charlotte making herself quite unpopular one season. 9. Having a companion fixes you in time — the latter always seeming like the present to you. 10. The news of his having returned made her heart beat. 11. He saw the attendant smiling at him and her lips open as if to speak. 12. Breakfast over, he could not think what to do now. 13. She felt as if she were standing on a platform, with "God save the King" being played.

C. 1. I went to the tailor's to have a suit that made to measure. 2. Why on earth did you paint the room green? 3. I had forgotten that, in an extravagant mood, I had had my initials placed there on the bag. 4. You're driving me absolutely crazy.

D. Alice saw the King and Queen of Hearts sitting on their throne, with a great crowd standing round them — all sorts of little birds and animals, and the whole pack of cards. The Knave of Hearts had chains put on him, and there was a soldier on each side to guard him. In the middle of the room was a table, with tarts lying on it: they looked so good, that it made Alice think, 'I hope they will have the trial finished soon and will hand out the tarts'. But there seemed to be no chance of this happening.

Alice had never seen a court trial taking place before, but, having read about them in books, she was glad to find that she knew the name of almost everybody there. 'That's the judge', she said to herself looking at the King, 'and those twelve creatures are sure to be the jurymen'. She saw one of the jurymen writing something with a squeaking pencil. Alice could not stand it making such noise, so she went behind him and very soon found a chance of taking the pencil away. He hadn't noticed all this being done, and, after looking all around for the pencil, he went on writing with his finger.

'Read the accusation!' said the King. The White Rabbit read the following:

*'The Queen of Hearts, she made some tarts,
All on a summer day.
The Knave of Hearts, he stole those tarts,
And took them quite away.'*

'Give your verdict,' the King said to the jury. 'No, no, not yet', the Rabbit interrupted. 'There's a lot to come before that! We should hear the witnesses speak first.' 'Let the first witness be brought in!' said the King. The first witness was looking very pale when brought before the King. 'Give your evidence, and don't be nervous', said the King, 'or I'll have you executed. Did you see the Knave of Hearts steal the tarts?' 'I beg your pardon, Your Majesty', said the witness, his hands trembling, 'I hadn't finished my cup of tea when they made me come here'. 'Write down this evidence, it seems to be very important', the King said to the jury. 'Unimportant, Your Majesty means, of course,' said the White Rabbit. 'Yes, it was supposed to mean 'very unimportant', of course,' said the King quickly, but still he had the jurymen write down the evidence. 'Let the jury give their verdict now!' said the Queen. 'This seems to be nonsense,' said Alice, 'the idea of the jury giving their verdict without hearing any evidence!' 'I'll have your head cut off!' the Queen shouted at Alice angrily. 'You can't have my head cut off,' said Alice, 'you are only a pack of cards'. Suddenly she felt herself growing larger and larger, and then she found herself lying on the river-bank, and she heard her sister saying to her, 'Wake up, Alice dear, you seem to have had a long sleep!' (after L. Carroll)

E. On waking in the middle of the night, George looked at his watch. There was no need for him to get up so early, but he didn't know how early it was. Because of his having forgotten to wind the watch in the evening, it had stopped going, and now it showed half past eight. George threw down the watch and jumped out of bed, having remembered that he had to be in the City by nine o'clock. For some reason, maybe because of George's having shaken it when he threw it down, his watch suddenly started going, so when George looked at it again his watch already pointed to a quarter to nine. George cursed his landlady for not waking him in time, and ran out.

He was surprised to see no people going to their work and to find all the shops still closed. This made him look at his watch again: it was five minutes to nine! Finally he noticed a policeman standing in the middle of the square. Holding the watch in his hand, George approached him and asked what the time was. 'Well,' said the man, 'if you listen, you will hear it strike'. George listened to the clock ringing near by. 'But it has only struck three!' he said angrily. 'And how many did you want it to strike?' asked the policeman. 'Nine, of course', said George showing him his watch. 'If you want my advice', replied the officer, 'go home

quietly and take that watch of yours with you. And let us not talk about it any more'.


While going home, George thought at first that there was still some time for him to sleep, but then he thought about undressing and dressing again, and about having another bath, and decided to wait in his chair for morning to come, without undressing. But he found it impossible to go to sleep, and so, putting on his coat and taking his umbrella, George went out for a walk. It made him feel uncomfortable that all the policemen, on seeing him walking about, asked him what he was doing, and that, after his answering 'Nothing'; they didn't seem to believe him. Two policemen even followed him home and, after watching him get in, they stayed near the house, waiting. On entering his room, George tried to move without making any noise. He was afraid of waking the landlady, because then she might think that there were thieves in the house, and might cry out 'Police!', and he imagined those two men running into the house and taking him to the police station. He imagined his trial, and himself trying to explain everything, and nobody believing him, and his being put to prison for twenty years, and his mother dying of a broken heart. He gave up the idea of making breakfast and sat in his armchair waiting for his landlady to come down at halfpast seven. All that had the result of George's taking the decision never to allow himself to wake up too early. (after Jerome)

2. Translate using various complexes.

1. Ему ничего не оставалось делать, кроме как лечь спать.
2. Их план состоял в том, чтобы мост был взорван. 3. Я не люблю, когда люди говорят обо мне за моей спиной. 4. Так ли необходимо, чтобы он все это узнал? 5. Я никогда не видел, чтобы он улыбался или шутил. 6. Я считаю важным, чтобы ребенок все сделал сам. 7. Он поручил носильщику отнести вещи в вагон. 8. Мы долго ждали, чтобы поезд прошел мимо. 9. Туристам оказалось совсем не трудно найти дорогу. 10. Ожидалось, что экспедиция уже должна была к этому времени вернуться. 11. Когда он женился, то сразу купил поваренную книгу (cookery book), чтобы жена пользовалась ею при приготовлении пищи. 12. То, что он всегда так доволен собой, меня раздражает. 13. Подвинься, пожалуйста, чтобы я тоже видел сцену. 14. Не было признаков того, что дождь скоро кончится. 15. В чем причина того, что он так и не пришел?

Table of Complexes with Verbals

	Infinitive	gerund	participle
Complex as Subject	It is important for me to go there. He was seen to leave the house. She seems (is sure) to know it.	My going there is very important.	He was seen leaving the house.
Complex as Object	I waited for him to return. I saw (made) him leave the house.	I insist on his (him) coming here.	We saw him leaving the house. He had his watch repaired.
Complex as Predicative	The task was for him to learn the poem by heart.	The task was his learning the poem by heart.	
Complex as Attribute	Here is the poem for you to learn.	I dislike the idea of his (him) coming.	
Complex as Adverbial Modifier	He moved aside for me to sit down.	After (on) his coming back, we began to work. He left without my knowing it.	The day being hot, we went to the river. I walked on, (with) the rain pouring hard. He sat, (with) his head bent low.

 Note also complexes without a verbal, e.g. "He made her angry"; "I found him asleep"; "Dinner over, we went to the sitting room".

THE NOUN

NUMBER

1. Use these nouns with a numeral:

books, table, man, women, mouse, teeth, child, oxen, foot, lice, goose, men, mice, tooth, children, ox, feet, woman, feet, louse, geese

2. Put in a suitable word:

a) (man — men) Three young ... came to New York and stopped at a big hotel. Their room was on the 45th floor. In the evening the ... went to a restaurant, and returned to the hotel very late at night. The ... who was sitting at the reception desk told them that the lifts did not work, and they could sleep in the hall. **But** the young ... said they would go up to their room on foot. While they were walking up, each ... in turn told a funny story. When they reached the 40th floor, one of the ... said, 'Now I'll tell you the funniest story. We have left the key downstairs'.

b) (woman — women) In very old times a big army surrounded a small town, and the General of the army informed the citizens that he would let only the ..., but not the men, leave the town. He said that each ... could take with her **all** that she could carry on her shoulders. The next day, when the General was watching the ... who were leaving the town, he noticed that each ... was carrying her husband on her shoulders.

3. Change the number of the marked nouns.

A husband said to his wife, '**Women** are great liars. A **woman** always says that she has been shopping when she hasn't bought anything.' His wife answered, '**Men** are not better. A **man** says that he has been fishing when he hasn't caught anything'.

4. Read and state the number of the marked nouns.

Little Boy Blue (*в голубой рубашке*), come blow your horn,
The **sheep**'s in the meadow, the cow's in the corn;
But where is the boy that looks after the sheep?

He's under the haycock,
Fast asleep.

— — — — —
Little Bo-Peep has lost her **sheep**,
And can't tell where to find them.
Leave them alone, and they'll come home
And bring their tails behind them.

5. Put in the word 'sheep'; retell the story.

A schoolboy, who wanted to find a job for summer, went to the country and asked for a job on the farm. The farmer said to him, 'Do you see those ... on the hill? You must get all these ... together into my yard'. After some time the farmer returned and asked the boy, 'Well, have you done your work?' 'Yes, sir,' answered the boy, 'all your ... are in the yard'. 'Was it very difficult for you?' asked the farmer. 'Not very,' answered the boy, 'but this little ... was really very quick'. And he pointed to a small rabbit which was standing in the yard among the ...

6. Read and retell.

a) "Little grey **mouse**, where is your house?" "No, Pussy-cat, I won't tell you that!"

b) A simple country woman comes to a doctor and says that her husband has a bad head-ache. The doctor says, "Put some ice in a bag, keep it on his head at night, and come to see me again tomorrow". The next day the woman comes again and says, "Thank you, doctor, my husband is quite well, the headache is gone, but the poor **mice** are all dead".

7. Choose the right word:

a) (**mouse** — **mice**) Suddenly Alice saw a big ... swimming in the pool, and decided to speak to it. Alice was sure that, in this strange place, all the ... could talk. She did not know how to address a ... , but she remembered from the Latin grammar book: 'A ...' — 'about a ...' — 'to a ...' — 'O mouse!' *. So she began, 'O ... ! Do you know the way out of this place?' The ... did not answer, and Alice thought that perhaps it did not understand English. Then she said, in French, the words that she remembered: 'Where is my cat?' But the ... at once jumped up and trembled. 'Oh, I am sorry,' cried Alice, 'I have forgotten that ... don't

* звательный падеж в латыни.

like cats. But, I am sure, when you see my cat Dinah, you will like her. She is so nice, and she can catch ...'. Here she stopped again, because the ... trembled even more, and cried to Alice, 'Don't name that animal again!' 'I will not,' said Alice, and she decided to speak about something else. 'There is a nice little dog near our house, I should like to show it to you. It's a little terrier. And it will bring you things when you throw them. And it is so useful, it kills all the rats and ... — oh dear, I am sorry!' cried Alice. But the ... was swimming away from her. (L. Carroll)

b) (foot — feet) Alice ate the cake, and suddenly she began to grow. When she looked down at her, they were so far off that she could hardly see them. 'Now I am like a large telescope', she said. 'Good-bye, my poor little ... ! I wonder who will put the shoes on you now, my dears ? I'm sure I shan't be able! I shall be too far off. But I must be kind to my ...', thought Alice', 'I'll give them a new pair of boots on Christmas'. And she began to think how she would do it. 'The boots must go by post', she thought. 'And how funny it'll be to send presents to my own ... ! And how strange the address will be!'

'Alice's right ... , Hearthrug, near the fender, (with Alice's love)'.

'Oh dear,' she said to herself, 'what nonsense I'm talking!' (L. Carroll)

8. Read and retell.

a) A boy asks his friend, "Why is it so that your mother and father are teachers, and you make a lot of spelling mistakes?" His friend says in answer to that, "And why is it so that your mother and father are dentists, and your little brother hasn't a single **tooth** in his mouth?"

b) A rabbit comes to a crane and says, "I know that you are a good tooth-doctor. Please, make my **teeth** as big as the fox's. Then I shall not be afraid of the fox". The crane makes his teeth **bigger**, and Rabbit goes back to the forest very happy. But when he sees the fox, he becomes frightened and runs away. The rabbit goes to the crane again and says, "Please, give me the lion's **teeth**, then I'll not be afraid of anybody". "No", answers the crane, "if you want to be brave, you must have the lion's heart, but not his **teeth**".

9. Spell the words in the plural:

a) penny, Sunday, spy, monkey, fly, convoy, storey, story, Gypsy, butterfly, sky, ski, Mary

b) cargo, solo, hero, echo, ghetto, potato, cello, Hindoo, concerto, Negro, albino, hair-do, portfolio, concerto, piano, cuckoo, Kangaroo

10. Pronounce the words in the plural:

bath, truth, mouth, youth, death, oath, birth, month, myth, locksmith, path

11. Write and pronounce in the singular and plural:

knife, cliff, leaf, chief, thief, kerchief, handkerchief, calf, mischief, staff, roof, half, grief, hoof, scarf, relief, sheaf, life, belief, wharf, proof, safe, dwarf, cuff

12. Use the nouns with the words "one" и "several":

sheep, fish, cod, pike, swine, means, species, Japanese, Swiss

13. Read the sentences using the nouns in the plural.

1. Have you ever seen how a **wolf** runs after a **deer**? 2. We stopped our car suddenly when we saw a **white sheep** crossing the road. 3. A **cannibal** is, in other words, a **man-eater**. 4. An **ox** is seldom used now in agricultural work. 5. A **safe** is a strong **box** for keeping money and other valuable things. 6. A **woman-teacher** is more often seen in school than a **man-doctor** in a clinic is. 7. Have you ever had your **tooth** filled? 10. A domestic **cat** nowadays does not often use a **mouse** for food.

14. Use another numeral with the head-noun.

one dozen eggs, a pair of shoes, a score of books, a couple of things, one foot two inches tall, costing a pound and three shillings, a spoonful of oil, a handful of brave soldiers, a species of animals, a means of achieving one's goal, a series of experiments, a new chemical works, a powerful aircraft.

15. Translate.

Стадо оленей (овец, свиней), много мороженой рыбы, пять рыбок, стая лососей, две форели, подходящее средство, старый барак, новый вид животных, еще одна серия, новая штаб-квартира, несколько самолетов, ростом в пять футов и шесть дюймов,

по цене в два фунта пять шиллингов, дюжина яиц, десятки (dozen) людей.

16. Choose the correct number form.

a) Fish hatchery is a place where fish (is-are) bred under control. It is possible to single out voices belonging to specific (fish-fishes). Fish generally (fall-falls) silent when a ship draws near. Some (fish-fishes) (do-does) not begin to make sounds until after sunset. Many (fish-fishes) react to external irritation by gnashing their teeth. When fish (attain-attains) maturity, you first hear separate calls from the mature specimens. In some (fish-fishes) it is the swimming bladder that produces sounds. Some (fish-fishes) (is-are) capable of producing ultrasounds.

b) 1. There (is-are) a lot of frozen fish in the shops, but not (much-many) fresh fish. 2. Fish (do-does) not live without water. 3. How (much-many) fish have you caught since morning? — Only three little (fish-fishes). 4. There (is-are) several goldfish in my aquarium. 5. Freshwater (fish-fishes) cannot live in salt water. 6. In a great river great fish (is-are) found.

17. Translate.

1. Рыба не живет без воды, а некоторые виды рыб могут жить только в соленой морской воде. 2. Наши моря богаты разнообразной рыбой. 3. Много ли в твоём аквариуме золотых рыбок? 4. Это совсем иной вид животных. 5. На лугу паслось (to graze) несколько овец. 6. Можно ли согласиться, что цель оправдывает средства? 7. Свиньи — домашние животные. 8. Зачем ты купил столько рыбы? 9. Рыбак поймал всего две маленькие рыбки. 10. Есть ли в этой реке форель? 11. Язык — это средство общения. 12. Фильм состоит из нескольких серий, но я видел только одну серию. 13. Сходи в магазин и купи две дюжины яиц. 14. Две пары носков стоили мне два шиллинга и шесть пенсов. 15. На столе лежало несколько английских пенсов.

18. Answer the following questions.

1. What animals do the Eskimos ride on? For what other purposes are these animals used? 2. What is a dentist's job? 3. What is a mouse-trap for? 4. For what purpose do people use footwear? 5. What is a laundry? 6. What is the job of a shepherd, and of a swineherd? 7. When are scissors used? 8. What animals were formerly used to pull the plough

(плур)? 9. What is money made of? 10. Darwin's famous book is entitled 'The origin of ... (what?)' 11. What are scales used for? Why is the ancient Goddess of justice depicted as holding a pair of scales in her hands? 12. What domestic animals are said to have saved Rome from burning once?

19. Find English equivalents for:

весы, личные принадлежности, товар, бинокль, ткань, ткани, одежда, щипцы, бриджи, окраина, пригород, подонки общества, содержание романа, содержимое сумки, трущобы, сани, ножницы, ворота, акустика, политика

20. Translate and comment on the differences between the English and Russian variants.

1. Ворота были открыты, и мы въехали во двор прямо в санях. 2. Где деньги? — Они в моем кошельке. 3. Письмо содержало довольно много важных сведений. 4. Я хочу дать тебе хороший совет. 5. Многие из ваших советов мне очень помогли. 6. Его успехи в английском пока невелики. 7. Пьеса имела большой успех у публики. 8. Какая приятная новость! 9. Эти новости уже всем известны. 10. Товар еще не прибыл на станцию. 11. Ее одежда всегда была опрятной и чистой.

21. Comment on the number forms of these nouns.

bread, cheese, thought, thinking, means, cloth, swine, salmon, tongs, physics, physicist, mechanics, mechanic, headquarters, series, trout

22. State in what meaning of these nouns the number forms given here are possible.

young beauties, a chemical works, to go through the customs, in stormy waters, several experienced mechanics, a specialist in classical mechanics, to clothe smb. in irons, Virginian tobaccos, to take pains, to defend the colours of the University, at smb's quarters, a piece of clean cloth, dirty clothes, walking-staffs, the five music staves, dirty swines, to pay the damages

23. Give the plural form and comment on its formation.

Frenchman, Roman, on-looker, looker-on, brother-in-law, pencil-sharpener, man-of-war, woman-doctor, man-eater, manservant, lady-killer, lady-bird, boyfriend, man-of-letters, Norman, clergyman

24. Use the nouns in the following sentences in the plural.

1. I heard the loud voice of a passer-by. 2. His brother served as a personal boymessenger for a commander-in-chief. 3. The boy lives in a suburb of the city. 4. I sometimes visit the family of my fellow-student. 5. In this park children can ride on a merry-go-round. 6. The girl was trying to find a forget-me-not in the garden. 7. In quarrels, as well as in business deals, we often need a mediator, i.e. a person serving as a go-between. 8. What kind of thing is called a pencil-sharpener? 9. A woman usually prefers to consult a woman-doctor (female doctor) rather than a man-doctor (male doctor). 10. In what country does a Dutchman live, and what language does he speak? 11. To an idle by-stander, the scene might seem ridiculous. 12. A Roman is a person who lived in the ancient Roman Empire.

25. Translate.

1. На днях в баре произошла ссора между американцами и немцами. Пострадали также и случайные (occasional) прохожие. 2. Китайцы едят рис специальными палочками. 3. Товар уже весь продан. 4. Содержимое чемодана было разбросано по полу. 5. Содержание работы не соответствует ее теме. 6. Его фонетика в этом семестре стала значительно лучше. 7. Ураган нанес большой ущерб урожаю. 8. Если это твоя вина, тебе придется оплатить убытки. 9. Произведения этого писателя уже давно изучаются в школе. 10. Политика — не обязательно грязное дело. 11. Ваша политика не кажется мне вполне честной.



Latin and Greek borrowings change in number according to the rules of declension characteristic of those languages: **um** — **a** (datum — data), **us** — **i** (stimulus — stimuli), **a** — **ae** (formula — formulae), **is** — **es** (crisis — crises), **on** — **a** (phenomenon — phenomena). The classical plural forms are characteristic of bookish style (scientific, poetic), while words that have come into common use, in colloquial speech have the regular present-day English plurals: cf. mathematical formulae — formulas of politeness; genii (= ghosts) — geniuses (people of great talent), sanatoria — sanatoriums, aquaria — aquariums.

26. Give the plural forms of:

a) radius, bacillus, focus, abacus; b) curriculum, referendum, bacterium, addendum; c) copula, amoeba, larva; d) crisis, thesis, analysis, neurosis; e) phenomenon, criterion, automaton

27. Give the singular of:

oases, alumni, bases, symposia, encyclopaediae, paralyses, genii, calculi, scleroses, uvulae, fungi, moratoria, hypotheses, iambi, cumuli, media

28. Change the number form of the nouns in bold type for the plural.

1. This place can well be called an **oasis** of culture. 2. The atomic **nucleus** must not be used as a **medium** of destruction, but rather as a **medium** of construction. 3. Every heavenly body revolves round its **axis**. 4. Through a microscope we can see such a tiny living thing as a **bacillus**, a **bacterium** or a **larva**. 5. A more detailed **analysis** of this **phenomenon** can be found in a specialised **encyclopedia**. 6. A **fungus** is a kind of a poisonous mushroom. 7. There is a strict **criterion**, which makes it possible to support this **hypothesis** and to present it in the form of a mathematical **formula**. 8. An **abacus** is a very simple instrument for doing arithmetic. 9. A **nebula** is a cloudlike group of stars, too far away to be seen singly. 10. An **alumnus** of a university is person who has attended, or is a graduate, of this particular institution.

29. Choose a suitable number form from those given in brackets so as to show stylistic or meaningful differences.

1. (**mediums** — **media**) a) We get the most information now from the mass ... ; b) ... are people who claim that they can communicate with the dead. 2. (**formulas** — **formulae**) a) These symbols are used in mathematical ... ; b) Quite a number of words are not informative, but used as special of politeness or etiquette. 3. (**aquariums** — **aquaria**) a) People use ... to keep live fish in the house; b) Oceans are, in a way, great natural ... for underwater life. 3. (**content** — **contents**) a) The unity of form and ... is an important requirement for a true piece of art ; b) How high is the ... of fat in this food? c) The police emptied the bag and examined its ... d) The Prime-Minister declined to go into details on the ... of his talks with the Chancellor. 4. (**brothers** — **brethren**) As ye (= you) have done it unto (= to) one of my ... , ye have done it unto me. (Matthew)

Collective nouns include such subgroups as: a) *a family / families* (*group, class, crew, team, nation, government*); cf.: *My family is not numerous* (= a unit) — *My family are early-risers* (= members of the family); b) *luggage, baggage, foliage, leafage, furniture, cutlery* (= *knives, forks, etc.*), *crockery* (= *dishes made of clay*), *hair, linen, money, fruit* (more rarely — *fruits*, to denote collectively various kinds, as in *All the fruits of the earth*; also figuratively: *the fruits of labour*); c) names of multitude (*police, people, cattle, gentry, poultry, fowl, vermin*), requiring the plural of the verb. Note: *a people of the North* (= a nation) — *the peoples of the world*; *Italians are a people who are fond of music*.

30. Comment on the peculiarities of collective nouns.

1. Every great thought belongs not to the individual but to the crowd that believes blindly in the force of its institutions. 2. President Lincoln is known to have said that it is possible to fool some people for some time, but impossible to fool all the people all the time. 3. Those were the harsh traditions of a people at war with their environment. 4. It was a square room, with good square modern furniture — even a piece of good modern sculpture. 5. Vermin are harmful parasitic animals or insects. 6. Apples, pears, bananas are all fruit. 7. A ripe fruit fell from the tree. 8. But where are the fruits of your labour? 9. He has twenty head of cattle on his farm. 10. In winter the cattle are kept in a warm shed.

31. Choose a suitable verb form.

1. The poultry (is-are) being fed in the back yard at the moment. 2. My family (is-are) great music lovers. 3. The Normans (was-were) a people of northern France, who in 1066 invaded the British Isles. 4. The police (is-are) planning a large-scale operation in these quarters. 5. (is-are) police an indispensable institution in a democratic state? 6. A lot of linen (was-were) hung on the clothes-line. 7. The ship's crew (was-were) lined up on the upper deck for a check-up. 8. Who (is-are) your team playing with next week? 9. Some cattle (was-were) grazing in the meadow. 10. The government (is-are) now discussing a new programme of action. 11. Most of the modern machinery (is-are) still imported.

32. Translate.

1. Семья была против его женитьбы. 2. Моя семья состоит из трех человек. 3. Экипаж корабля сейчас отдыхает на берегу. 4. Вся ли группа с этим согласна? 5. У них новая мебель, вся из

дуба. 6. Кого это ищет полиция? — Она расследует убийство главного редактора молодежной газеты. 7. Какие вкусные фрукты! Откуда их привезли? 8. Этот напиток сделан из разных тропических фруктов. 9. Какие у тебя красивые волосы! 10. Зимой скот держат в загоне (stall). 11. Французы — остроумный народ. 12. Русский народ, как и многие другие народы, славится гостеприимством. 13. Итальянцы это народ, который любит петь. 14. Нацистская пропаганда всегда подчеркивала, что немцы — народ с великим будущим, особый, избранный (chosen) народ. Богоизбранным (God-chosen) народом когда-то также считали себя иудеи (Hebrews). Великая американская идея также базировалась на особой, миссионерской (missionary) роли народа Америки.

Uncountable Nouns



Uncountable nouns may sometimes take the plural form with a special meaning: “English cheeses”, “the teas of China” (= varieties), “the waters of the ocean” (= great masses; poetic use); “three teas and a coffee, please” (= a portion); cf. also: *a big oak* (= tree) — *made of oak* (= material), *a young lamb* (= animal) — *to eat roast lamb* (= meat).

33. State the type of noun in its different meanings.

1. The Stone age is a period in the development of civilization when tools and weapons were made of stone. 2. A rolling stone gathers no moss. 3. Oil is a liquid, which does not mix with water. 4. Is this picture painted in oils or in water-colours? 5. An unidentified fishing-boat was detected in Japanese waters. 6. I would like to live in Manchester, England: the transition between Manchester and death would be unnoticeable (M. Twain). 7. Drunken driving causes thousands of deaths every year. 8. Iron is a metal. 9. Metal is a good conductor of electricity, while wood is not. 10. The dangerous prisoner was kept in irons all the time. 11. Is there a wood near the lake? 12. Foods rich in fats include butter, bacon, egg yolk and certain cheeses. 13. The volume of a gas decreases when the pressure on it is increased, and vice versa. 14. A light appeared in one window. Then lights appeared in many others. 15. With light there comes hope. 16. I want silence in the classroom, please. 17. There was a silence — he had forgotten all he meant to say.

34. Choose an article to show whether the noun is used as countable or uncountable.

1. ... ironmonger is ... person dealing in goods made of ... iron, such as pots and pans. 2. ... iron is an instrument for pressing and smoothing our clothing. 3. One of the greatest figures in ... Greek thought was Aristotle. 4. He hasn't ... thought in his head. 5. I need ... needle and ... thread to sew up a button. 6. Your silly mistake makes all our plans hang by ... thread now. 7. In the darkness of the hall only ... thread of ... light came through the keyhole. 8. The Greek myth says that Prometheus stole ... fire from Olympus to give it to men. 9. When ... night came, the scouts put up ... fire to frighten off the wolves. 10. There was ... fire in the coal-mine the other day. 11. When the Western Allies waged ... war against Hitler, it was not ... war within Europe only. 12. I can do with ... hard-boiled egg for breakfast. 13. Wipe your chin: you've got ... egg there. 14. He began with ... red wine, bad olives and other obscure foods. 15. This was ... wine he had never tasted before. 16. He saw ... light in the distance and felt more assured. 17. Could you give me ... light? 18. What is the speed of ... light?

35. Translate.

а) 1. Медь — металл желтого цвета, являющийся хорошим проводником электричества. 2. Война всегда означает несчастье и смерть. 3. Большой бизнес это обычно война амбиций. 4. Дом, построенный на песке, не может быть таким же крепким, как построенный на твердой почве (rock). 5. Существуют черви, которые вырабатывают (produce) настоящую шелковую нить. 6. В такую погоду неплохо было бы разжечь костер. 7. Древние философы считали, что огонь — вещество, как и вода, земля и воздух. 8. В прежние времена Лондон не раз страдал от пожаров. 9. Экспедиция Скотта погибла в снегах Антарктиды, пытаясь достичь Южного Полюса. 10. Для многих животных ночь — основная пора деятельности. 11. Движение — это деятельность, весьма необходимая для всякого живого организма.

б) 1. Я не люблю вареную картошку. 2. Картошка готова, можешь есть. 3. Сходи в магазин, купи лука. 4. Не клади слишком много лука в суп. 5. Ты хочешь чаю с лимоном? 6. Лимон полезен для здоровья. 7. Я купил к чаю лимон. 8. Ты любишь есть чеснок? 9. Свеклу (beets) не едят сырой. 10. Горох (peas) вкуснее свежий, чем сушеный. 11. Гороховый суп довольно вкусен. 12. Овес (oats) часто сеют (sow) вместе с пшеницей.

On the Gender of Nouns

Gender distinctions of nouns are mostly expressed lexically (*cow — bull; duck — drake; pig — sow — boar; cat — tabby; deer — stag — doe; goose — gander; horse — mare — stallion; fox — vixen; monk — nun*), or by word-building elements (*poetess, heroine, woman-doctor, he-wolf, Tom-cat, Billy-goat — Nanny-goat*) (see also **Gender of Personal Pronouns**).

1. Express the female and male sex of:

tiger, hero, teacher, murderer, lord, gentleman, sorcerer, duke, Signor, nephew, lad, widow, nun, abbot, singer, governess, bride; wolf, cow, cat, peacock, sheep, pig, fox, goat, horse, goose, deer, duck

Case

1. Change the phrases using the possessive case; comment on the spelling and pronunciation of the ending's:

a) novels of Dickens, poems by Burns, the war of France against Russia, the son of Mr. Fox, the son of Mr. Jones, the sons of the Joneses, the appearance of the hostess;

b) tragedies of Sophocles, paradoxes of Socrates, the sword of Damocles, the son of Zeus, the children of Cronus;

c) the dress of this girl, the dresses of these girls, the suit of the boy, the suits of the boys, the freedom of the people, the freedom of the peoples;

d) for the sake of convenience (of form, of Goodness, of God);

e) a distance of a mile (of two miles), a talk for an hour (for two hours);

f) the house of my mother-in-law, the room of the editor-in-chief, the voice of a passer-by, the remark of a by-stander, the remarks of the by-standers;

g) the mother of John and Mary, the mothers of John and Mary, the aeroplane of the Wright brothers, the chain-stores of Neiman-Marcus, poems of Byron and Shelley, the opinion of somebody else, the visit of the Prime Minister of Great Britain.

2. Paraphrase the following set-phrases.

1. He was at his wit's end what to say. 2. There at last we could talk to our hearts' content. 3. For Goodness' sake, try to keep out of harm's way. 4. Don't try to go into any debate with him: he always has all the arguments at his fingers' ends. 5. The lion was now (within) a stone's throw from us.

3. Comment on the use of the Absolute possessive case.

1. Is this your textbook or your teacher's? 2. We met just by chance at the hair-dresser's this morning. 3. Well, they say he's a nephew of Kaiser Wilhelm's. 4. There never was such an eye for carved stone as Rodin's. 5. What do they sell at the green-grocer's and what at the haberdasher's? 6. Which room is your brother-in-law's? 7. We had already met a few cousins of Jolion's earlier.

4. Use the Absolute possessive.

1. The window of her room faces that of Peter's room. 2. Who did you hear that from? — Well, let's say, from one of Jane's friends. 3. "I went to the butcher's shop this morning, to buy some meat. And the dog disappeared." "Where?" "Just there, in the butcher's shop." 4. Suddenly he started twisting and wriggling, and his body moved just like the body of a worm. 5. When did you last see that new friend of Peter? 6. We are going to stay in the house of the Wiggins until Christmas. 7. His hands were as smooth and gentle as the hands of a woman. 8. All those stories are written by Updike. 9. I saw her in one of the chain-stores of Simons. 10. We bought these roses in a florist's shop in High street.

5. Translate using the Possessive.

1. Мать Нины и Коли — официантка. 2. Ешьте фрукты вволю, они полезны для здоровья. 3. Я ненавижу эту ужасную привычку Петра над всеми смеяться. 4. Когда мы пришли к Браунам, брат моей подруги Мэри уже был там. 5. Листва дерева была такая густая, что лучи солнца через нее не проникали. 6. Ты слушал речь министра образования? 7. Познакомься, это Питер, родственник дяди Альберта. 8. Мне совсем не нравятся эти шуточки твоей тетушки. 9. Я купила это платье в магазине Маркса и Спенсера. 10. Это не мои слова, а английского премьер-министра Маргарет

Тэтчер. 11. Ума не приложу, что мне делать. 12. Каково население Большого Лондона? 13. Выступление (speech) президента Банка Англии было очень коротким. 14. Дом моей тещи отсюда в двух шагах.

6. Replace the of-phrases by the possessive where possible; comment on cases where it is not possible.

1. We walked a little along the bank of the river. 2. Let's climb onto the roof of the house and lie in the rays of the sun. 3. Would you like a cup of milk? 4. The school is at a distance of two miles from the Town Hall. 5. The taming of animals requires great patience and self-possession. 6. How great is the population of our country now? 7. What is the height of this old oak-tree? 8. We were rather tired after a walk for an hour. 9. There was a heap of books under the table. 10. The tides of the ocean are caused by the movement of the Moon. 11. Corporal punishment of children has long been prohibited in schools. 12. We examined the places of interest of London, which are near Trafalgar square. 13. Your treatment of my younger brother is something shameful. 14. What will mankind do when the resources of the world are all exhausted? 15. Who was the discoverer of the ancient Greek City of Troy in the 19th century?

The Use of Articles and Attributes with Nouns in the Possessive Case

When the Possessive is used in the meaning of belonging (possession), all that stands before the possessive noun refers to this noun (and not to the following head noun): "the young man's companion" denotes that the man is young (not his companion); "some child's cries" = "the cries of some child" (not "some cries"). Whatever refers to the head noun, must be placed after the possessive: "the man's young companion" denotes "the young companion", while "the" refers to "man". Since no articles or pronouns can be used after a possessive form, an Absolute possessive is used if we need some determiner before the head-noun: "a friend of Peter's", "that friend of Peter's", "some friends of Peter's". That is also the reason why we say "Pushkin's last poems", without an article and with "last" placed after the possessive (otherwise "the" and last' would refer to the proper name). Note "the great Pushkin's poems", where "the" and "great" both refer to the proper name (the article appears due to the use of an

attribute with the proper noun). Note also "yesterday's sad news", where the absence of article is due to the peculiarities of the word 'yesterday'.

The picture is quite different when the possessive is used in its qualitative meaning. In this case all that stands before the possessive, refers to the following head noun (not to the possessive noun): "a children's shop" = "a shop for children". This happens because 'children's' here is very much like a qualitative adjective (cf. "a childish joke"). In this meaning, no attribute can be placed after the possessive; hence "a new children's shop" (= a new shop for children), where the article and attribute both "jump over" the possessive noun to refer to the head word.

Naturally, when the article means "one", it refers to the possessive noun denoting a measure: "a mile's distance" = one mile's distance; "an hour's work" = work for one hour. In all other cases the article refers to the head noun, as does the attribute: "a pleasant two hours' walk" = a pleasant walk for two hours. Sometimes, however, the homonymous character of such structures makes it difficult to determine the precise relationship; thus, in "Now you must have a good night's sleep", the attribute 'good' may be referred either to "sleep" or to "night".

The article in such phrases can also be omitted ("after two hours' walk"). Note also a change of number forms in phrases like "a woman's hat" (= for a woman, i.e. for one woman) — but: "two women's hats" (= two hats for women, not for one woman). As different from that, we say: "a women's magazine" (for women as a class, not for one person as with personal belongings like "hat", "coat").

In phrases like "goat's (cow's) milk" no article is used as no individual animal is meant (the possible spelling is "cows' milk). On the other hand, in "a goat's head appeared in the window" we mean one particular individual animal ("the head of a goat"). Note also ambiguous cases in "another woman's hat", which may mean either 'the hat belonging to another woman' or "one more hat designed to be worn by a woman". In real speech such ambiguous phrases are usually avoided, so there is no need to take great pains to analyse this.

1. Paraphrase the possessive so as to explain its meaning and determine to which word the dependent elements refer.

a) 1. Those were the words of Young Jolion's father. 2. Those were the words of Jolion's old father. 3. That was what Young Jolion's old father said to him. 4. He was capable of actions, which at the time, I thought, were only a very young man's whims. 5. Such was the famous poet's motto. 6. Such was the poet's famous motto. 7. What's this famous poet's best-known book? 8. Byron's great success came to him with his

first book. 9. The great Byron's success came to him with his first book. 10. I wish you had seen today's magnificent sunrise! 11. The very last year's exams at college are called "finals". 12. We were discussing last year's entrance exams. 13. This year's last exam will be in July.

b) 1. You need a baby's nursing-bottle for that. 2. He said more than I can bear to remember, even at twenty years' distance. 3. He wore an elegant officer's uniform. 4. A big children's store has been built there. 5. I found my papers after a confused five minutes' search. 6. What a pretty child's cap! 7. They chose two nice children's caps of the same colour for their baby-twins. 8. And now you have a good night's sleep. 9. That's a popular children's song. 10. It is not just an hour's work, it is a good day's work. 11. This is a labourer's shirt I got in Sardinia. 12. I'll return in a week's time. 13. I wonder if you'll be back in two weeks' time.

2. Put the adjectives given in brackets in the right place.

Mike's brother (younger); a baby's pram (blue); my neighbour's help (new, unexpected); a woman's dress (beautiful); the father's words (old, first); a children's song (well-known); the Prime Minister's arrival (former, unexpected).

3. Use the possessive instead of the "of-phrases" where possible.

1. I still remember the kind smile of my old teacher when he heard that. 2. She bought a pair of nice new shoes for children. 3. The sociological ideas of Spencer are close to the 1859 work of Charles Darwin "On the origin of species". 4. After waiting for two days he thought he had had enough. 5. We visited the best-known museums of London. 6. The school was at a distance of a mile and a half (half a mile) from the village. 7. The best minds of Russia have always stood up for democracy and human rights. 8. Here is the new flat of my beloved mother-in-law. 9. How did you like the stormy meeting of yesterday? 10. There were several nice caps for children and a dress for a woman on the counter. 11. She writes articles for a very fashionable magazine for women. 12. "Yesterday" is probably the most popular song of the Beatles.

4. Translate the following phrases.

Прекрасные книги Диккенса; книги великого Диккенса; новые стихи одного молодого поэта; недавняя речь министра образования; новая женская школа; неожиданный приезд разгневанного отца; тяжелое двухминутное молчание; большой детский

магазин; красивая женская шляпка; несколько красивых женских шляпок; модный женский журнал; игрушки моего младшего сына; первые игрушки моего сына; самое лучшее произведение Байрона; интересные вчерашние известия; новая студенческая песня; новая песня наших студентов; громкий голос прохожего; после двухдневного отсутствия; полное собрание сочинений Маркса и Энгельса; птичье гнездо; новые птичьи гнезда; новое гнездо этой птицы; волк в овечьей шкуре; лучшие вина Франции; новая квартира моего брата Петра; несколько новых друзей моего старшего брата; прекрасная музыка Чайковского; лучшие бегуны мира; самая известная песня этой поп-группы; старший сын этой старой дамы; новые книги моей дочери; новые детские книги; приятная получасовая прогулка; дом моей любимой тещи; бурные события прошлой недели.

5. Use the possessive instead of the of-phrases.

1. Her eyes are as green as the eyes of a cat. 2. After two weeks of rest we resumed our work. 3. The order of the commander-in-chief was announced on the radio. 4. "This seems to be a wedding-ring usually worn by a woman, not a man," the detective said. 5. One of the friends of my elder brother told us a funny story the other day. 6. When we arrived, the elder brother of my friend Mary had already left. 7. The gardener gathered and burned the dry leaves of last year. 8. I'll be seeing you in the house of my grandfather tomorrow. 9. I hate that awful habit of my brother Peter to make fun of everybody. 10. I decided to stay for a few more minutes for the sake of politeness. 11. This popular song of Chaikovsky is written on the lyrics of the 19th century poet Maikov.

6. Translate.

1. Это, мне кажется, самая известная песня Дунаевского. 2. На прилавке лежало несколько маленьких детских шапочек и красивая женская кофточка. 3. Почему первые слова ребенка это всегда что-то вроде "мама, папа"? 4. Нелегко было посадить космический корабль на твердую поверхность Луны. 5. Я недавно видел ее фото в одном модном дамском журнале. 6. Хотя он и стар, но глаза у него как у молодого. 7. Одна талантливая мамина ученица завоевала приз в прошлогоднем конкурсе. 8. По-моему, коровье молоко вкуснее козьего. 9. После приятного двухдневного путешествия мы прибыли в дом моих родителей. 10. Как тебе понра-

вилась шумная вчерашняя вечеринка? 11. Это было очень дорогое женское обручальное кольцо. 12. В канун Нового года мы собрались в новой квартире моей любимой тещи. 13. "Vogue" — название наиболее известного журнала женских мод. 14. Когда мы были во Франции, мы посетили почти все лучшие музеи Парижа.

Word Formation of Nouns

► Ways of word formation: derivation (= affixation), composition (including compound derivatives of the type "broad-shouldered") and conversion. In derivation, the most common affixes are: **-er** (derived from verb stems) with the meanings of 1) "doer of an action", including a temporary (non-professional) activity, as in "rider (= one who is now riding), speaker, admirer, on-looker"; often in phrases describing ability: "I am not a good (not much of a) swimmer (singer)"; 2) instrument (derived from verbs): "indicator, rectifier, can-opener, ice-breaker, lawn-mower"; 3) geographical or national identification of a person (derived from nouns or adjectives): "villager, Londoner, northerner, foreigner, teenager"; **-ee** (derived from verbs of French origin), denoting "a passive object of an action": employee, examinee, detainee, trainee, trustee, nominee (unproductive); **-ist** (derived from nouns), denoting "a specialist in": "biologist", "follower of a trend" (Darwinist); **-ess** (derived from nouns), denoting the female gender: tigress, poetess (unproductive, used with borrowed words);ю

1. Paraphrase the derivatives so as to clarify their meaning.

animal-trainer, cattle-breeder, good speller, trumpeter, diner-out; southerner, fresher, islander; tin-opener, double-decker, loud-speaker, two-seater; politician, magician, academician, republican; occupant, correspondent; guitarist, biologist, monarchist; examinee, trainee, detainee, trustee

2. Form a noun denoting "a person who ...".

a) lives in London (New York, Iceland, Rome, Paris, Moscow, Holland, Egypt, Africa, Oslo, Norway, Switzerland, Italy, Finland, Denmark; on an island, in the North, in New England);

b) trains horses, produces films, learns a language, makes furniture, tends pigs, plays ice-hockey, compiles dictionaries, binds books, cats (only) vegetables, does wrong, bears a standard (= flag), makes trouble, keeps a shop, sweeps chimneys, collects tickets, reads

the proofs (in a printing-shop), drives cattle (to different pastures), tells (people's) fortune, reads other people's thoughts;

c is trained (in smth.), is examined (by smb.), is employed (by smb.);

d holds the side of political reaction, has romantic ideas, writes in the style of Romanticism, is an expert in logic; succeeds (to the duties of another person), studies philosophy (at a university), sells tobacco, plays the harp, does manicure, specialises in philosophy, philology, technology, education);

e rises early, walks tirelessly, studies (smth.) well, reads a great deal, sleeps soundly, smokes heavily, talks a great deal, drives cars skilfully, tells stories well, drinks a great deal of coffee, runs fast, goes to the cinema frequently, admires fine arts, thinks quickly, speaks wonderfully, writes excellent speeches (for smb.).



Typical suffixes of abstract nouns formed from verb stems: **-ing** — combinable with any verb unless there exists a ready-made derivative ('to receive education', rather than 'educating'); besides the meaning of an action, also "object of an action" (a building; I like his cooking), "medium of action (a filling = "what a tooth is filled with"; a stuffing = "what smth. is stuffed with"), "manner of action" (a wrong spelling), place of action (a crossing, a turning); **-tion (sion, ssion, ion)** — frequent but unproductive, found in French borrowings (education, concession, action); productive only with terminological verbs in **-ify, -ize** (purification, electrification, symbolisation, colonisation); **-ment** — unproductive, found in French words (arrangement, treatment, fulfilment); usually added to verbs with the elements **en-, em-** (enlargement, embarrassment), **be-** (bewilderment, belittlement), **-le** (puzzlement, settlement), **-ish** (punishment).

3. Give verbs from which the following nouns are derived.

extension, convention, abolition, abduction, refraction, perception, conference, intrusion, comprehension, intervention, derision, collision, seduction, perversion, denunciation, dissection, protrusion, preference, residence, anointment, consent, concession

4. Use affixation or conversion to derive abstract nouns from the following verbs.

continue, derive, present, reserve, preserve, restore, confirm, retard; clarify, purify, fertilise, harmonise, humanise, decolonize;

extend, expand, suspend, comprehend, condescend; recollect, perceive; resolve, revolve; destroy, reduce, seduce, compel, repel; succeed, recede, concede; allude, include, intrude, confuse; collide, deride, persuade; arrange, attain, resent, detach, belittle, employ, imprison, embellish, ravish; finish, varnish, import, fall, rise, descend, rebuke, abuse, escort, collapse



Suffixes of abstract nouns formed from adjective stems: **-ness** — extremely productive (politeness, short-sightedness); **-ity** — frequent but not productive, added to French borrowings ending in **-ar** (regularity), **-ous** (curiosity), **-able** (capability), **-ive** (productivity), **-id** (humidity), **-ile** (fertile — fertility), **-ine** (senility); **-ence (ency)**, **-ance (ancy)** — added to French borrowings ending in **-ent (ant)** (efficiency / efficiency, ignorance); **-acy** — added to French adjectives in **-ate** (delicate — delicacy).

5. Form nouns from the following adjectives.

fresh, pretty, silly, wicked, fierce, tall, short, concise, terse, conscious, half-hearted, broad-minded, straight-forward; divine, hostile, servile, sterile, senile, virile, versatile, banal, vulgar, singular, timid, rigid, frigid, generous, barbarous, stupid, crude, loyal, proper, extreme, pure, clear, brief, adverse, severe, illegible, effective, suitable; obstinate, supreme, intelligent, excellent, prominent, complacent, sufficient; strong, high, broad, wide, deep, proud; famous, courageous, beautiful

6. Give the initial part of speech from which these nouns are derived.

annoyance, frequency, consequence, astonishment, nourishment, accomplishment, disobedience, severity, publicity, disguise, significance, consciousness, persuasion, impertinence, evasiveness, evasion, rarity, humidity, ferocity, retirement, retreat, restriction, abolition, assumption, consumption, revenge, stoicism, redundancy, repulsion, circumcision, long-sightedness, resurrection, perfection, restraint, retention, extension, expansion, pretence, suffocation, bombardment, bewilderment, revision, solution, solubility, resolution, attention, unity, uniformity, condensation, condescension, condolence, confederacy, conduct, retaliation, export, confidence, confidentiality, conformity, incongruence, fusion, tension, construction, destruction,

collision, conjugation, declension, decline, conservation, edition, denunciation, solitude, division, derision, personification, succession, descent, consent, perception, servility, expulsion, celibacy, emergence, emergency



The suffixes **-ship**, **-dom**, **-hood** are added to noun stems to form abstract nouns denoting “the state of being what is named by the stem” (membership, principedom, motherhood), or with a collective meaning (sisterhood = “a community of nuns”; my kinship = “relatives”; gangsterdom = “the world of gangsters”). Nouns with **-manship** denote “the art of”, as in ‘to show good penmanship’ (= ability to write in a beautiful handwriting), draughtsmanship, marksmanship, seamanship. The suffix **-ery**, added to noun stems, expresses a collective meaning (peasantry, soldiery, jewellery, cookery, cutlery).

7. Use various suffixes to form a noun denoting.

a) the state of being: a baby (mother, sister, monk, priest); a king (martyr, prince, bishop); an author (director); a good horseman (marksman, penman)

b) the collective body of: peasants, soldiers, jewels, anything cooked; gangsters, teachers, beggars, officers; citizens, fellows (of a learned society)

c) the state of being: astonished, puzzled, bewildered, annoyed, employed, treated, fulfilled, disorganised

8. Change the sentences so as to use an abstract noun instead of the verb in bold type.

1. When did the Romans **invade** the British isles? 2. That our knowledge of universe **expands** is due to the development of science. 3. We **consume** more and more natural resources, which is a threat to the environment. 4. He **succeeded** in his research as a result of very hard work. 5. The fact that seasons regularly **succeed** each other can **only** be explained by the Earth’s movement around the Sun. 6. We suggest that our expenses should be **reduced**. 7. It took scientists a long time **to solve** this problem. 8. He **consented** to participate very reluctantly. 8. It took the tourists a lot longer to **descend** from the mountain than **to ascend** it. 10. Your way of **perceiving** music is quite different from mine. 11. He did so only after I **persuaded** him. 12. Several accidents **occurred** as a result of the researchers’ carelessness.

9. Change the sentences using the initial verb instead of the derived noun.

1. His **resolution** to help her was so great that nothing would stop him. 2. **Expulsion** of students from a university is possible if they do not fulfil all the **requirements**. 3. His **evasion** of all responsibility clearly indicates that he is not fit for this post. 4. The UN immediately demanded **cessation** of the armed conflict. 5. The **emergence** of a new species is often the result of some genetic mutation. 6. The **severance** of diplomatic relations resulted from a **violation** of all the agreements. 7. All our **demands** have appeared because of the **presumption** that human life is priceless. 8. There is a severe penalty for **seduction** of minors. 9. We will not accept any attempts at **belittlement** of the Nazis' guilt. 10. The **attainment** of this aim is not an easy task.

10. Use nouns instead of the words in bold type following the model: He ordered that this should be stopped. — His order was that this should be stopped.

1. I **suggest** that we should start off immediately. 2. The chairman of the meeting **moved** that the question be included in the agenda. 3. It was amazing how **wise** his answers were. 4. Who **recommended** to you taking this medicine? 4. The teacher **requested** that the assignment be done in writing. 5. I can well understand why he is **anxious** that all this should be kept secret. 6. Who **proposed** that the time-table should be altered? 7. We are very much concerned that the best traditions be carefully **preserved**. 8. The judge was **determined** that justice should triumph in every case. 9. I do not doubt that your reaction to that was quite **proper**.

ARTICLES

1. Change the number of the noun, paying attention to the article. Измените число существительного, обращая внимание на артикль.

1. I see a **book** on the table. 2. There are **pencils** in the box. 3. There is a big **park** there. 4. Do you want to have a **cat** or a **dog** at home?

5. There are **three beds** in the room. 6. A **horse** is a clever **animal**. 7. John has a **brother and two sisters**. 8. These are **pens**, and those are **pencils**. 9. Bring me a **cup** and a **spoon**. 10. This is a **table**, and that is a **desk**. 11. My **brother** has a new **car**. 12. Is there a **tree** near your window?

2. Put in the indefinite article where necessary. Вставьте неопределенный артикль, где необходимо.

1. We have ... kitchen and ... two bedrooms in our flat. 2. Have you ... sisters or ... brother? 3. There is ... big tree near the house. 4. ... fox, like ... cat, hunts ... mice. 5. I need ... pen, I want to write ... letters. 6. ... aeroplane goes faster than ... train or ... car. 7. My brother wants to buy ... computer. 8. There was ... cup and ... two spoons on the table. 9. In the Zoo we saw ... tiger, ... lion and also ... pelicans and ... other interesting birds. 10. Is there ... lift in this building? — Yes, there are ... two lifts.

3. Put in the indefinite article where necessary.

The Princess and the Pea (зорошунна)

Once upon a time there was ... prince, and he wanted to have ... princess. But, he said, she must be ... real princess. He travelled all round the world to find ... real princess, but always something was wrong. There were ... princesses, quite enough, but he was not sure if they were ... real princesses. So he came home again, and was very sad, because he could not find ... real princess. One evening there was ... terrible storm. ... strong wind blew, and ... heavy rain started. Suddenly the prince heard ... knock at the gate, and when he opened the door, he saw ... young girl standing there. The water ran down from her hair and her clothes. And she said that she was ... princess. The old queen decided to find out if the girl was ... real princess. She went to the bedroom, put ... small pea on the bed, and covered the pea with ... mattresses and ... iderdowns (*пуховику*). Then she asked the princess to come in and sleep on this bed. In the morning the old queen asked the princess, 'How did you sleep at night?' 'Oh, very badly!', said the princess. 'I did not sleep ... minute all night. I thought that I was lying on something hard'. Now the prince knew that she was ... real princess, because only ... real princesses are so sensitive. At last he found ... wife for himself, and she was ... real princess. And the pea was put in the Museum, you can still see it there, if nobody has stolen it. So this is ... real story.

4. Translate.

1. Это кошка или собака? 2. Я хочу купить машину. 3. В моем доме есть два лифта. 4. На столе ручка и карандаши. 5. Это интересная книга? 6. Его брат — студент. 7. У вас есть дети? — Да, у меня есть сын и дочь. 8. Лошадь — умное животное. 9. Купи мне пирожное. 10. Есть ли в этом магазине книги на английском?

5. Put in the definite article.

1. He saw a table in the room. ... Table was very big. 2. There are two beds in the room. ... beds are near the window. 3. John has a dog. He loves ... dog very much. The name of ... dog is Jip. 4. Is there a river near your house? — Yes, of course. — Let's go to ... river to bathe. 5. I gave you a book the other day. Did you read ... book? 6. The boys saw a kitten in the street. One of ... boys wanted to take ... kitten in his hands, but ... kitten ran away from ... boys. 7. Mother gave her son a new toy, but ... boy did not want to play with ... toy. 8. A big car stopped near by, in which there was a woman and a child. The door of ... car opened, and ... woman wanted to go out, but ... child began to cry. 9. Bobby's mother put a cup with milk on the table. ... boy took ... cup and began to drink ... milk quickly. He soon finished all ... milk.

6. Put in the definite article; learn the rhyme.

This is ... house that Jack built.

This is ... malt (*солод*) that lay in ... house that Jack built.

This is ... rat that ate ... malt that lay in house that Jack built.

This is ... cat that killed ... rat that ate ... malt that lay in ... house that Jack built.

This is ... dog that worried ... cat that killed ... rat that ate ... malt that lay in ... house that Jack built.

This is ... cow with crumpled horn (*кривой рог*),
that tossed (*бодать*) ... dog that worried ... cat that killed the rat
that ate ... malt
that lay in ... house that Jack built.

7. Use the definite article and explain its use.

1. ... book which you gave me is not very interesting. 2. I don't remember ... day when it happened. 3. What is the name of ... boy whom we met yesterday? 4. I want to tell you ... story that I am reading. 5. ... house where he lived was very small. 6. Who took ... pencils, which I left

here? 7. I did not know ... people who were there. 8. Do you remember ... joke that he told us? 9. The boy did not like ... new toy that his mother gave him. 10. Here is ... money, which I found in the street. 11. I have not got ... books about which you ask. 12. He began to translate ... text that the teacher gave him.

8. Put in articles; retell the story 'The Frog and His House'.

Once there lived ... little frog who wanted to have ... good big house. One day ... frog saw ... nice house and began to live in ... house. Soon ... mouse came by and saw ... house. ... mouse asked, "Who lives in ... house?" ... frog answered, "I live here, ... little frog. And who are you?" "I am ... grey mouse. May I live in ... house?" ... frog said, "Yes, come into ... house, let's live together". The next day ... red fox came by ... house, and asked, "Who lives in ... house?" ... frog and ... mouse answered, "We live here, ... little frog and ... grey mouse. And who are you?" "I am ... red fox, and I want to live with you in ... house". "Come in, let's live together". And ... frog, ... mouse and ... fox began to live in ... house together. Soon ... cockerel came by and he also liked ... house, so ... frog, ... mouse and ... fox invited ... cockerel to live with them. But then ... big bear came by and asked, "Who lives in ... house?" They said, "It's we, ... little frog, ... grey mouse, ... red fox and ... cockerel. And who are you?" "I am ... bear, and I also want to live in ... house". And ... bear tried to get into ... house, and ... house broke down.

9. Put in 'a', 'the' or no article.

1. On ... bed, which stood near the table I saw ... small book. I opened ... book and began to read. 2. There are ... nice pictures in ... book that John gave me. Would you like to see ... pictures? 3. We noticed ... small door in ... fence, at which we stopped, and tried to open ... door. 4. There was ... sofa in the room and somebody was sleeping on ... sofa. 5. She took ... piece of paper and ... pencil and began to draw ... picture on ... paper. Then she showed ... picture to me. 6. I bought ... new bike for my son, but on ... next day after that ... boy broke ... bike. 7. Soon they saw ... car coming to ... place where they were standing. They waved their hands but ... car didn't stop. 8. He walked into ... small narrow street and saw two men there. He asked ... men what ... name of ... street was. ... name that he heard was not ... name, which he needed. 9. Please, waiter, have you got ... free table? — Yes, sir, there is ... table near the wall. Shall I serve (*накрыть*) ... table for one or for ... two persons?

10. Choose the right article.

1. John has ... very nice house. 2. ... house in which John lives is very nice. 3. There are ... very good students in our group. 4. What do you know about ... students who study in your group? 5. Here is ... present my parents gave me on my birthday. 6. My parents gave me ... nice presents on my birthday. 7. I stayed there for ... long time. 8. I very much enjoyed ... time that I spent there. 8. We saw ... very interesting films at ... last festival. 9. We enjoyed ... films that we saw at ... festival of this year. 10. He is ... father of John and Mary. 11. Have you ... very kind or ... very strict teachers? 12. Was ... weather on that day very cold?

11. Put in articles; retell the stories.

a) Cinderella (Золушка)

Once there lived ... young girl, and ... name of ... girl was Cinderella. When... mother of ... girl died, her father married... very unkind woman. ... step-mother had ... two daughters, and ... girls were also very unkind to Cinderella; for them she was just ... servant. One day ... King of ... country invited them to ... ball. ... bad sisters went to ... ball, but Cinderella had to stay at home: ... step-mother told her to clean everything in ... house. Cinderella sat by ... fire-place crying when suddenly a fairy (фея) appeared before her. ... fairy waved her hand, and ... pumpkin became ... big coach, ... rat became ... coachman and two little mice became ... two lovely white horses. Then ... fairy gave Cinderella ... pair of ... glass-slippers, and said, "Now you can go to ...ball. But remember, you must not stay there after twelve o'clock".

At ... ball Cinderella was so happy dancing with ... Prince that she forgot all about the time. When ... clock on ... wall began to strike twelve, she ran away, but she stumbled (споткнулась) on ... stairs and lost one of ...glass-slippers.... Prince found ...glass-slipper, and he promised to marry any girl whose foot fitted ...slipper. All ...girls in ...town tried to put ...slipper on, but they could not. At last ... Prince came to ...house where Cinderella lived, and ...bad sisters tried hard to put ...slipper on their feet, but ...slipper did not fit. When ... Prince asked Cinderella to try ...glass slipper on, ...girl took out ...second slipper and put on both ... glass-slippers easily. So ... Prince married her, and they lived happily ever after.

b) The Bremen Town Musicians

... old ass was walking slowly along the road when he saw ... dog lying on the road and breathing heavily. ... ass asked ... dog why he was so

sad, and ... dog answered that he was old, and his master did not need him any more. ... dog and ... ass decided to go together to the town of Bremen and to become ... town musicians there. Soon they met ... cat, who was sitting on the road and mewling very sadly. ... ass and ... dog asked ... cat what he was doing there, and ... cat said that he was getting older and older, and could not catch ... mice now. ... cat decided to go with ... ass and ... dog to ... town of Bremen, and to become ... town musician, too. On their way they met ... cock, who was sitting on the fence and was crowing very sadly. ... cock said that his master had invited ... guests to his house and wanted to kill ... cock and to cook him for ... guests. Soon ... cock also decided to go together with ... ass, ... dog and ... cat to ... town of Bremen and to be ... town musician there. (after The Brothers Grimm) *(to be continued)*

12. Choose the article.

1. Who is ... director of this school? — They have ... new director now, but when I was ... student there, Mr. Brown was ... director.
2. When ... director of the school entered the classroom, all ... pupils stood up.
3. John Brown, ... student of my class, will come to dinner today.
4. Mr. Brown was ... chairman at our meeting.
5. We heard the speech of Mr. Brown, ... chairman of the meeting.
6. Byron, ... great English poet, died in Greece.
7. Byron, ... young poet at that time, was already becoming rather popular.
8. Soon after that John Kennedy became ... President of the USA.
9. Who was ... first American President?
10. What did ... President say in his speech?

13. Use articles with the words:

a) (day, night, etc.). 1. It was ... cold day. 2. ... day was very hot.
3. Do you remember ... day when it happened? 4. It was a cold day and we stayed at home all ... day.
5. What ... wonderful morning it is! 6. When do you usually get up in ... morning?
7. He came back home on ... cold November morning.
8. How nice ... evening is! 9. It happened on ... next day after his return.
10. At ... night it usually becomes colder.
11. He spent ... sleepless night.
12. He spent ... night without sleep.
13. It was ... night, everybody was sleeping.
14. ... night came and it grew cold.
15. In ... evening we went to the cinema.
16. ... evening was warm and nice.
17. He returned only at dawn.
18. Sunset was beautiful.
19. It was beautiful sunrise.

b) (breakfast, dinner, etc.) 1. When do you usually have ... dinner?
2. After dinner we went for a walk.
3. Who will come to ... dinner today?

4. In the evening they went to bed without ... supper. 5. At... lunch we didn't talk much. 6. I need ... good hot dinner. 7. ... dinner which they gave us was delicious. 8. For breakfast we had only a boiled egg. 9. ... breakfast was only a boiled egg. 10. I don't have ... breakfast so early. 11. He had ... light supper and went to bed. 12. It is hard to work after ... big dinner.

c) (bed, school, etc.) 1. Do you go to... bed early? 2. Robinson Crusoe made ... bed for himself out of leaves and grass. ... bed was not too comfortable. 3. It is nice to stay in ... bed when it is raining. 4. He got out of... bed late that day. 5. I remember him, we went to ... school together. 6. He was back from ... school now, on vacation. 7. I looked at ... new school and I did not like it. 8. The director made a quick tour of ... hospital and returned to his office. 9. Why don't I see your mother? — Unfortunately, she is ill now, she is in ... hospital. 10. Young Shakespeare went to ... grammar school in Stratford-on-Avon. 11. John is out of... town for the weekend. He'll return to ... town in a couple of days. 12. Isn't this ... beautiful town! 12. ... town was sleeping.

14. Put in articles. Retell the stories.

a) We had a boy at ... school, Stivvings was his name, who was very fond of learning. In ... evening, and at ... night, too, he usually sat up in ... bed, reading Greek, or learning French irregular verbs. He wanted to be the best pupil in ... school. But that boy got ill about twice every week, and then he could not go to ... school, and he had to stay in ... bed, and eat chicken soup. And he lay in ... crying, because he had to miss ... school, and his parents didn't let him get out of ... bed and do Latin exercises, and they took his German grammar away from him. And we, other boys, wanted so much to get ill and stay away from ... school for ... day or ... month, or, better, for ten months. But we never had ... illnesses — until ... school was over and holidays began. Then, on ... very first day, we caught ... colds and ... other illnesses, which lasted until ... school began again. And then we got suddenly well again, and felt better than ever. (after Jerome)

b) 'When I was young,' said the Mock Turtle, 'I went to ... school every day' 'I've been to ... day-school too,' interrupted Alice, 'you needn't be so proud'. 'With extras?' asked the Mock Turtle. 'Yes', said Alice, 'we learned French and music, and reading and writing at ... school'. 'And washing?' asked the Turtle. 'Certainly not!' said Alice. 'Ah, then it wasn't ... really good school,' said the Turtle. 'At ... good school they have French, music and washing — extra'. (after L. Carroll)

15. Translate.

а) 1. Ночь была теплая. 2. Была тихая, теплая ночь. 3. Была ночь, и все спали. 4. Работа прекратилась, когда пришла ночь. 5. Утром дождь кончился. 6. Это случилось холодным осенним утром. 7. Утро было холодное. 8. Было раннее утро, все еще спали. 9. Мы провели всю ночь без сна. 10. Ночью стало холодно. 11. Это случилось вечером. 12. Однажды в холодное зимнее утро я из лесу вышел. Был сильный мороз (frost). 13. Это случилось летом 1900 года. 14. Была морозная (frosty) зима. 15. Трудно вставать рано утром зимой. 16. Была поздняя осень. 17. Я работал с утра до ночи. 18. Думаю, у нас будет бессонная (sleepless) ночь.

б) 1. Перед завтраком мы пошли к реке. 2. Завтрак был очень вкусный. 3. Что у нас на обед сегодня? 4. Идите к столу, обед уже стынет (get cool). 5. Мы заказали скромный (modest) обед на трех человек. 6. После обеда отец ушел и вернулся только к ужину. 7. Мы редко ужинаем вместе. 8. Я не люблю есть холодный ужин.

с) 1. В школе я был не самым лучшим учеником. 2. Школа недалеко отсюда. 3. Она учится в хорошей частной (private) школе. 4. Мы легли спать рано. 5. В углу стояла большая кровать. 6. Кровать стояла у окна. 7. Не сиди на кровати, сядь на стул. 8. Какой большой город! 9. Его сегодня нет в городе, он вернется в город послезавтра. 10. Я хочу сегодня погулять по городу.

Articles with of-Phrases

► An "of-phrase" is a limiting attribute if it expresses the idea of "belonging" (the roof of a house, the son of an admiral, the depth of the river, the eyes of a happy man); it is a descriptive attribute when it denotes the idea of "content, composition of smth." (a group of girls, a cup of tea, a sense of humour, an expression of sorrow). In the latter case the use of articles depends on other factors (the cup of tea that he gave me).

1. Comment on the choice of the article.

1. The back of this chair is broken. 2. Would you care for a glass of brandy? 3. Is she the new wife of Mr. Jones? 4. He soon returned with a group of noisy youngsters. 5. You really have the body of an athlete! 6. What is the depth of the river? 7. In their home, you were in an atmosphere of peace and comfort. 8. The sound of footsteps was heard from outside. 9. He has a good sense of humour. 10. She put aside the cup of tea he gave her. 11. An expression of fear appeared on his face.

2. Use the proper article.

1. The biggest danger for him was to get into ... hands of the military patrol. 2. When they approached the river they saw ... grove of pine trees on the other bank. 3. The servant brought ... loaves of bread and ... jar of milk. 4. He leaned on ... back of the chair restfully. 5. The car stopped at ... distance of half a mile from the village. 6. Lomonosov was ... son of fisherman. 7. ... Expression of fear came upon his face when he saw the dog. 8. I put aside ... bottle of wine that she had left on table. 9. He breathed ... sigh of relief at hearing that. 10. It is easier for a camel to go through ... eye of a needle, than for a rich man to enter into kingdom of God (Matthew). 11. She dried ... drops of blood from his forehead. 12. The road through the desert is over ... hills and ... valleys of loose sand. 13. He is, no doubt, ... man of good breeding and gentle manners. 14. The young boy already had ... strength of a grown-up man. 15. She was then at ... height of popularity. 16. As the bat flies along, it emits (*испускает*) ... continuous succession of supersonic sounds. 17. Is this murder to be regarded as ... act of justice? 18. She saw Nial, and ... feeling of guilt swept over her, ... feeling of panic, and with it ... new sense of apprehension. 19. They were greatly impressed by ... depth of his feeling.

3. Choose an article. Retell the storis.

A. The Bremen Town Musicians (continued)

Suddenly, ... ass, ... dog, ... cat and ... cock saw ... spot (*пятно*) of light in ... darkness of the night. ... light came from ... window of a small house which stood in the wood. When they came close to ... window, ... dog climbed on ... back of ... ass, and ... cat jumped on ... back of ... dog, and ... cock flew on ... back of ... cat. 'What do you see in ... room?' asked ... ass. 'I see ... table with a lot of food, and ... pack (*шайка*) of robbers sitting at ... table', ... cock answered.

Then ... Bremen musicians decided to frighten ... robbers, and they started singing all together. ... Cock crowed, ... dog barked, ... cat mewed, and ... ass brayed very loudly. ... Noise was terrible. At ... sound of their voices, ... expression of great fear appeared on ... faces of ... robbers: they could not understand what was happening, and who was making ... noise. ... Robbers jumped up and ran out of ... house, into ... wood.

B. Alice in Wonderland

Under the table Alice found ... piece of cake, with the words 'Eat me!' As soon as she tasted ... cake, she suddenly began to grow bigger and bigger, and soon her head struck against ... roof of ... hall. She noticed that ... door of ... hall was now too small for her. She began

to cry, shedding (*проливать*) ... gallons of tears, and soon there was ... big pool of tears and she was in ... middle of it. She swam to ... bank of the pool. 'How strange everything is today!' Alice said to herself. 'Have I changed in ... night? If I am not ... same girl that I was, who am I? I'm sure I'm not Mabel, because I know all sorts of things, and she knows such a very little!' She tried to remember all ... things that she used to know, 'Let's try geography. London is ... capital of Paris, and Paris is ... capital of Rome, and Rome — no, that's all wrong!' Suddenly she heard ... sound of footsteps, and saw ... figure of the White Rabbit, who had ... pair of gloves in his hand.

4. Translate.

1. Дождь барабанил (drum) по крышам домов, и стекал по стенам грязными потоками. 2. Неожиданно мы услышали звук шагов и веселый смех детских голосов. 3. На станции собралась толпа школьников; они ждали прибытия поезда. 4. Какова глубина реки и скорость течения? 5. Тигр — разновидность кошки, но присутствие тигра в доме вряд ли создаст атмосферу покоя и уюта, как это делает присутствие кошки. 6. Он вряд ли знал чувство стыда. 7. Можно ли узнать высоту треугольника, если мы знаем длину его сторон? 8. Не могу сказать, что после этого на его лице появилось выражение огромной радости. 9. Она дочь какого-то генерала. 10. Он человек большого ума и глубокого чувства.

The Generic Article

When a noun in the singular represents the whole class of objects, it usually takes the definite article: *The horse is a domestic animal*. The indefinite article is often also possible in this case (*A horse is a domestic animal*), except when ambiguity may arise: *The aeroplane was invented by the Wright brothers* (an aeroplane would mean only one sample of the apparatus); *Man is now conquering outer space* (a man would rather denote one particular male person, not mankind). With the noun in the plural, the generic meaning is expressed by absence of articles: (*All men are mortal* = 'people in general').

1. State where a change of the article is possible.

1. The **naturalist** finds the **coyote** interesting for other reasons. 2. The **coyote** is a moral little **beast** who has only one wife. 3. The **desert** is a good school in which to observe the cleverness of survival. 4. The

great novelists came to the rescue when the **stage** had fallen into contempt. 5. I wanted no more excursions into the human **heart**. 6. The abnormal **mind** is quick to detect and attach itself to this quality when it appears in a normal **person**. 7. All they that take the **sword** shall perish with the **sword** (Matthew). 8. Ye (= you) know that the Son of **man** is betrayed to be crucified. (ib.) 9. A **beard** is the one thing a **woman** cannot do better than a **man** (Steinbeck). 10. It seems to me so shocking to see the **precious** hours of a **man's** life being wasted in mere brutish sleep (Jerome). 11. Mrs. Cedar was a **rare** type of the vicious **woman**. 12. I have always believed that a love of nature was essentially a healthy sign in a **man**.

2. Use the proper article, giving variants where possible.

1. ... wolf can run faster than... deer. 2. Those were methods hitherto unheard of in ... theatre. 3. I was rather literary in college, now I was going to become again the most limited of all specialists, ... "well-rounded man". 4. ... tiger is ... dangerous animal. 5. After ... primeval ape climbed down from ... tree, its transition into ... man became inevitable. 6. ... Man resembles ... ape. 7. You can use ... telephone when communication is urgent. 8. ... telephone was invented by the American engineer Bell.

3. Translate.

1. Привычки человека составляют важную часть его индивидуальности. 2. Что сыграло главную роль в процессе превращения (transformation) обезьяны в человека. 3. Писатель не должен стараться угодить (please) читателю. Писателю всегда приятно получить письмо от читателя. 4. 20 век — век самолета, космического корабля и атома. 5. На самолете можно облететь земной шар за несколько часов. 6. Собака — друг и помощник (helpmate) человека. 7. Всегда ли учитель помнит, что перед ним не просто объект обучения, а человек? 8. Кто изобрел велосипед? 9. Можно ли сказать, что велосипед — очень удобное средство передвижения?

Articles with Proper Nouns

1. Use articles with geographical names

1. ... Pacific is much larger than ... Arctic or ... Indian ocean. 2. ... Sahara is the biggest desert in ... North Africa. 3. ... Mont Blanc is the

highest peak in ... Alps. 4. ... City of ... London stands on ... river Thames. 5. Is ... Mississippi longer or shorter than ... Rhine? 6. Portugal is a small country in ... West of Europe; on one of its borders is ... Spain, on the other ... Atlantic ocean. 7. . Who was the first to reach ... North Pole? 8. ... USA is the biggest country of ... North America. 9. ... Lake Ontario, or ... Ontario, is one of the largest lakes in ... North of ... United States on the border with ... Canada. 10. Greece is situated in ... South of ... Eastern Europe on coast of ... Mediterranean. 11. The official name of ... Holland is the State of ... Netherlands, or just ... Netherlands; the latter word is used with an article because it literally means "low lands". 12. The forests of ... East Siberia and of ... Far East are the greatest forest resources in ... East of ... modern Russia. 13. United Kingdom includes ... Great Britain and ... Northern Ireland; it occupies ... British Isles. 14. In what country of ... Northern Europe is ... Hague situated? 15. The birthplace of our civilization was the area situated between ... Tigris and Euphrates rivers, which is now called ... Middle East.

2. Translate.

1. Вест-Индия — это цепочка (chain) островов между Северной и Южной Америкой. 2. Аргентина получила свое название от латинского «argentum», означающего «серебро». 3. Эверест — высочайший пик в Гималаях. 4. Гаага — город в западной части Нидерландов, где заседает (sit) голландский парламент. 5. Вы бывали в Эрмитаже (Hermitage)? 6. Филиппины расположены в юго-восточной Азии. 7. Пиренеи расположены на западе Испании. 8. На Кавказе горы моложе и выше, чем в Крыму. 9. Амазонка — самая крупная река в Южной Америке. 10. Кто первым пролетел через (over) Северный Ледовитый океан в Америку? 11. Египет расположен в северо-восточной Африке; его северная граница — Средиземное море, восточная граница — Красное море.

3. Use the proper article with personal names.

1. ... Surgeon Barnard of South Africa was the first to perform a transplantation of the heart. 2. Are you talking about ... writer Scott Fitzgerald or ... jazz singer Ella Fitzgerald? 3. ... music of ... German composer Bach remained unknown to the general public for almost ... century. 4. Husband and wife Curie made ... great progress in ... study of ... nuclear physics. 5. Lots of children were brought up according to ... system of ... Doctor Spock. 6. ... theory of conditioned reflexes was worked

out by ... academician Pavlov. 7. I'll give orders about it to ... Sergeant Brown. 8. He was ... professor of English at ... University of Texas. 9. What does ... Professor Jones say about it? 10. When ... Uncle Podger was trying to hang the picture, it fell on ... floor and ... glass broke. 11. ... father read to me ... story of how ... Brother Rabbit had outwitted ... Brother Fox. 12. By the way, ... Uncle asked you to call him up about something important.

4. Fill in articles where necessary; retell the story.

A. One day, while composer Beethoven was taking walk with ... poet Goethe, they noticed carriage of ... Archduke (*эригерцог*) of ... Austria approaching them. Poet at once stood aside and took off his hat, as was expected in ... presence of ... Royalty (*член королевской фамилии*). ... Composer, however, thought it a good opportunity to show his independence, and, with his arms folded behind, he marched straight forward, blocking way for ... imperial family. Although this showed complete lack of respect for ... highest authorities, ... result was not what Goethe had expected: ... Archduke not only made way for composer but even removed his hat, while his wife bowed to ... great musician Beethoven.

B. ... Famous Hungarian pianist and composer Franz Liszt was once giving ... concert in ... small town in ... South of ... France. After ... concert, ... young girl came up to him, and told him that she herself gave piano concerts in ... town because her brother was seriously ill and the family needed money for the doctors. ... girl confessed (*признаться*) that, as she was ... young and unknown pianist, she wrote in her posters (*афиша*) that she was ... pupil of ... great pianist Liszt. ... Composer asked her to sit at ... piano and play, and then he gave her ... lesson of music. At ... end of ... lesson, he said, 'You certainly have talent for music. Tomorrow I'll come to your concert and tell the public that you are ... pupil of ... pianist Liszt, because I have really taught you something'.

C. Once ... rich American, who was on business in ... London, came to ... young painter and said, 'I have bought here, in ... England, ... picture by ... great artist Rembrandt. I know that ... government of ... United Kingdom will not let me take it away to ... USA. So I want you to paint another picture over ... picture of ... Rembrandt'. ... Young painter made ... picture of ... small factory in ... London, and ... American got ... canvas (*полотно*) over to ... New-York without ... difficulties. There he sent it to ... chemical firm and asked them to remove (*удалить*) the fresh paint. Soon he received ... letter which said, 'Dear sir, we have removed ... picture of a factory, and ... so called (*так называ-*

ембий) 'Rembrandt', and we are now removing ... portrait of ... Queen Victoria. When do you want us to stop?'

5. Fill in articles and comment on the use of proper names.

1. Within a short walk lived a family with whom ... Bennets were particularly intimate. 2. 'The fact is they simply disliked all ... Fosnachts'. 'So what was the penalty for being ... Fosnacht?' — "I forget." 3. ... Rubens, said Simpson, would be taken over to France, where it would pass into the millionaire's possession. 4. Then there was also ... Mr. Curle, of whom I could say nothing except that he had come down to discuss books with ... Sir Ambrose. 5. You are not ... Andrew Manson I married. 6. ... impatient Granby called out to his companion. 7. He looked at himself in the glass. Here, then, was ... modern Hercules — very distinct from that unpleasant naked figure with plenty of muscles, brandishing a club. 8. Can I then say that ... America I have seen has put cleanliness first, at the expense of taste? 9. Aren't you ... Cicero, talking so finely! 10. Just note how different all these composers are — ... touching Schubert, ... graceful Mozart, and ... stormy Beethoven! And it is certainly hard to imagine ... tragic Rossini or ... light-minded Bach. 11. I happened to get ... nicely illustrated Goethe the other day. 12. But it was ... very subdued Rose who replied. And it was quite ... frightened Rose who rang the bell.

6. Translate.

1. Вас просит к телефону некий Петров. — А, это, наверное, Петров, с которым я встретился вчера в доме Павловых. 2. Крылова можно назвать русским Лафонтеном, а Лафонтена — французским Эзопом — оба они переводили басни греческого поэта Эзопа. 3. Туземца (native), которого Робинзон Крузо спас от смерти, он назван Пятницей, так как это произошло именно в пятницу. 4. Что это за картина? — Мне кажется, это Рубенс. 5. Как истинный Форсайт, Джолион был рабом собственности. 6. В его интерпретации это был совсем иной Пушкин — такого Пушкина мы раньше не слышали. 7. О каком Толстом ты говоришь? — О Толстом, который написал «Петра Первого». 8. Было трудно найти для Агнесс какую-либо параллель с классическими примерами: может быть, добросердечная Медея? Или Клеопатра с чувством долга? 9. Если ты рожден Эллиотом, ты рожден джентльменом, — так говорили Эллиоты. 10. Это был не тот Стэнли, которого все знали, а робкий и чувствительный Стэнли. 11. Он сейчас про-

живает, кажется, у некоей мисс Браун. 12. В кипе книг на полу он нашел Шелли, в рваной бумажной обложке. Он осторожно поставил Шелли обратно на полку.

Articles with Uncountable Nouns

Uncountable nouns may in certain cases be used with the indefinite article. For names of material this is the case when a slight change of meaning takes place which makes the noun countable, e.g. "Gold is a metal" (= one of the class of metals); "I'll give you a wine that you never tasted" (= a kind of wine); "I'll get you an ice(cream)" (= one portion); "Two coffees, please" (= two cups). It is however more important to practise uses like "I prefer good red (dry) wine"; "Where can I get good ice-cream?"

1. Use the proper article.

1. It is well known that the English can't make ... good coffee.
2. I daresay that was only ... river water, but we didn't know, so it was all right. We tried ... river water once, later on in the season. We filled our kettle with ... Thames backwater and boiled it.
3. The wolf-traps are made of ... heavy steel.
4. ... fat results from the combination of glycerol and fatty acids. It is ... greasy substance which is ... organic compound supplying body cells with energy. ... fat is usually insoluble in ... water.
5. One third of the Earth's surface is ... land and two thirds is ... sea.
6. He landed his aeroplane on ... water.

2. Use the proper articles; retell the stories

A. Once ... young sailor returned from ... India and brought ... tea as ... present for his mother. His mother did not know how to make ... tea, and he told her to boil the tea leaves in ... water. The old woman invited her friends to taste the new dish. When the young man came into the room, he saw the guests sitting at the table, and ... plate with tea leaves in the middle of the table. Each guest was eating ... tea leaf and using ... salt to make it more tasty. He understood that his mother had thrown away the tea-water instead of the tea-leaves, because he had forgotten to tell her ... very important thing about making ... tea.

B. Midas was ... very rich king, but he wasn't ... happy man because he loved only ... money, and always asked the gods to give him ... gold. The god Mercury came to him and said, 'As you are so fond of ... gold, everything that you touch will turn into ... gold'. At first Midas

was very happy to hear it. But when he took ... apple, it turned into ... gold. When the king wanted to drink ... water, it became ... gold too. His little daughter came up to him and, as soon as she kissed her father, she turned into ... gold statue. Midas began to cry, and each of his tears turned into ... gold piece. In ... despair (*отчаяние*), the king cried out, 'Great gods! Take away all my gold, and give me back my daughter!' Mercury came again and turned the gold statue back into ... girl. Midas was happy, though after that the things that he touched did not become ... gold.

▶ The use of the indefinite article with an **abstract noun** may be the result of the noun becoming countable or may be a merely formal result of the use of a descriptive attribute with almost any abstract noun (exceptions are given below); e.g. *The critic who has not a practical knowledge of technique is seldom able to say anything on the subject of real value (Steinbeck); A (good) knowledge of English is essential (Close); It was not a strength to be despised (Snow); No worries about the theatre, no plans, just peace, and forgetfulness, and a quiet slipping away into nothing (D. du Murier)* (this last example clearly shows that the meaning of a process, or activity is intact, despite the presence of the article). The use of the indefinite article in these cases is just a possibility rather than a rigid rule; cf. similar examples without an article: *She said "good-bye" with cold affability; She laughed with thrilling scorn; The last sunshine fell with romantic affection upon her glowing face; Her eyes looked back at me with polite reciprocal curiosity; The baby came out in new beauty; They faded through a door into warm darkness; I tossed half-sick between grotesque reality and frightening dreams.* The article is usually absent after the preposition "of": *a look of mild astonishment; a kind of quiet thoughtfulness, etc.*

Moreover, some abstract nouns are known not to take an indefinite article even if there is a descriptive attribute. The most undoubted words in this group are: **weather, news, information, advice, progress, work, permission, music, health, fun, luck.** But even with these nouns, we cannot be too categorical, as there do occur uses, rare as they are, that violate the rule; e.g. *The Bishop told me of the goodwill mission on which he was travelling to Barcelona: 'A very, very valuable work of clearance has been performed' (E. Waugh); They will be puzzled by getting from Beethoven not merely a music that they did not expect, but often an orchestral hurly-burly that they may not recognize as well as what they call music at all (B. Shaw); My father never allowed the men under him to visit a nature camp unless permission was asked of the head of the group, a permission only given then to exceptionally trusted people (M. Gilmore).* Nevertheless, the uses recommended for practising should be: *This is very valuable work; I like quiet music, etc.*

3. Comment on the use of articles with abstract nouns.

1. It had beauty, a melancholy beauty, and the beauty of a remote and incredible world. 2. In England education produces no effect whatsoever. (Wilde) 3. I'd like you to get an education that will give you greater opportunities in business life. 4. The afternoon had made them tranquil for a while, as if to give them a deep memory for the long parting the next day promised. 5. There was an excitement in her voice that men who cared for her found difficult to forget: a singing compulsion, a whispered "Listen", a promise. 6. We had some trouble in breaking the eggs. It seemed harassing work, so far as George and I could judge. (Jerome) 7. What fun it is to ride and sing a sleighing song tonight! (Jingle Bells).

4. Put in articles; retell the story.

Little Hans had many friends, but his best friend was the Miller (*мельник*), ... very rich man. Hans liked to listen to ... wonderful things that the Miller used to say about ... unselfishness (*бескорыстие*) of ... friendship ... winter was always ... hard time for Hans, and once, on ... cold winter night, ... youngest son of the Miller said 'Why can't we ask little Hans here? If he is in ... trouble, I will give him half my porridge'. 'What ... silly boy you are!' cried the Miller. 'If Hans comes here and sees ... warm fire and ... good supper and ... red wine, he will feel envy (*зависть*), and ... envy is ... terrible thing, it can spoil ... nature of any person. I certainly do not want to spoil ... nature of my best friend, so I must not lead him into ... temptation (*соблазн*). Besides, if Hans comes here, he may ask me to give him ... flour (*мука*), and that I cannot do....flour is one thing, and ...friendship is another....Good flour must not be confused (*смешивать*) with ...good friendship. The words are spelt differently because they mean different things. Everybody can see that'. 'How well you talk!' said the Miller's wife, 'I really feel sleepy. It is like being in church'. And she poured herself ... glass of ... warm tea. 'Lots of people act well,' answered the Miller, 'but not many people talk well, and it shows that ... talking is much more difficult than ... acting.' (after Wilde)


5. Use the proper article.

1. ... nature abhors (= fears) a vacuum. 2. ... nature of ... language is social. 3. This phenomenon is of quite ... different nature. 4. Those eternal problems! When you don't have any money, your problem is ...

food. When you have... money, it's ... sex. When you have both, it's ... health. If everything is simply fine, then you are frightened of ...death. 5. People tell me that... clear conscience makes you very happy and contented; but ... full stomach does the business quite as well (Jerome). 6. ... history of the cup is evil; ... violence and ... blood and ... evil passions have accompanied its possession; ... evil will perhaps come to you in your turn. 7. I had lived ... lonely childhood and ... boyhood straitened by ... war. 8. Yet it was, in ... truth, ... monstrous love such as I had never experienced before, ... love out of such depths of self as monsters live in. 9. Miss Jenny was doing all the talking tonight — ... behaviour, which was not like Miss Jenny at all. 10. I felt an unpleasantness in the air, ... harshness that hadn't been there before. 11. There was ... wholesome bulkiness about his person and his position. 12. You have... strength of a woman in ... prime of ... life. 13. "I should be glad to think so", he retorted, with ... sneer he made no attempt to disguise. 14. Oh, I know you think the young are selfish. So we are, perhaps, but it's ... clean selfishness. 15. I do need silence when I work but I would never want to live in ... silence of the graveyard. 16. ... quiet settled over the little community, ... quiet that was in tune with ... stillness of ... night.

6. Translate.

1. Знания — сила. 2. У него хорошие знания по истории Англии. 3. Не могу сказать, что у меня было безоблачное детство. 4. В чем преимущества образования? 5. Образование, которое дает этот университет, намного шире чем то, которое дают во многих других университетах. 6. Пространство и время — это формы существования материи. 7. Сейчас не подходящее время для шуток. 8. Какая у вас короткая память! 9. Память можно улучшить, используя специальные упражнения. 10. Когда у тебя хорошее настроение, жизнь кажется прекрасной. 11. В старые времена существовал ужасный обычай наказывать того, кто принес плохие известия. 12. Какое ужасное невезение! 13. Тебе не на что жаловаться: у тебя есть интересная работа, и ты получаешь большие деньги. 14. Кататься на коньках — огромное удовольствие (fun). 15. Надеюсь, вы в добром здравии. 16. Ты делаешь большие успехи: у тебя хорошее произношение и довольно большой запас слов.

 The indefinite article does not as a rule appear before an abstract noun if the attribute does not describe a quality of the object, i.e. with relative adjectives (*English culture, classical literature, higher education, physical*

geography, spiritual life) or degree words (in absolute darkness, in complete silence, with full understanding, in deep sorrow).

7. Comment on the use of articles relying on the presence of descriptive attributes, relative adjectives or degree words (expressed or implied).

1. Maude spoke with an unusual coldness. 2. She showed no anger now, only complete coldness. 3. You may be quite sure that financial gain is the first thing for which I look. 4. When I left the place I was in extreme pain. 5. She doesn't keep abreast of current thought. 6. He opened his eyes and said with immense decision, "Certainly not". 7. Never before and never since have I known such peace. 8. It was such a romantic readiness, as I have never found in any other person. 9. He has a kind word for everyone, you see; he has such charm. 10. She's got great capacity for love. 11. This was what life was: a monstrous injustice. 12. It needs, indeed, high courage to do these things in cold blood. 13. What thoroughness! What realism! 14. We still hope to find signs of organic life on other planets. 15. Being careful in judgements is a matter of infinite hope. 16. They give you a thorough course of ancient and contemporary history there.

8. Use the proper article.

1. He spoke lightly, but with ... immense confidence. 2. The presence of ... spiritual life is what distinguishes us from ... mere animal existence; ours is, no doubt, ... richer and more complex life. 3. And Butt was saying the other day that we'd got ... real culture here. 4. It was sharply different from the West, where an evening was hurried from phase to phase toward its close, in ... continually disappointed anticipation or else in ... sheer nervous dread. 5. I realised that my friend was in ... deep trouble. 6. ... sudden emptiness seemed to flow now from the windows. 7. Pappy used to sing every word for its own value, and that was why it came over so well and with such ... grace. 8. There was pleasant significance in having been among the last to go. 9. It is unbelievably difficult to convince some people that they are in ... grave danger — possibly from someone near and dear to them. 10. I realised that ... intimate revelation was quivering on the horizon. 11. At this point Miss Baker said "absolutely" with such ... suddenness that I started. 12. His smile was concentrated on you with ... irresistible prejudice in your favour.

9. Translate.

1. Его слушали в полном молчании, но это было молчание недоверия (*mistrust*). 2. У этого певца хороший голос, но плохой вкус, он часто выбирает вульгарную музыку и плохие стихи. 3. Я не люблю громкую современную музыку. Я предпочитаю старую классическую музыку, особенно музыку 18-19 века. 4. Он испытал странную радость, слышав это, радость, смешанную с завистью. 5. Физическая география описывает климат и природные ресурсы страны, политическая география имеет дело с политическим устройством (*structure*) государства. 6. Русская история полна примеров борьбы народа и с захватчиками (*invaders*), и с тиранией (*tyranny*) своих собственных правителей (*ruler*). 7. Современное искусство включает в себя традиции классического европейского искусства и многое из национальных искусств других народов мира. 8. Хотя английская грамматика проще, чем русская, в целом английский язык — по средствам выражения — не беднее русского. 9. Культурный человек — это тот, кто живет богатой духовной жизнью. 10. Древнегреческая философия включает в себя материалистическую философию (труды Демокрита) и идеалистическую философию (учение Платона).

With abstract nouns the indefinite article may also result from a change of meaning, e.g. *In 1927 E. Waugh published his first book, a life of Dante Gabriel Rossetti (= a book about his life); Such a task may require a whole life (= a period of living)*, hence the possible plural (*The disaster took many lives = living people*). Such is also the case in constructions with the introductory 'It' (*It is a pleasure to see you; It is a shame that you don't know it*), where we observe a metonymic change of meaning (*It is a pleasant event, It is a shameful thing*) in general — something that causes a feeling (pleasure, pity), but not the feeling itself. Cf. the emphatic 'It', where no such change takes place and no article is used: *It is pleasure that he seeks in life; It was shame that he felt, not joy.*

10. Point out the factors that cause the use of articles.

1. It is an English custom of long standing to show honour to King or Queen. 2. It is an honour for me to work with someone like you. 3. May I have the honour of your company at dinner? 4. He is an honour to his school. 5. Do have pity on me! 6. What a pity it is that you can't swim. 7. His failure did not cause great surprise. 8. His failure was not a great surprise. 9. To the surprise of everyone, his plan succeeded.

10. An honest person cannot but feel shame at having told a lie. 11. He is a shame to his family. 12. It is disgrace that people of that kind fear most, not any pricks of conscience. 13. It is a disgrace that he said such things to a dying person. 14. It has been a great inconvenience being without this bag all these years. (O.Wilde).

11. Insert articles where necessary.

1. Isn't it ... shame to take such ... big money for doing such ... easy work? 2. What he did then brought only ... shame on his family. 3. My son a thief? What ... shame! 4. It was only ... shame that he felt, not ... pride, as he had expected. 5. He experienced ... peculiar pleasure when he did mischief. 6. It gives me ... great pleasure to tell you this news. 7. Lots of people cannot understand ... pleasure of walking nude in ... open air on... sunny day. 8. It is really... relief to have somebody to talk things over with. 9. It was not ... relief that he felt now, but ... embarrassment. 10. You are back at last! What ... relief! 11. As many other prominent politicians, Churchill could not resist the desire to write ... English History (... History of England).

Revision Exercises on Articles with Uncountable Nouns

12. Use an article where necessary.

a) Amphibian is animal able to live both on land and in water. It must spend part of its life cycle in water, where its eggs are laid and fertilised. Eggs then develop into tadpoles (*головастики*) that have fish-like characteristics: breathing is by means of gills (*жабры*), blood is pumped by two-chambered heart, and swimming is by means of tail and body movements, made possible by muscles in body wall. Most amphibians undergo metamorphosis into lung-breathing adult with 3-chambered heart.

b) "Amoeba proteus" is species most often studied. Species included in this subclass move by means of flowing extensions of flexible and amorphous body. Extensions also serve in food-catching. Most of species live in fresh water. Important role in maintaining water balance is played by organ designed to expel excess water from body. Food is temporarily stored in food-receptacle, where it is digested by action of enzymes (*ферменты*) — specific organic chemical substances formed in living cells.

c) Substances known as antibodies fight disease-producing agents. Antibody production is relatively slow process. First of all, body cells must recognise invading agent as "foreign", and then produce antibody to immobilise invader. Finally, blood cells must go into full-scale production of this specific antibody. Antibody is specific against particular type of germ. For example: diphtheria antibody will not be effective against scarlet fever germs.

13. Use the proper article with abstract nouns.

1. All we had observed gave considerable opportunity for doubt. 2. As we know, when memory is lost, personality is lost as well. 3. What she does is clever, but it's monkey cleverness: she has photographic memory and a box of tricks. 4. Children need settled home, life that goes on, with the same toys, the same faces day after day. 5. You don't look as if life had gone out of you. 6. Somehow, I seemed to bear enchanted life. 7. What I need most is complete certainty, I'm tired of constant doubt. 8. Prices are going up, that's certainty. 9. Do you know it for certainty? 10. Can you say it with certainty? 11. It is long-proven truth that certainty of punishment deters criminals more than severity of punishment. 12. Another part of his mind, however, could only stare with such horror that it seemed as if, for rest of his life, those staring eyes would never close. 13. The mask was off, complete indecision and deep unhappiness showed only too plainly. 14. Her eyes were dark and thoughtful with penetrating attentiveness.

14. Fill in articles where necessary and justify the choice.

a) On drama

Essential ingredient of drama is imitation of reality. When, in Ancient Israel, goat was ceremonially loaded with sins and guilt of entire human community, and driven out into desert to be eaten by wild animals, this ritual was both real and symbolic, it was drama in both senses. When priest in Christian mass gives each worshipper bread and wine, he is re-enacting Christ's actions at Last Supper and creating new action. In both cases real action predominates over dramatic. Apparition of ghosts and demons in Chinese classical drama clearly exists for entertainment of spectators. They are drama, not ritual, in same way as fights in Shakespeare are performance, pure and simple.

Aristotle said that function of drama was to purify spectators by arousing pity and terror, that it is identification with characters and

horror at events shown and at possibility that one's own inner feelings or thoughts might lead to catastrophe. Athenian drama was part of huge religious festival, full of rituals of all kinds from dance to sacrifice, from procession to public prayer. There is feeling of exaltation, which entertainment (and not just drama) can induce. Aristotle was neither priest nor practitioner of theatre. He was just academic (= theorist), formulating theories and relying on evidence. Even then he was selective: his theories fit plays of Sophocles which he uses as evidence, but have little relevance to much other Greektragedy, such as work of Euripides. This factor has led, in drama studies ever since, to point of view that written drama is somehow different art from any other kind. In Western comedy, written drama is even called "high comedy", which refers to tradition of written theatre only, and for Western scholars it means just Western plays and methods of performance.

Aristotle divided drama into two main genres, tragedy and comedy, which were applied to drama of every kind. With increasing literacy and desire for classical knowledge, which marked Western intellectual life during Renaissance, these ideas influenced development of drama. Authors drew inspiration partly from classical theory, partly from best-known traditions, which underlie such drama. Change came in 19th century, when naturalism advocated application of drama to observation and analysis, while still representing everyday concerns of middle-class society rather than classical conflicts of love and duty.

b) On social evolution

Starting point for classical evolutionary thought was observation that historical comparisons of different types of human society suggest movement towards increasing complexity. Classical evolutionists assumed that social change was inevitable, universal and progressive. Only one path of development was believed to exist: each society would pass through linear sequence of developmental stages. As societies become more complex, areas of social life, which were formally intermingled, become clearly separated. Social change results in increasingly complex but more tightly integrated society. This theory developed in the 1960s as response to criticism that the previous theory, which emphasised social integration and harmony, was unable to explain social change. Sociologists returned to classical evolutionism of 19th century. They propose multiple paths of social development (as opposed to single one) and they place greater emphasis on mechanics of change between evolutionary stages. New evolutionary school believes that process of change is intimately linked to given society's social institutions — these

are fabric of social life and include political and economic systems, religion, family, education, etc. Mechanism of social change, it is argued, can be explained in terms of needs of given society to maintain these structures. It argues that all social change is result of processes of differentiation (idea that, as societies develop, all aspects of life become increasingly diverse and separated from each other), reintegration (something opposed to process of differentiation and change) and adaptation (which means that direction of differentiation and reintegration is determined by need of society to adapt to its environment). One of main ideas is that human civilisation has increased in its efficiency, so that kinds of societies which have emerged in later periods of history are more efficient and powerful than earlier types.

THE ADJECTIVE

► **Qualitative** adjectives denote a quality directly (*good, big, fine, clear*), relative ones show a relation to some object or phenomenon (*wooden, educational, solar, lunar* = related to wood, to education, to the Sun, to the Moon). Qualitative adjectives have degrees of comparison, can form abstract nouns (*kindness, clarity*) or adverbs (*clearly*), often have synonyms and antonyms (*good, fine, excellent — bad*); relative adjectives do not possess these features. The two types may be differentiated by a suffix (*a gold watch — a golden sunset; economic problems — an economical housewife; a silk skirt — silken hair*), or simply by the use of one word in different word combinations (*a natural reaction to an offence — natural sciences*).

1. Point out qualitative and relative adjectives.

1. Her maternal instinct told her at once what to do. 2. There was a touch of paternal contempt in his voice. 3. He kissed her on the forehead with paternal gentleness. 4. I cannot say much about his intellectual potential — so far he has not shown signs of an extremely intelligent child. 5. Manchester is world-famous as a big industrial centre. 6. The Chinese are definitely a very industrious people. 7. Isn't it a common mistake to judge people by their looks? 8. The question is whether public transport should be common or private property. 9. Can you give us any concrete facts of the man's corruptness? 10. His bare feet soon

felt the unbearable coldness of the concrete surface of the basement floor. 11. Her hair was golden and curly. 12. What we call a golden age is a period in a nation's history when art or literature is most flourishing.



Similarly to relative adjectives, **Noun + Noun** combinations can express the relationship of material (*a stone wall*), place (*London conference*), time (*winter exams*), and a general idea of what something is related to (*Sun eclipses, education problems*), dedicated to or named after (*the Pushkin museum*), meant for (*an art museum*), etc. Such combinations do not express the meanings of possession, belonging (*Byron's works, the roof of a house*), the doer of the action (*Byron's arrival in Greece*), the object of an action (*the teaching of music*), the contents of smth. (*a cup of coffee, a group of boys*); they do not include animate nouns (*a children's theatre*), which require the possessive case.

2. Translate using **Noun + Noun** combinations where possible, or else prepositions or **Possessive Case**:

день солидарности, выражение солидарности (с кем-то), план реконструкции, реконструкция завода, работа по воспитанию, результаты работы, конкурс Чайковского, 1-й концерт Чайковского (для фортепьяно), Потсдамское соглашение, подписание соглашения, соглашение о мире, текст соглашения, фестиваль молодежи, требования молодежи, урок музыки, обучение музыке, кофейная чашка, чашка кофе, программа развлечений, программа концерта, администрация Клинтона, визит Клинтона, выставка Пикассо, картины Пикассо

3. Replace the following phrases by **N+N** where possible and explain their meaning:

a class in history, a book of poems, the taming of animals, the world of animals, a group of animals, the theory of relativity, the theory of Einstein, problems of education, the solution of the problem, an expression of joy, a book for children, a drug for sleeping, a sum of money, problems of money, a pack of wolves, a market for (selling) fish, a meeting in Paris, an overcoat made of fur, an overcoat for a soldier, the arrival of goods, the quality of goods, a course in chemistry

4. Translate these word combinations using **N+N** where possible.

зубная паста (боль, врач, согласный), железный век (воля, дорога), золотая валюта (песок, середина, закат, рыбка, серд-

це), женская школа (одежда, журнал, род, рифма, голос, платье, манеры), смертный час (казнь, существо, приговор, случай); смертельный враг (рана)

Degrees of Comparison

5. Give the forms of degrees of comparison and state whether they are formed in a synthetic, analytical or suppletive way:

a) thin, sad, fat, wet, full, safe, new, gay, fair, shy, dry, sly, free; b) busy, happy, merry, friendly, dirty; c) tender, severe, mature, obscure, clever; narrow, shallow; gentle, subtle; polite, complete, precise; d) real, equal, eager, active, certain, proper, comical, fertile, content, learned, strained, earnest; e) good, bad, little; f) well-known, kind-hearted, well-off, good-looking, far-fetched, deep-rooted, quick-witted



When the adjective admits of both analytical and synthetic forms of the comparative degree, the former is often used predicatively ("He was more angry / angrier"), whereas in the attributive function (which is characteristic of literary language) a synthetic form is more common ("an angrier face").

6. Use the adjectives in the comparative or superlative degrees (give double variants where possible).

1. I am sure he is the (true) friend I have. 2. It is (true) to say that British English is influenced by American, rather than the other way round. 3. Walking is, for many, the (pleasant) kind of physical exercise. 4. It is much (pleasant) to walk in bright weather than in the rain. 5. I haven't seen a (stupid) person than he in my life. 6. He is surely (stupid) than he tries to seem. 7. You could not find an (unhappy) fate than hers. 8. He felt still (unhappy) after what he had heard. 9. There has never been a (cruel) regime than in that country. 10. A defeat in a war makes the dictator even (cruel) than does victory. 11. Today he has been (quiet) than ever before. 12. I wish to live in the (quiet) street of the (quiet) little town. 13. He seemed to be (glad) than I had expected. 14. Here was one of the (handsome) specimens of humanity he had ever seen.

7. Translate.

1. Со мной он всегда вежливей, чем с другими. 2. Я не встречал более вежливого человека, чем он. 3. Это, конечно, более точное (precise) слово, но еще точнее будет сказать иначе. 4. В результате переговоров мирный вариант развития конфликта стал более реальным. 5. В этом месте река немного поуже, но самое узкое место около моста. 6. Это издание книги полнее, чем предыдущие, но самым полным изданием было первое.

8. Choose the appropriate form of the adjective.

(nearest — next) 1. Which is the ... way to the station? 2. The ... train will be at twelve. 3. I shan't be seeing him in the ... three weeks. 4. You are my ... and dearest in all the world.

(older — elder, oldest — eldest) 1. Which of the brothers is ... ? 2. Which is the ... brother of the two? 3. Our ... son is five years ... than our youngest. 4. The hurricane pulled out even the ... and thickest oak trees in the park.

(farther — further — farthest) 1. Let us not change anything; the proverb quite rightly says: You may go ... and fare worse. 2. In search for new lands, man has explored ... corners of the Earth. 3. Let me know if you receive any ... information. 4. We saw him at the ... end of the street. 5. Let's go a little... into other fields. 6. He said that the key was lost and, ... , that there was no hope of its being found.

(later — latter, latest — last) 1. This was Byron's ... poem. 2. Do you happen to have the ... issue of that magazine? 3. You are my ... and only hope now. 4. John and Peter are students, but the former is doing his ... year at college, while the ... is only in his first.

9. Translate.

1. Где твой старший брат? 2. Кто из вас старше? 3. У меня есть самое старое издание этой книги. 4. Это, конечно, более легкое задание, у меня было задание потруднее. 5. Из двух заданий более легким было второе. 6. Дальнейшие события были довольно драматическими. 7. Друзья всегда играли в самом дальнем и тихом углу парка. 8. В семье Кеннеди наиболее известны два брата: Джон и Роберт. Первый был президентом, второй министром юстиции. 9. Лекция посвящена последним событиям в экономической жизни страны. 10. Так это твое последнее слово? 11. Композитор будет исполнять на этом концерте свои последние произведения. 12. Рек-

вием — последнее и самое трагическое произведение великого Моцарта. 13. Советую вам поехать более поздним поездом. 14. Мы решили остановиться на ночь в ближайшей деревне. 15. Если ты устал, плыви к ближайшему берегу, а я поплыву дальше. 16. Он старейший член нашего клуба.

Intensifiers of Degrees

▶ The most typical intensifiers of the comparative degree are: *much (stronger), a lot, a great deal, far, still; better and better; all the better, all the more difficult for smth. (= because of smth.); the shorter... the better; If you know it, (all) the better (for you); no better, not at all better, not any better, none the better (for smth.), e.g. I am none the better for all your explanations (apologies) (= despite your explanations / apologies).* For the superlative degree: *by far the best (the most important); the very best (biggest); the best possible solution, the best solution imaginable (possible, ever heard of, known).* For the positive degree: *ever so interesting, most interesting (a most interesting book); You've been most kind to me (this is sometimes called "the elative", as opposed to the superlative, when a very high, but not the highest degree of quality is expressed); for the negative and interrogative: Is it really that bad? / as bad as (all) that? It can't be (all) that bad / as bad as (all) that.*

10. Paraphrase to clarify the meaning of the words in bold type.

1. His English is now **a great deal better** than before. 2. **The more** you learn, **the less** you remember. 3. The situation is **far worse** than you think. 4. Everybody has been **most kind** to me here. 5. The patient is **none the better** for all the doctors are doing. 6. She was **ever so nice** to me all the time! 7. It was a **most unhappy** incident. 8. Your version is **no better** than his. 9. Is the situation really **that bad**? 10. This little duckling was **by far the ugliest** of all. 11. Sure, it's difficult to go about it in the **wrongest way possible**. 12. I see you already know everything; well, **so much the better**. 13. If you persist, it will be **the worse** for you. 14. I feel **none the wiser** for your explanations. 15. The world-known artist died in **bitterest poverty**. 16. She is **the very best** in the group. 17. She is **best** when she is not trying to show off. 18. She says it's **best** to take no notice, but I can't. 19. I think it is **safest** to cross here. 20. These tendencies are **clearest** in the Russian language.

11. Intensify the degrees of comparison:

A. 1. You have been **kind** to me, I appreciate **this**. 2. I must say my position is **better** now than before. 3. She is **the cleverest** in her group. 4. That was a **courageous** act on his part. 5. If you try to press him, the situation will not be **easier** for you. 6. You needn't pull your jumper on; it is **not cold** outside. 7. I haven't become **wiser** for all your explanations. 8. He knows **less** than I thought. 9. If you work **harder**, the results may be **better**. 10. Is diamond really **the hardest** substance? 11. It is certainly **colder** today than yesterday. 12. I tell you, he believed everything they said. — Is he really **naive**? 13. The pain grew **stronger** with every passing day. 14. He was **eager** to see the show.

B. A ... **funny** thing happened on the boat that morning. It was ... **colder** than usual when I woke, and, as I was in a hurry to put the shirt on, I **dropped** it into the water. It made me ... **angry**, especially because George started laughing. I couldn't see what was ... **funny** about it, and I told Gerge so, and he only laughed ... **more**. I told him that it was the ... **stupidest** laughter that I had heard. But he only laughed ... **louder**. And then, just as I was getting the shirt out of the river, I noticed that it was not my shirt at all, but Georges. Now I began to laugh. And ... **longer** I looked from George's shirt to George, who was laughing, ... **louder** I laughed. As a result, I let the shirt fall back into the water again. 'Aren't you going to get your shirt out?' said George, still laughing. I could only say: 'It isn't my shirt — it's yours!' His face suddenly changed from ... **merry** to ... **severe**. 'What!' he yelled jumping up. 'A man should be ... **more careful** when on a shirt! Don't you know that it is ... **better** to dress on the bank, not in the boat!' The ... **funniest** thing happened when he tried to reach for the shirt, to get it out of the water, and fell into the river himself. Later I tried to explain to him how **amusing** it all was, but George is sometimes ... **stupid** and cannot understand humour. (after Jerome)

12. Translate.

1. Я уверен, что он этого не сделает, он не настолько он легкомыслен. — А по-моему, он гораздо беспечнее (reckless), чем ты думаешь. 2. Чем дешевле товар, тем быстрее он продается. 3. Больному все хуже день ото дня. — Неужели он действительно настолько плох? — Да, к сожалению, ему несколько не лучше от всех лекарств. 4. Это крайне важная новость, сообщи ее всем. 5. Чем выше мы поднимались, тем труднее становилось идти.

6. Старые ботинки моего старшего брата намного дешевле, и ничуть не хуже новых. 7. Роман характеризуется чрезвычайно захватывающим (thrilling) сюжетом. 8. Сегодня ничуть не жарче, чем вчера. 9. Этот вид искусства становится сейчас все более популярным. 10. К сожалению, вы выбрали самое сложное решение задачи из всех возможных. 11. Моя зарплата сейчас меньше, чем раньше, но есть люди, получающие намного меньше меня. 12. Англичане, в отличие от американцев, народ с гораздо более древней (older) историей. 13. Дети, как известно, лучше всего, когда спят.

► The comparative degree implies comparison by addition (subtraction) of quantities (*A is two metres bigger than B*); when comparison implies multiplication (division), the construction "as... as" with the positive degree is used: *A is twice as big as B; B is half as big as A* (= *в два раза меньше*); *A is half as big again as B / one and a half times as big as B* (= *в полтора раза больше*).

13. Translate into Russian and comment on the degree of comparison.

1. His brother is four years older than he. 2. His brother is twice as old as he is. 3. A qualified typist gets nearly twice as much as an unskilled one. 4. An unskilled typist gets half as much as a qualified one. 5. The director's secretary gets half as much as her boss. 6. The director receives half as much again as his secretary. 7. I can lift a weight thrice as heavy. 8. The square is a little longer than it is wide. 9. The square is five times as long as (it is) wide. 10. His apartment is five times the size of mine (five times as large as mine). 11. How many times is this line as long as (is the size of) that one? 12. How much larger is his apartment than yours (in comparison with yours; as compared with yours)? 13. Thirty is three times ten, so it is three times as much (as big, as large) as ten. 14. How much (how many times) is thirty as large as ten? 15. How (by how) many miles is this road longer than that?

14. Translate into English.

1. Это, конечно, более короткий путь, но есть еще один, раза в два короче. 2. Старший брат в семье старше своей сестры на 3 года и в 3 раза старше самого младшего брата. 3. Наше футбольное поле было наполовину больше в длину, чем в ширину. 4. Жена в два раза моложе своего мужа и на полголовы его выше. 5. На сколько ты старше своего брата? 6. Во сколько раз Сибирь больше

Франции? 7. На сколько твой брат ниже тебя по росту? 8. Мой начальник получает в полтора раза больше, чем я. 9. Я получаю в два раза меньше, чем мой начальник. 10. На сколько профессорская зарплата выше ассистентской? 11. Во сколько раз тридцать пять больше семи? 12. На сколько доллар дороже рубля в золотой валюте (gold currency)? 13. На сколько килограммов твой вес больше моего? 14. Во сколько раз выросли цены за этот год? 15. На сколько выросли цены за этот год?

Adjective versus Adverb

15. Choose the right word.

1. (**cold, coldly**) a) What a ... day it is! b) Why do you speak to me so ... ? 2. (**sad, sadly**) a) She was very ... when I saw her last. b) She looked ... about her before leaving the place). 3. (**silent, silently**) a) He was ... for a time. b) Then he turned round ... and left the room 4. (**good, well**) a) Your English is very b) You speak English very 5. (**simple, simply**) a) How did you find my place? — Quite b) This exercise is very c) It is not so ... to understand you. 6. (**terrible, terribly**) a) There was a ... storm at night. The wind blew ... b) I am ... sorry to hear it. 7. (**quick, quickly**) a) He can run very b) What a ... runner he is!

16. Choose the right adverb.

1. (**high, highly**) a) The boy was... praised for his singing. b) The plane flew very ... in the sky. 2. (**close, closely**) a) Let's look at the problem more b) He lives quite ... to my place. c) These things are ... connected. 3. (**deep, deeply**) a) They buried the gold ... in the ground. b) Her feelings were ... hurt. 4. (**right, rightly**) a) Go straight on, then turn ... b) The table stands ... in the middle of the room. c) I'm afraid you didn't get me I didn't mean that. d) The newspapers quite ... criticise the government. 5. (**pretty, prettily**) a) The girl likes to be ... dressed. b) Your English is ... good now. 6. (**hard, hardly**) a) Just what he wanted, Presley ... knew. b) You have been working very ... lately. c) He was so tired that he could ... move.

Substantivised Adjectives

17. Comment on the meaning of substantivized adjectives.

1. I know you think the **young** are selfish. Perhaps we are. 2. To the negation of the **habitual** there is added the affirmation of the **unusual**, which excites the imagination and tries the civilised nerves of the **foolish** and the **wise** alike. 3. Then assembled together the chief priests, and the **elders** of the people (Matthew). 4. The **English** are not a very spiritual people, so they invented cricket to give them some idea of eternity (Shaw). 5. Two **wrongs** don't make a **right**. 6. "But there", she told herself, "I am very likely a **silly** — meeting trouble half-way". 7. The grass was vivid green, the earth and the cliffs a deep, glowing **red**. 8. I do not know that there was anything about him to excite the attention of the **curious**. 9. We said how strange it was that, in the face of things like these, there should be a popular notion that **Germans** hadn't any sense of humour (Jerome). 10. Take my dog Charles, for example. He has always associated with the **learned**, the **gentle**, the **literate**, and the **reasonable** both in America and in France (Steinbeck). 11. Only the **present** is real, the **past** no longer exists, the **future** is yet non-existent. 12. All those **present** adopted the resolution unanimously. 13. Those events are described in the Bible as the massacre of the **innocent**. 14. It is far more difficult to be polite with your **inferiors** (нижестоящие) than with your **superiors**.

18. Translate using substantivization where possible.

1. Я не могу ответить на твой вопрос утвердительно или отрицательно. 2. Французы, итальянцы и испанцы говорят на родственных (kindred) языках. 3. В темноте волчьи глаза светились ярко-зеленым светом. 4. Больные, калеки (disabled) и глубокие старики (very old) чем-то похожи на маленьких детей. 5. Говорят, совершенно неверно, что быки не любят красное. 6. Смелые не думают об опасности и потому иногда могут достичь невозможного. 7. Она была вся в белом, а шарф — ярко голубого цвета. 8. Пусть мертвые хоронят мертвых, живые должны думать о живых. 9. Нельзя так разговаривать со старшими, надо уважать возраст. 10. Раненые шли по-двое, по-трое, поддерживая друг друга. 11. Раненый чувствовал себя уже гораздо лучше. 12. Сначала были отправлены в тыл (rear) тяжело раненные. 13. Мы всегда чувствуем себя беспомощными перед неизбежным. 14. Во времена сегрегации на юге США были отдельные школы и рестораны для белых и для цветных.

15. Обвиняемый вел себя так, будто перед ним были его подчиненные (subordinate).

Statives



This term is sometimes applied to adjectives denoting a state (not a quality) and used only predicatively, e.g. *afraid, alone, alive, asleep, aloof, ablaze, apart, ajar* (words beginning with a-). These peculiarities also refer to the adjectives *ill, well, glad, sorry*, etc. Cf. a difference in meanings between: *to be ill* and *ill will*; etc. Note the different uses of synonyms in: *to be alive* — *a living being, the living and the dead* (collectively); *to be asleep* — *a sleeping person*; *to be awake* — *a wakeful night* (= without sleep) — *waking hours* (= when one is awake); *The roof is aslant* — *a slanting roof*; *The dog went astray* — *That's a stray dog*.

19. Compare the meaningful and the stylistic differences in the use of adjectives.

1. She was literally ill with anxiety. 2. I think you are simply in an ill temper. 3. It's an ill wind that blows nobody any good. 4. I am not at all sorry I said all this in his face. 5. After the storm the village was in a sorry state. 6. These are sorry tidings, they make me sad. 7. I won't accept your sorry excuses. 8. It was hard not to be angry with her after what she had said. 9. We suddenly heard some angry voices from the open window. 10. I shall be only too glad if you will come. 11. It was the gladdest day of her life. 12. Have you heard the glad tidings?

20. Choose the right word.

(**alive, live, living**): 1. The fish was still ... when we brought it home. 2. In medieval schooling, stress was laid on studying the classical, dead languages (Latin or Greek), in present-day schools — on the ... languages of Europe. 3. Aquariums are used for keeping ... fish in the house. 4. He is the ... image of his mother. 5. Imagine my horror when I saw a real ... burglar under my bed!

(**awake — wakeful — waking**): 1. We stayed ... all night. 2. We passed a ... night. 3. Your long sleeps are understandable, but still — what do you do in your ... hours?

Affixal Word-Building of Adjectives

21. Explain the meaning and structural model of the adjectives in these phrases:

starry night, glassy pond, branchy tree, gluey substance, smoky distance, leggy foal; boyish behaviour, greyish eyes, selfish girl; bearded men, stained reputation

22. Compare the meanings of the attributive words below.

golden times — gold statue — gilded watch — gilded youth; silken hair — silken rustling of the grass — silky voice; woollen suit — woolly look in smb's eyes; glass door — glassy eyes; smoked fish — smoky distance — smoke screen of words; artistic performance — artful person; heavenly bodies — heavenly beauty; earthen pots — earthly joys (blessings) — earthy faces in the paintings of Rubens; body guard — bodily wants of people — in bodily fear; womanlike face — womanly modesty — womanish manners of a youth; deadly poison — deadly enemy — deadly sin — deadly / deathly stillness; fruitful soil — fruity smell in the air — fruity voice — fruity jokes; tiring work — tiresome talking

23. Paraphrase using an adjective:

insects with four wings; youths with long hair; a substance that sticks easily; a substance which is like glycerine; a face covered with puckers; a colour that is slightly red; manners typical of apes; animals resembling apes; a chain covered with a gold leaf; a ship clad in armour; eye-glasses with gold rims; publications that appear regularly every year (quarter, month); relations like those between brothers; creatures resembling a man; behaviour typical of men; life on Earth; a floor made of earth; a face with a colour like that of earth; injuries to the body; a colour like that of a human body; a wound that may cause death; paleness like that of a dead person; poison that causes death; silence like the silence of the dead

24. Make the following adjectives negative:

a) correct, attainable, incorrigible, eligible, resolute, dignified, reverent, logical, intelligible, healthy, penetrable, careful, manly,

resolute, relevant, able, capable, hopeful, critical, selfish, mature, woman-like, measurable, earthly, adequate, proper, significant, important, literate;

b) ferrous metals (= those containing iron, “черные”), religious teachings, finite verb-forms, finite life (of humans), human voice, humane treatment of prisoners

THE PRONOUN

PERSONAL, POSSESSIVE AND REFLEXIVE PRONOUNS On Gender

Traditional names of countries correspond to the feminine gender pronoun (*England and her people*), their official names, or geographical notions — to the neuter gender (*The United Kingdom and its people; The continent of Australia: its climate and natural resources*). When personification takes place (in fables, poetry), irrespective of sex distinctions, the pronoun ‘he’ would be used for a strong, active, man-like creature, ‘she’ (often with endearment) — for a feeble, tender, woman-like creature; thus, in English folklore The Sun is ‘he’ and the Moon is ‘she’; Wind, Ocean, River = ‘he’ (cf. “Old Man River”, in a folksong about the Mississippi); Fear, Love, Passion = ‘he’; Hope, Mercy = ‘she’; any animal in a fairy-tale (Dog, Fish, Horse, Cat, Mouse) is commonly a ‘he’, unless the opposite sex is specified (Lioness = ‘she’) or woman-like behaviour is stressed: the notorious Fox and Crow in Aesop’s fable are respectively ‘he’ (a cunning, resourceful person) and ‘she’ (coquettish and light-minded). A boat of any kind is traditionally referred to as ‘she’; so can a car be referred to by its owner, or an aeroplane by its pilot, when they speak affectionately (‘I’ll go and start her now’); smb. else’s vehicle, in a neutral context, is just ‘it’ (‘I saw a car at the curb; its window was broken’). Practically any thing with which a person operates and which he therefore regards as obedient to his will, can be affectionately referred to as ‘she’ (‘I am trying to move this cupboard to the other wall. Just give me a hand with her, will you?’)

1. Fill in a personal or possessive pronoun corresponding in gender to the word in bold type.

1. Awake! (not **Greece** — ... is awake)! Awake my spirit! (Byron).
2. The **coyote** looks like a cross between the fox and the wolf; ... is not now protected, ... is already too numerous. 3. If **England** treats ... criminals the way ... has treated me, ... doesn't deserve to have any (**Wilde**).
4. When did the **USA** first send ... ambassador to Russia? 5. God bless **America**, Land that I love, Stand behind ... , and guide ... , Through the night with a light from above (Old song). 6. Go to the sea and cast a hook, and take up the **fish** that first comes up, and when you have opened ... mouth, you shall find a piece of money (**Matthew**). 7. Where essential **silence** cheers and blesses, ... more lovely music broods and dies (**Stevenson**). 8. And when **Death** at last lays ... icy hand upon you, you will share my Kingdom. 9. Today the **vessel** shall be launched! ... starts — ... moves — ... seems to feel The thrill of life along ... keel, And, spurning with ... foot the ground, With one exulting, joyous bound, ... leaps into the ocean's arms! (**Longfellow**). 10. Many of the Arab states are opposed to the **State of Israel** and would not regard Jerusalem as ... capital. 11. The **horse** was lean and lank, Misfortune seemed ... lot; ... got into a drifted bank And we, we got upset (**Jingle Bells**). 12. A **horse**, like a dog or a cat, can easily find ... way home even in the darkness. 13. **San Francisco** put on a show for me. I saw ... across the bay (**Steinbeck**).

2. Put in a suitable pronoun.

a) *An Indian Tale*

A long, long time ago, when the world was young, the Sun, the Wind and the Moon were once invited to a dinner party. The Sky, their old mother, stayed at home, and on their return ... asked them what they had brought ... from dinner. "Whatever do you mean, old woman?" shouted the Sun; ... was angry, for ... clearly realised ... own selfishness but would not admit it openly. The Wind, ... brother, also mumbled something rude in ... justification, for it had never occurred to ... either to think of ... old mother. Only the little Moon really cared for ... mother, so ... brought ... some food, which ... had put aside during dinner. "You are ungrateful sons!", the Sky exclaimed, and ... declared that from now on people would avoid the Sun when ... shone too proudly and fiercely. And to the Wind ... declared that people would curse ... when ... blew with all ... proud might. But the merciful Moon, ... said, would always fill people's hearts with love whenever they saw ... shining.

b) Aesop's fables

The Fox and the Grapes

A hungry fox saw some fine bunches of grapes hanging from a vine, and ... tried ... best to reach them by jumping as high as ... could into the air. But it was all in vain, for they were just out of ... reach. So finally ... gave up trying, remarking that those grapes were too sour anyway for ... to taste them.

The Fox and the Crow

A Crow was sitting on a branch of a tree with a piece of cheese in ... beak when a Fox observed The cunning Fox set ... wits to work to discover some way of getting the cheese. Coming and standing under the tree, ... looked up and said, "What a noble bird I see above me! If only ... voice is as sweet as ... looks are fair, then ... ought to be Queen of the Birds!" The Crow was hugely flattered by those words; just to show the Fox that ... was a splendid singer, ... gave a loud caw. Down came the cheese, and the Fox was quick enough to snatch it in ... mouth, observing to ... self that the Crow's voice was much more powerful than ... wits.

The Fox and the Goat

A Fox once fell into a well and was unable to get out of it again. By and by a thirsty Goat came by, and seeing the Fox in the well, asked ... if the water was good. The sly Fox replied that it was the best water ... had ever tasted in all ... life. And ... invited the Goat to come down and try it ... self. The Goat was not too wise, so ... jumped in at once. When ... had drunk enough, ... asked the Fox how ... could get out. The Fox told the Goat to stand on ... hind legs and place ... forelegs firmly on the side of the well. When this was done, the Fox climbed on the Goat's back and so out of the well, after which ... coolly started to walk away. When the silly Goat reminded ... about ...self, the Fox remarked that if the Goat had as much sense in ... head as ... had hair in ... beard, then ... would not have got into the well without making certain first that ... could get out again.

The Lioness and the Vixen

A Lioness and a Vixen were once talking together about their young, as mothers would. The Vixen said proudly that ... numerous cubs were a joy to see, and then ... asked the Lioness rather maliciously why ... never had more than one cub. To which the Lioness calmly replied that ... was not ashamed of that, for although she had only one cub, ...

was a Lion, and concluded that, to ... mind, it was not quantity but quality that mattered.

The Town Mouse and the Country Mouse

A country Mouse once invited a town Mouse to come and see ... at ... home in the fields. They sat down to a simple dinner of barley and roots, after which the guest broke out with the remark that ... poor friend lived no better than the ants. In ... turn, the Town Mouse took the Country Mouse to ... own home, where ... huge larder contained flour and oatmeal, and figs, and dates and what not. But hardly had they sat down to enjoy the luxuries, when the door of the larder suddenly opened and someone came in, so the two mice had to hide themselves in a narrow hole and wait there, trembling like a leaf. Such a disturbance repeated many a time during their dinner, and finally the Country Mouse said that ... would not stay any longer, for although ... friend certainly lived in the lap of luxury, there were too many dangers around, whereas at ... modest home ... could enjoy ... very simple dinner in complete peace.

The Ant and the Grass-hopper

The Ant worked hard all the summer knowing that cold times were to come soon, so ... did ... best to prepare for the winter; as a result ... food supplies were numerous and diverse. Now the Grass-hopper was a very light-minded creature, ... danced and sang all through the summer, not thinking of how ... would fare in the winter time. So when the colds came and ... discovered that there was no food to be found in the field, ... went to the Ant for help. But the wise Ant first asked ... what ... had been doing in summer, and when ... heard that ... had only danced and sung, ... advised ... to keep on doing the same in winter.

c) The Cat who walked by ... self

One night Wild Dog felt a sweet smell which came from the Man's cave, and ... said, 'I will go and look what there is in the cave'. And ... asked Wild Cat to come with ... , but Wild Cat answered, 'I am the cat who walks by ... self. I won't come with you'. Wild Dog went to the cave and asked the Woman, 'Will you give me the bone that smells so good?' ... answered, 'If you stay in the cave and help the Man to hunt, then I will give you sweet bones every day'. And ... stayed in the cave. In the morning the Man saw Wild Dog and asked the Woman, 'Why is Wild Dog here?' And ... answered, '... is not Wild Dog now, ... is the First Friend, and ... will help you to hunt'.

The next night Wild Horse decided to go to the cave, and ... asked Wild Cat to come with ... But Wild Cat said again that ... was the cat who walked by ... self, and that ... would not come. So Wild Horse went alone, and stayed in the cave. Then Wild Cow decided to go, and ... asked Wild Cat if ... would come with ... Again Wild Cat ... said ... would not go with But when Wild Cat saw that all the animals had stayed with the Man, ... also went to the cave, and asked the Woman if ... would give ... the warm sweet milk. ... answered that if ... stayed in the cave and caught mice there, then ... would give ... the sweet milk every day. But Wild Cat said that ... was the cat who walked by ... self, and that would not stay in the cave, but ... would come when ... wanted, and ... would catch mice when ... wanted, and the Woman must give ... the warm sweet milk when ... wanted. (after Kipling)

d) *The Fisherman and his Wife*

There was once a fisherman and his wife, who lived in a small hut close by the sea. Every day the fisherman went to the sea to fish. One day ... caught a big golden fish. And the fish said to ... , 'Please, fisherman, let me live. I am not a real fish; I am an enchanted Prince'. The fisherman was greatly surprised that the fish could talk, and he put ... back into the water.

When ... got home, ... wife asked ... , 'What have you caught today?' ... answered, 'You caught a golden fish, and ... said that ... was an enchanted Prince, so I let ... go back into the sea'. 'You silly man!' cried ... wife. 'Go there now and tell ... that we want a big wooden house! I am sure ... will do it'.

So ... went back to the sea, and the sea was all green and yellow. The old man called out to the fish, and ... came swimming and asked, 'What does your wife want?' The man answered, '... wants to live in a big wooden house'. 'Go there,' said the fish. '... has a house now'. So the man went home, and ... saw ... wife sitting in a big house. The fisherman said to ... , 'Now you have a big wooden house. Do you like ... ?' And ... answered, 'Not very much. I want to live in a stone mansion. Go there again and ask the fish to give ... to you'.

The man felt very sad as ... walked back to the sea. ... saw that ... water was grey and dirty now. The man called out to the fish, and told ... what ... wife wanted: 'Go home', said the fish,' and you will see your wife standing in front of a stone mansion'. Indeed, ... wife was standing near a big stone house, and when they went into ... , they saw many, many servants in The man thought that ... wife would be pleased

now, but on the next day ... said to ... , 'Go to the fish and tell ... that I want to be Queen'. The man tried to tell ... that it was too much, but ... did not listen to him. So ... walked sadly to the sea, and saw that ... water was all black now. The man called the fish and told ... what ... wife wanted. 'Go home', said the fish, ' ... is Queen now'. Indeed, the fisherman saw a great palace, all made of gold, and ... wife sat on a high throne. The fisherman asked ... , 'Well, are you satisfied now?' And ... answered, 'No, I am not! Go to the fish and tell ... that I want to be like God!' He tried to tell ... that the fish could not do that, but ... shouted at ... , 'I am Queen, and you are only a fisherman! You must do all that I say!'

The poor fisherman went back to the sea, and saw that ... water was dark and stormy. Again ... called out to the fish and told ... what ... wife wanted. The fish said nothing to ... ; ... waved ... tail and swam away into the depths of the sea. When the fisherman came home, ... saw ... wife sitting in ... old hut. (after The Brothers Grimm)

3. Point out the reflexive and emphatic use of 'self-pronouns'.

1. Look at yourself, who do you think you are? 2. Did you cook all this yourself? 3. Do you often have to cook for yourself? 4. All the guests and myself were intrigued. 5. You have only yourself to blame for that. 6. We built this house ourselves. 7. He built himself a nice little house. 8. She prided herself on knowing everything that went on in the artistic world. 9. The forest was Hiawatha's home, and Nature herself was his schoolmistress. 10. Luckily Mr. Snushall was, though so different from Mrs. Longmore, kindness itself.

Demonstrative Pronouns

▶ "The pronoun *this* refers to what is close to us in distance or is happening at present; *that* — to what is farther away from the speaker, or to a past situation: *Life is not easy (in) these days (= now)*; *Life was not easy in those days*; *This is what happened* implies *Listen, I am going to tell you now what happened*; *That is what happened* means *You have just heard what happened, look back for it* (said at the end of the story); *We'll do it like this* = *I am going to show you how*; *I don't know why he did it like that* = *in the way I have just described*; *I can't change, I'm just like that from birth*; *That will do* = *What you have already said will be enough*; *This (this much) will do, I think* = *what I am pointing at, or the quantity that I am now showing, will suit me*; *The box is about this high* = *as high as I am now showing*; *No, it is not that high* = *not as high as*

you have said it is; He will be here this day week = 'on the same weekday in a week's time; Where were you this day last week? = on the same day as today a week ago. It, as a demonstrative pronoun close to that', refers not to objects, but to previous statements or events: They have run away! How do you like it?' (or 'How do you like that?', if the pronoun itself is stressed); It (that, this) happened a long time ago.

The phrase *that / those of* is used as a noun substitute (prop-word): *my coat (coats) and that (those) of my father. Those* can also be used to substantivize certain adjectives or participles: *those present (absent, ill, wishing, killed, chosen) = the people that are present, etc.* Cf. the meanings of *those present (= the people)* and *the present (= the present time)*. Note also the following uses: *There are those who say... = some people who say; That's (just) it! = that's quite right!; I won't talk about it, and that's that! = that's my last word.*

1. Choose "this", "that", "these", "those" or "it".

1. Will ... pair suit you? Or maybe ... one, over there? 2. Thank you, ... will do, take your seat, please. 3. Look at ...flowers! Aren't they lovely! 4. Look at ... bright stars! How magnificent! 5. She knew Mother would least of all expect her to leave the farm on ... morning. 6. Martin had married Irene ... autumn, but I could not visit them for some time afterwards. 7. Well, yesterday he closed up his shop business altogether. Didn't somebody mention ... to you? 8. I'll tell you ... : there's no smoke without fire! 9. I can't be sure, ... is only what he himself said. 10. But she opposed her own strength, ... of someone who had gone into the world and could imagine no other life. 11. The architectural monuments of Moscow have little resemblance to ... of Petersburg. 12. I request from all ... present a minute's silence, please. 13. Don't tell me, I know all 14. Don't tell me, I know ... all. 15. When she's had five or six cocktails she always starts screaming like 16. If I were to prepare one immaculately phrased generality, it would be ... : we are a new breed (Steinbeck).

2. Translate using demonstrative or personal pronouns, or just an article.

1. Ты читал Бекона? — А это кто такой? — Это такой английский философ. 2. Послышался шорох. мы обернулись, но это был только ветер. 3. Я был в Одессе этим летом. Мне очень понравился этот город. это город старых традиций. 4. Дай мне это! — Это невежливо. — Ну, дай мне, пожалуйста. — Вот это уже другое дело.

5. Алло, кто это? — Это Петр говорит. 6. Слышишь, стучат. Кто это может быть? 7. Я снял трубку. это опять был Петр. 8. Это случилось давным давно. Жила-была маленькая девочка. Однажды эта девочка пошла в лес. 9. Где же справедливость? — Да, это интересный вопрос. 10. Вот что я вам скажу: не лезьте в мои дела. 11. Неужели он так сказал? — Да, именно так и сказал. 12. Представь себе, Джон женился! Как тебе это нравится? 13. Ты хочешь сказать, что я не прав? — Нет, я совсем не это имею в виду. 14. Это не я сказал, это он. 15. Тебя кто-то спрашивал по телефону. — Это, наверное, был Петр. 16. Я посмотрел на незнакомца. Это был высокий молодой человек с приятными манерами. 17. Все желающие могут принять участие в конкурсе на самый короткий рассказ.

► The pronoun *such* should be distinguished from *the following*: cf. *Let's write the following words and I don't even know such a word* (= *such as has been named*). Note also the use of conjunctions: *I haven't got those books, so I can only give you such as (those that)*; *I have not 'such that'*; *His answer was such (It was such an answer) as I expected* (= *exactly what I expected*); *His answer was such (He gave me such an answer) that I was shocked* (= *so strange, or awful that I was shocked*): the former has a clause of comparison, the latter — of result; *The wind was such (There was such a strong wind) as to tear the roofs off the houses*; *The wind was such (It was such a strong wind) that it tore the roofs off*; *His illness is not such as to cause any worry*' (= *'is not such that it might cause worry*).

Note some idiomatic uses of *such*: *His name is Johnson, or Jones, or some such (name)*; *I have no time for theatres, cinemas and such (such like)*; *I like you such as you are* (= *the way you are*); *I haven't the money for a new car, so I'll have to do with my old car, such as it is* (= *though it is not quite good*); *I am sorry if I disappointed you — such was not my intention*; *He didn't even thank me — such was my reward!*; *Such is life* (or *That's life*); *He is a brilliant scholar and is everywhere recognised as such*; *I don't care for gold as such, I only like decorations made of gold*. Note also the conjunctions with the pronoun "same": *These are the same books as yours*; *He has the same books as you* (a word, not a clause, follows as); *'These are the same books that / as you have* (a clause following).

3. Translate using 'such', 'same', 'this', 'these', 'that', 'those' or 'it'.

1. По-моему, это не такой фильм, который полезен для детей. — Вот именно! 2. Я туда не поеду, и все тут! 3. Мне нужно немного сахара. Можно мне взять вот столько? 4. Что это? — Это

твои рождественские подарки. 5. Вы уже все сделали? Это прекрасно! 6. Такие люди, каких он описывает, бывают только в примитивной литературе — в мыльных операх и прочем. 7. Теперь возьмем такое предложение: “Зима”. Как можно описать такое предложение? 8. Это ты сказал ему? — Нет, я ничего такого не говорил. 9. Сейчас ситуация совсем не такая, чтобы об этом волноваться. 10. На его лице было такое выражение, что я испугался. 11. На его лице было такое злое выражение, какого я раньше никогда не видел. 12. Какой уж ни есть, а это наш ребенок, вот и все! Такова уж наша судьба. 13. Это те же люди, что приходили вчера. 14. У меня сегодня те же проблемы, что и вчера. 15. Ваш ответ сегодня не такой, как я ожидал. 16. Солгать или просто промолчать — такой у меня выбор.

► Mind the use of articles with “such”: *I have no such book; I haven't any such book; I haven't such a book as you want.*

4. Give a negative answer using “no such ...” or “not any such...”.

1. Is there a book of English idioms in your library? 2. Did you tell him this joke? 3. Has Mary got a French dictionary? 4. Could you find a more suitable expression? 5. Isn't there a shallower place in the river? 6. Have you got a spare ticket? 7. Isn't there a vacant room in the dormitory? 8. Do you know a story with a happy ending? 9. Has he given you a clue to the problem? 10. Wasn't there a more reliable man among them?

Indefinite pronouns

► The general distinction between “some” (chosen for affirmative sentences) and “any” (for negative and interrogative) is preserved even in unusual cases: there is a “hidden” negative meaning when “any” is found in an affirmative sentence (‘He avoided any public appearance’ = did not appear in public), and, on the contrary, there is a “hidden” affirmative meaning when “some” is found in interrogative or negative sentences: ‘You look so worried. Has something happened?’ = ‘I suppose something has happened, isn't it so?’ ‘Won't you have some tea?’ = ‘Please, have (I want you to have) some’. Compare also ‘You may take some of these books’ and ‘You may take any of these books’ (= no matter which).

1. Explain the choice of the pronoun "any".

1. If anything more than usually villainous in the boy line crops up in our neighbourhood, we know that it is Biggs' latest (Jerome). 2. I never for a moment discerned that there was in him anything out of the ordinary. 3. I wonder if they have got any coal today. 4. But I was too shy to break into any of the groups that seemed absorbed in their own affairs. 5. He was not in the mood to see anyone. 6. Sylvia hated being the centre of any public show. 7. There is hardly any remedy for that. 8. Come again any day that suits you.

2. Comment on the use of "some".

1. What's the matter,' he said, staring at the grocer's bandage,' did you have some kind of an accident to your head?' 2. Besides "rhetoric questions", what are some of the other talk tools that are often overused? 3. All right, then: if some European states have managed to protect some sectors of their economy from the general stagnation, it was achieved at the expense of neighbouring countries. 4. "Is anything wrong?" — "Why should you think in terms of there being anything wrong? Have you been doing something you shouldn't?" 5. Just because the police have not picked you up lately it doesn't, as you very well know, mean you've not been up to some nastiness. 6. Are you not satisfied with beating me near to death? Have you some new torture for me? 7. The rumour is all over the town. Couldn't you and Frank do something about it if it's not true? — It is not true. — But why would such a rumour come out of thin air? Doesn't there have to be something? 8. Sir Henry sat silent... "Sir Henry, if you don't say something, I shall scream.' 9. She wouldn't have done that unless there was something wrong, would she? 10. Where have you been keeping yourself? Did I offend you in some way or other? 11. Americans can't seem to have long conversations about personal matters without wanting to come to some instant solution.

3. Choose "some" or "any", or compounds with them.

1. Before you sit down, would you be an absolute dear and do ... for me? 2. I rarely knew exactly why she was mad. Was it ... I had done, my arrogant slowness? 3. I could not imagine there were ... serious people in the room. 4. Why didn't ... call me? Oh, this is a shame! 5. I tell you, if I haven't laid my hand on ... criminal by this time the day after tomorrow, my name's not Jimmy Goldspiel. 6. Then why don't you see

him any more? Did you have ... kind of a fight? 7. She decided that this time it must be a real affair. She'd go crazy if ... didn't happen to her soon. 8. Well, why don't you do ... about the problems and evils of Chicago? 9. Would you do ... for me now, please? — There is hardly ... I wouldn't do for you. 10. Claudius was much too stupid to develop ... in my character. 11. "I want you to go alone." "Oh, Mother — aren't there ... things I don't have to do?" 12. The committee said that unless the prisoners got ... agreement, the strike would be resumed. 13. If those old peasants really have ... to say to me, I wish they'd come right out and say it. 14. Mary was too short for him to be able, with ... comfort, to lay his head on her shoulder. 15. Those long tedious hours! If only ... would guess to phone! 16. We ought to hurry. ... more delay is inadmissible. 17. It was obvious that the other tyre might also go at ... moment.

4. Translate using "some" or "any" and briefly justify the choice.

1. Почему ты так бледен? Что-то случилось? 2. Вряд ли есть кто-нибудь, кто этого не знает. 3. Не могли бы вы дать мне какие-нибудь книги по этой теме? 4. Неужели у тебя не было каких-нибудь двух-трех рублей, чтобы дать ему? 5. Давайте пойдем дальше, если только (unless) у вас нет каких-то вопросов по старой теме. 6. Здесь слишком темно, чтобы что-то разглядеть. 7. Как это некоторые люди успевают везде побывать и все увидеть? 8. Значит, ты не хочешь никого приглашать на свой день рождения? 9. Почему ты никому не звонишь? Разве ты не хочешь кого-нибудь пригласить на свой день рождения? 10. Она ушла из магазина, ничего не купив. 11. Она не могла пройти мимо магазина, не купив что-нибудь. 12. Чей это зонтик? Что, к нам кто-то пришел? 13. Ах, если бы кто-нибудь мне помог! 14. Не могли бы вы подождать еще немного времени? — По-моему, нет смысла больше ждать. 15. Неужели нельзя было придумать что-нибудь поинтереснее? 16. Вчера еще было не поздно к кому-нибудь обратиться за помощью, а сейчас уже поздно что-либо делать. 17. Я вижу какую-то записку на столе. Что, нам кто-то приходил?

5. Find out in what cases the pronouns 'some', 'several', 'a few', 'certain' are interchangeable and in what way they differ.

1. We never wished you harm, but there are some who did. Yes, there are certain men who wanted to use you for political ends. 2. It is likely that these clauses come from several sources, and it is also likely

that at some point they will assume the form of a sentence. 3. Could you put it in just a few words? 4. Some like it hot, some like it cold, some like it in the pot nine days old. 5. Do you know him? — Yes, I've met him on several occasions. 6. Some people have all the luck! 7. There are still a few things left undone. 8. We waited for several more days — with no result. 9. Have you any other relatives? — Yes, I have some. 10. Have you got a book on ancient history? — Well, actually we have got several. Would you care to choose?

6. Translate.

1. У меня всего несколько книг на эту тему. 2. Все ли люди любят триллеры? — Ну, некоторые не любят. 3. Есть несколько способов определить это. 4. У тебя есть такие книги? — Да, есть несколько. 5. У тебя есть хоть одна книга по этой теме? — Даже несколько. 6. Некоторые люди любят шумную музыку, некоторые нет. 7. Эти явления различаются не в одном, а в нескольких аспектах. 8. В некоторых аспектах эти явления различаются, а в некоторых нет.

7. Fill in 'few', 'a few', 'little', 'a little'.

1. I can't go yet, there are still ... things left undone. 2. The forces were obviously unequal: we were many, they were ... 3. Many members of the audience were silent, and some ... had left at intervals throughout the speech. 4. Of course, there were ... wrong spellings, but not too many. 5. When women place their secret lives in the hairdresser's hands, he gains an authority ... other men ever attain. 6. I don't deny that perhaps Amy took her husband ... too much for granted. 7. ... did he know what was in store for him. 8. I must admit, this problem has given me not ... trouble; yet I have solved it. 9. Unfortunately, there were quite ... mistakes in your paper. 10. I'm a new-comer to the town, I know only ... people here. 11. I must say I know only ... more than you. 12. He feels rather lonely, he has ... friends in his class. 13. I feel much better now that I already have ... friends. 14. Is there any time left still? — Just ... 15. So ... people came that we had to cancel the meeting. 16. Everyone was there — Tom, Paul, Jenny, to name but ... 17. Many shall be called, but ... chosen (Matthew). 18. We need one more player, we are one too ... for this game.

8. Translate.

1. У меня вчера были кое-какие деньги, но я их уже истратил. 2. Мне задали еще несколько вопросов и отпустили (dismiss).

3. В этом городе у меня пока еще мало знакомых. 4. Мы пока еще мало знаем об этих странных явлениях. 5. Есть ли у нас дома сахар? — Да, есть немного. 6. Много ли надо класть соли в суп? — Совсем немного, четверть чайной ложки. 7. Ты сделал какие-нибудь ошибки в диктанте? — Да, есть несколько. 8. Сколько у тебя ошибок в диктанте? — Совсем немного, две-три. 9. К сожалению, мало кто из студентов читает классику. 10. Есть немало людей, которые еще в это верят. 11. Ты мне задал немало хлопот с этим делом. 12. Поторопись, у нас осталось всего несколько минут. 13. Надо положить в суп еще чуть-чуть соли.

9. Fill in 'much' or 'many' to intensify the quantity.

1. There must certainly be ... more to it than he said. 2. He seems to have ... less common sense than I thought. 3. I'm so glad we have ... more guests this time than before. 4. Unfortunately, there have been ... more burglaries this year, and ... fewer criminals have been caught.

10. Translate.

1. Некоторым из нас пришлось уйти: нас было много, а билетов мало. 2. Кому-то придется остаться, у нас один человек лишний. 3. Надо позвать еще кого-нибудь, нам для игры не хватает одного человека. 4. У меня теперь намного больше друзей, чем раньше. 5. В этот раз у тебя в контрольной совсем мало ошибок, намного меньше чем в последнем диктанте. 6. Человек без специального образования (training) обычно получает гораздо меньше, чем квалифицированный специалист. 7. Моя комната гораздо меньше, чем твоя. 8. Это самое большее, что я могу тебе пока сказать. — Не слишком-то много, гораздо меньше, чем я ожидал. 9. В Америке курящих гораздо меньше, чем в Европе. 10. Большинство людей сейчас в это уже не верит. 11. Большинство наших студентов сдали экзамен в срок. 12. Книга по большей части не очень интересная. 13. Для этого потребуется не менее 5 дней.

11. Analyse the uses of "one".

1. How good one feels when one is full — how satisfied with ourselves and with the world! (Jerome). 2. My cap was one I have worn for many years, a blue British naval cap. 3. However, on one matter all American states agree — each one admits it is the finest of all. 4. "Hello", said Stanley, in the toneless voice of one who expects nothing. 5. I've

already said one word too many. I can't say anything else. 6. A beard is the one thing a woman cannot do better than a man. 7. Early one morning, just as the sun was rising, I heard a maiden sing in the valley below. 8. The girls were never quite the same ones in physical person, but they were so identical one with another. 9. Music makes one feel so romantic — at least it gets on one's nerves — which is the same thing nowadays (Wilde). 10. The victim of the crime was one Arthur Nesbitt. 11. No way! I'm not one for climbing hills or trudging through the snow! 12. Come here, little ones, quick!

12. Replace the nouns by the prop-word "one" where possible, and state if it can be omitted altogether.

1. Have you bought a car? -Yes, a very cheap car. And you? — No, I haven't a car of my own, I'm using my wife's car. 2. Your apples are too green. I need riper apples. — Well, how about those apples? — Oh, are those apples your apples, too? 3. What kind of pencils do you want? — Three red-colour pencils, one yellow pencil, and also a pencil with an eraser. 4. Have there been any letters today? — Yes, there are three letters. 5. I want to ask you a question, please. — Well, go ahead, if it is a question I can answer. 6. This copy is torn. Please, give me another copy. 7. This week the weather is much better than the weather we had last week.

► The pronoun "every" refers to members of an indefinite, endless class, 'each' — to members of a definite group, which was singled out previously; therefore only "each" combines with an of-phrase (*each of them*). For "every" such definite reference is only possible in its emphatic use (close to "any", "whatever"); cf. 'I remember every house in our street' (which obviously contains exaggeration), and 'There are 50 houses in this street, and each (of them) has electricity' (which is a neutral statement of fact).

13. Use "every" or "each" and point out possible interchangeability.

1. ... child knows such simple things. 2. ... child was given a special prize. 3. ... time I turned a page, the paper released a sharp virginal scent. 4. He took pleasure in the thought of the pipings, ... of which he knew by heart. 5. ... luxury that money could buy had been lavished on you by your parents. 6. I could not discuss politics with my sisters coldly: we ended ... session panting and spent in rage. 7. He won ... new heart

quickly with an exquisite consideration. 8. Of the twenty people who arrived, ... new-comer was in turn searched by the police. 9. Change the oil in the car ... 5000 miles. 10. But now new houses, ... like the next, spread for a mile in all directions. 11. He gave away ... cent that he owned. 12. ... employee at Kroll's hated the place. 13. 'Do you remember it?' 'Sure I do. I got it all in my head, ... word.' 14. Now ... town of a few thousand people has its radio station.

14. Translate.

1. У каждого города свой характер. 2. Мы побывали в пяти городах, и в каждом городе нашли что-то интересное. 3. С каждым днем путешествие становилось все более интересным. 4. Каждый день путешествия приносил новые впечатления. 5. Каждому студенту положено сдавать экзамены в срок. 6. Каждому студенту предоставили место в общежитии. 7. Каждые два-три дня нам приходилось ехать в город. 8. Я спрашивал его об этом почти каждый день, и каждый раз он отвечал "не знаю". 9. Это знает каждый из нас. 10. Их было много, и каждого мне надо было выслушать внимательно. 11. Я помню каждое его слово. 12. В диктанте было двадцать слов, и в каждом слове он сделал ошибку. 13. Будь внимателен, прислушивайся к каждому звуку. 14. У вас есть все возможности учиться хорошо. 15. Какой из этих словарей мне лучше взять? — Бери любой, оба хороши.

► Compounds with “-body” refer to an indefinite, endless class, those with “-one” — to a definite group, hence their combinations with ‘of’, which are not possible for “body”-compounds. Where definiteness is not implied, the compounds are interchangeable, e.g. ‘Everybody (everyone) likes to be praised’.

15. Choose a compound pronoun with “-body” or “-one” and point out possible interchangeability.

1. Does she have a job of some kind? — I believe she's been some ...'s secretary. 2. It must have been some ... of those who had no responsibility for the mess. 3. Any ... who has watched such moments in other men remembers the brightness of their eyes. 4. He shouldn't have left this thing around, in case any... of them was looking for him. 5. Every... who tells you how to act has whisky on their breath (Updike). 6. Every... of Paul's friends delighted in taking sides against her — seemed

almost to have a sort of revenge upon her then. 7. In Britain, no ... will talk unless he has a reason, and in America, no ... will stop talking unless he has a reason (Shaw). 8. She had a quality about her that was entirely individual, and that no ... of us has ever been able to describe. 9. I believe the population was no less than four million souls, and every ... of them must have been frantically turning out tables, chairs, etc. for future sale to twentieth century tourists. 10. It's ideal for his purposes — every... goes there, society women, professional crooks — it's the perfect meeting place.



“No one” and “none”, unlike “nobody”, refer to a definite group and combine with “of”; “none” may also refer to uncountables (none of it; I searched my pockets for money, but there was none). “Neither”, “either” and “both” refer to a group of two definite objects.

16. Insert “none”, “no one”, “nobody” or “neither”.

1. I waited for Jasper's comment, but ... came. 2. ... are so blind as those who won't hear. 3. So far ... of their promises have been kept. 4. ... knows what he can do next. 5. We've tried several remedies but ... of them has had any effect. 6. Have you any money? — No, ... at all. 7. ... of my two brothers ever offered help when I needed it. 8. Even an old car is better than ... at all. 9. The mystery guest on the show was ... other than Prince Charles! 10. Will you have tea or coffee? — Oh, just ... , thanks.

17. Translate using compounds with ‘-body’ or ‘-one’, or the pronouns “none” or “neither”.

1. Кто-то пришел, выйди посмотреть. 2. Все ли здесь или кто-нибудь отсутствует? 3. Можешь спросить кого угодно, ты получишь тот же ответ. 4. Среди них нет никого, кто бы знал это правило. 5. Кто-нибудь из вашей группы уже бывал там? — Никто еще не был. 6. Никто из тех, кто там был, этого не помнит. 7. Можешь взять какую-нибудь из этих книг, они обе интересные. — Да нет, ни одна из них меня не привлекает. 8. Всякий, кто бывал в море, запомнит это надолго. 9. Я опросил десять человек, и все ответили одинаково. 10. Я пригласил десять человек, но никто не пришел. 11. Он заказал в библиотеке пять книг, но ни одна не пришла. 12. Мы хотели выпить чаю, но в чайнике ничего не было. 13. Он думает, что он кто-то, а он никто. 14. Сегодня ничуть не жарче, чем вчера.

18. Fill in 'every' or 'any' and compounds with them.

1. To the sequoia trees, ... is a stranger, a barbarian. 2. This is a shop where you can order clothes of almost ... style. 3. They have clothes of almost ... style in this shop. 4. There was never ... peace: ... minute someone knocked, or opened the door, and the phone rang ... other minute. 5. Most people think ... feels about them much more violently than they actually do. 6. Wait just a little more: he may come ... minute now. 7. But I can't do that — ... is talking. 8. If I had ... enthusiasm, I'd go on to new people. 9. He has a kind word for ... , you see; he has such charm. 10. If you want ... , sir, just ask, because we'll give you ... you want. 11. And the symptoms are closely alike — a fact which ... knows nowadays. 12. You may be sure that if you ask ... , the answer will be exactly as mine. 13. He knows the way: you climb up through the little steps and then get to the top and ... cheers you.

19. Choose "another" or "(the) other(s)".

1. There isn't really ... singer like him. 2. There is no ... singer like him. 3. There isn't any ... such singer. 4. She was holding the wheel with one hand and waving with 5. Where are all ... kids? I see only two — what about all ... ? 6. Some people are wise, some ... — otherwise (Shaw). 7. It's no good counting ... people's money. 8. If these trousers are crumpled, you can use my ... pair. 9. He picked up the receiver, but no voice came at ... end. 10. I've come here for ... reasons. 11. Some of the holiday-makers were bathing, ... were just sunbathing. 12. Two of the boys jumped in, ... didn't dare. 13. We also put in a cabbage and peas; I forget ... ingredients, but I know nothing was wasted. 14. Any one who has watched such moments in ... men remembers the brightness of their eyes. 15. Just as you get your side of the tent beautifully fixed, ... man gives it a hoist from his end and spoils it all (Jerome).

20. Translate.

1. Я другой такой страны не знаю, где так вольно дышит человек. 2. Ты можешь взять мой будильник, у меня есть другой. 3. Я не могу дать тебе свои часы, у меня нет других. 4. Может быть, был другой выход из этой ситуации? — Нет, никакого другого выхода не было. 5. Нехорошо подслушивать чужие разговоры. 6. Часть книг продана, остальные здесь. 7. Что вы смотрите друг на друга так странно? 8. Моя кошка ест только мясо и отказывается от всякой другой пищи. 9. Я не встречал другого такого студента, как

он. 10. Вся группа молчала; одни боялись, другим было все равно, а кто-то просто ничего не знал об этом. 11. Два человека из группы получили “отлично”, остальные — “хорошо”.

21. Insert “whole”, “all” or “everything”, choosing an article; indicate possible variants.

1. During the weeks of preparation the dog was underfoot ... time.
2. It was ... way of life that was quite new to me 3. When I broke my leg, I spent ... month in bed. — That’s nothing, I kept to bed three ... months.
4. Are you telling me ... truth? 5. She drank two ... bottles of Cola. 6. He swallowed ... cake without chewing it at all. 7. He swallowed the cake ... at one gulp. 8. We invited ... lot of people, only not ... came. 9. I gave you ... I had. 10. ... students hate exams. 11. Did ... students get well through the exams? 12. He spilled ... water on the carpet. 13. That is ... I can give you now. 14. Have you told me ... ? 15. It’s ... very easy — ... that you need is a hammer and nails. 16. I’ve spent ... life on these ungrateful children. 17. I often spend ... money on books. 18. Have you really spent ... sum? 19. ... history is useless if it doesn’t teach us any lessons. 20. In the course I took there was ... section on psychology. 21. Simple Simon went a-fishing, For to catch a whale, ... water he had got Was in his mother’s pail (Nursery rhyme).

22. Translate.

1. Я вчера потратил весь день на поиски этой книги. 2. Я вчера потратил на поиски этой книги целый день. 3. Все желающие посетить выставку должны записаться (register) заранее. 4. Вся вода кипяченая, можешь не бояться пить. 5. Он весь дрожал от страха. 6. Сгорело все здание и все деревья вокруг. 7. Он хвастался, что может съесть целый ящик фруктов. 8. Вся земля была покрыта белым снегом. 9. Вся детская площадка была покрыта льдом. 10. Вся его жизнь была посвящена детям. 11. Он проглотил конфету целиком, не разжевывая.

23. (Revision of pronouns) Translate.

1. Почему некоторые студенты делают намного больше ошибок, чем другие? 2. Заходите как-нибудь на следующей неделе, и мы обсудим еще несколько таких вопросов. 3. Методы обучения родному языку несколько отличаются от методов обучения другим языкам. 4. Кто-нибудь из ваших студентов уже сдал все экза-

мены? — Только некоторые студенты. 5. Если хочешь застать кого-нибудь дома, приходи в любой день после пяти в это время всегда кто-нибудь дома, если только не случится что-либо непредвиденное. 6. Каждый участник конференции получил отдельное приглашение. 7. Это были самые счастливые мои годы. Я хорошо помню каждый свой день. 8. Большинство наших студентов много читает, но мало кто читает классическую литературу. 9. Уж у него-то жизнь была счастливая! 10. У меня, к сожалению, нет такой книги, но есть много других. 11. Не могли бы вы дать мне какие-нибудь книги на эту тему? — К сожалению, у нас нет тех книг, которые вам нужны. 12. В комнате пахнет дымом. Здесь кто-то курил? 13. Не выпьете ли еще чаю? — Пожалуй, еще немного выпью. — А может и еще немного пирога? — Нет, уже нисколько. 14. Вряд ли вы найдете здесь что-нибудь интересное для себя. 15. Сейчас уже мало смысла что-либо делать, а вчера еще было не поздно как-то ему помочь. 16. Не могли бы вы подождать еще несколько дней? 17. Он может прийти с минуты на минуту, давай еще немного подождем. 18. После меня пришло еще несколько гостей, и каждый из них опять принес цветы. 19. Какой из этих двух словарей лучше? — Каждый по-своему хорош, один не хуже другого. 20. Я до сих пор помню каждое его слово, каждый жест. 21. На пляже было много народу. Одни купались, другие загорали. 22. Несколько человек ушли, остальные решили остаться на ночь. 23. Тебя тут спрашивал некий Мэтью. — А это кто еще такой? 24. Каждый ждет от жизни многого, но мало кто знает, как добиться своей цели. 25. Это мелкие яблоки, дайте мне покрупнее. 26. Он был слишком осторожен, чтобы с кем-либо об этом говорить.

SYNTAX

THE SIMPLE SENTENCE

TYPES OF SIMPLE SENTENCES

1. Choose the structure "What ... !" or "How ... !" to make the sentences exclamatory.

1. It was a torture to see the boy struggling out of the water. 2. It was painful to see the boy struggling out of the water. 3. There were indeed many people in the streets. 4. There are a lot of things that I don't know. 5. It is a shame to do such things. 6. It's so shameful not to know that. 7. Our time is very troublesome. 8. This is a hard time we're living at. 9. She can skate well. 10. Her fate has been so tragic. 11. She really had a tragic fate. 12. It is so nice of you to say so. 13. They beat him severely. 14. The coffee smells so nice. 15. He behaved very nicely. 16. His behaviour was terrible.

2. Turn the following declarative sentences into exclamatory ones using the model given (pronounced with an emphatic fall).
Model: *He eats a lot. — Doesn't he eat a lot!*

1. That was great. 2. The girl pays a lot of attention to clothes. 3. We have a great deal of work to do. 4. That's exciting. 5. It was a pleasure to listen to her singing. 6. He took a great deal of trouble with that picture. 7. You are smart. 8. There were too many people there. 9. He just astonished them all. 10. He was scared to death.

3. State whether these sentences are one- or two-member, complete or elliptical, extended or not, define them also by the purpose of communication.

1. It was a gloomy October morning. Cold like hell. Fog all over the place. 2. "He quite well?" — "Think so. Why?" — "Oh, never mind".

3. "I want to go some place else." — "Europe?" — "No." — "Why not?" — "Don't know." 4. Oscar Wilde. "A woman of no importance". Third Act. Scene: The Picture Gallery at Hunstanton. Door at back leading on to terrace. 5. "I like you". "You won't". "Yes, I will. Are you just being silly?" "Partly" (Updike). 6. "Oh, please! For the love of God! Stop it!" "Stop what? What are you talking about?" 7. "We've loved each other! We always will!" 8. "I am so sorry." "Are you? Don't seem to be." "I am." "Well, don't be. Forget it." "How can I?" "Just try."

4. Complete the elliptical sentences below.

1. "Wasn't there a knock at the door?" "Yes. Front door." "Wife back?" "Might well be." 2. "Any trouble?" — "Yeah. Car out of order." "Need any help?" — "Wouldn't mind. Know much about engines? Ever try to repair one?" "Just once."

5. Analyse the sentences according to structure and purpose of communication.

'It's nine o'clock', the landlady said. "Nine o'clock?" I cried, starting up. "Nine o'clock", she replied through the keyhole. "Why didn't you wake me?" We were interrupted by a defiant snore from George. It reminded us of his existence. The sight of another man asleep in bed when I am up maddens me. It seems to me so shocking ... It was a terrible thought. Harris and I appeared to be struck by it at the same instant. "Get up!" roared Harris. "It's a quarter to ten!" "What?" he shrieked, jumping out of bed into the bath. "Who the thunder put this thing here?" (Jerome).

6. Make the following sentences elliptical giving different variants where possible.

1. Have you ever been there? 2. You had better take your hands off the table! 3. Did you do anything interesting last night? Did you go to the pictures again? 4. I never saw those chaps afterwards. 5. Where is she? — She is waiting out there in the hall. 6. He's never been serious about anything, really. He is always making fun of everyone. 7. That's too bad. You shouldn't have believed her. 8. Just imagine the picture of Peter marrying that girl!

7. Add a short exclamatory reply containing a noun (without any article) to express some assessment, according to the model: *And this is our kitchen. — Big place!*

1. Well, here's my elder son. 2. Mum, I got all good marks for my oral test ! 3. You know, Jane solves all the cross-word puzzles without looking up dictionaries! 4. My kitten has learned to stand on hind legs! 5. Try this hat on, see how elegant it looks! 6. Why don't you laugh at my joke? 7. My granny is always suffering from bad headaches. 8. How do you like what he suggested? 9. See what Mother has baked for us! 10. Look above! Not a cloud, the sun shining! 11. I was attacked by a stray dog, and I didn't run from it! 12. Well, what do you think of "The Titanic"?

8. Give short replies according to the patterns below.

Pattern 1 (Why-questions): "I haven't read the text. — Why haven't you?"

1. He gave me the wrong address. 2. They never care what may happen. 3. He does very little work. 4. I don't believe you. 5. There isn't much sense in that. 6. He kept silent all through the evening. 7. She's been deceiving us all the time. 8. There wasn't any money at the bank that day. 9. This won't do. 10. I have nothing to tell you. 11. We have to go there right away. 12. You've got to agree to it. 13. They had no classes at the weekend. 14. He couldn't have said so! 15. We'll have to redo the whole work. 16. You aren't suitable for that job.

Pattern 2 (asking for confirmation): "The book is pretty good. — Oh, is it?" Practise the reply also with a falling tune to express doubt.

1. He has certainly thrown your letter away. 2. There were lots of people present. 3. He hasn't completed his English course. 4. I don't like winter time. 5. There is something in what he says. 6. There was nothing he could do. 7. You seem to be upset by it. 8. We were talking about the holidays. 9. Well, you are not too helpful. 10. He told me all about it. 11. You speak jolly good English. 12. She was not at all sorry for you. 13. For some reason he hates to speak about it. 14. They had a lot of children in the family. 15. He has to do a lot of work. 16. We shall not go into details.

Pattern 3 (agreement with an affirmative statement): "The day is so fine! — It is, isn't it?" or "Yes, isn't it?" Practise these variants with the rising and falling tune; practise also the matter-of-fact reaction "It is, is it!", with falls in both parts.

1. He has done tremendous work. 2. It rained heavily all night. 3. She is very good at languages. 4. You look rather tired today. 5. He has a lot of work these days. 6. She had to do everything again. 7. We'll have to revise all the results. 8. There is so much snow in the backyard. 9. He ought to have told her the truth. 10. You are also included in the list. 11. She came home a little too late. 12. It may rain tomorrow. 13. They certainly could have helped more. 14. This has been going on for years. 15. There is always something the matter with her.

Pattern 4 (agreement with a negative statement): "It isn't too cold today. — (No), It isn't, is it?"

1. He wasn't quite right in saying so. 2. They hadn't any homework to do. 3. He doesn't have to pay for it. 4. I am never pleased with myself. 5. It seems you are never pleased with yourself. 6. He doesn't seem to be too bright. 7. There is no sense in that work. 8. It certainly couldn't have helped him. 9. So they never guessed what happened. 10. Alas, nobody believes me. 11. You shouldn't have said that. 12. I suppose their party wasn't much a success. 13. John hasn't been too helpful, in fact. 14. There hasn't been a single sunny day lately.

Pattern 5 (disagreement with a negative statement): "It isn't really too cold. — But it is!" or "Oh, yes, it is!"

1. He couldn't explain anything clearly. 2. I suppose I am not late yet. 3. So you didn't enjoy the film? 4. It seems you haven't learnt the rules. 5. I'm sure they didn't even try to help. 6. Why doesn't your friend attend lectures? 7. Sugar isn't sweet. 8. There is no milk in the jar. 9. He never tries to understand me. 10. I suppose you don't read newspapers. 11. She had no right to speak like that. 12. Well, are you not coming with us? 13. So there hasn't been any trouble? 14. Has it never rained here?

Pattern 6 (emphatic confirmation): "It seems rather cold today. — So it is!" (= "it is cold") or "So it does" (= "it seems cold").

1. You have some ink on your coat. 2. It seems to me that he promised to come round tonight. 3. It must have been a terrible accident. 4. There must have been an accident there. 5. He reads newspapers every day. 6. I guess they are college students now. 7. Your watch wants repairing. 8. I suppose I told you about it. 9. German seems to be a difficult language. 10. You must work harder at your English. 11. I hope you understand me. 12. So he has seen you about it? 13. There are six continents in the world. 14. He made such a lot of mistakes. 15. We have a great deal to do today. 16. He had to do it all over again.

9. Translate using one of the patterns above.

1. По-моему, вы не знаете этого материала. — Нет, знаю.
2. Вы, кажется, не видели эту пьесу? — Да, не видел.
3. Вода сегодня не очень холодная, да? — Да, не очень.
4. Так вы не получили мое письмо? — Нет, почему же, получил.
5. Вы что, не вполне понимаете этот материал? — Да.
6. Об этом ты мне не говорил. — Как же, говорил.
7. Вы ведь не имели этого в виду? — Да, конечно.
8. Значит, ты не был на той вечеринке? — Да нет, был.
9. Вот я, например, никогда не опаздываю. — Да? Сомневаюсь.
10. Какой приятный человек! — Да, не правда ли?
11. Неужели сегодня 1 апреля? — И в самом деле!
12. По-моему, он никогда ни с кем не спорит. — Да, действительно.
13. Насчет этого вы ошибаетесь. — Да? Не думаю.
14. Мне этот фильм не понравился. — Правда?
15. Скорее всего, он просто потерял твою книгу. — Наверное.
16. Кажется, мы где-то встречались. — И в самом деле встречались.
17. Мне кажется, ты ничего не понял. — Нет, все понял.
18. Мне кажется ты сам в этом не вполне уверен. — Разве?

10. State what kind of "it" is used in these sentences.

1. It was the maid who started all these rumours, and I know what put it into her head.
2. What a blessing it is to find someone who can be frank!
3. It's a long way to Tipperary, It's a long way to go.
4. It was in the winter that all this happened.
5. Is it possible for any man to disregard others entirely?
6. It was early and there was only one person there. I was surprised to see it was Larry.
7. It was broad daylight when I awoke.
8. It occurred shortly after the war.
9. It never occurred to me that he could have been the murderer.

11. Confirm or disagree with the following using structures like "So it (he ...) is" or "It (he ...) certainly isn't".

1. Admiration is the result of ignorance (O. Wilde).
2. To profit from good advice requires more wisdom than to give it.
3. When we cannot do something ourselves, we start teaching others.
4. A fool can ask more questions than a wise man can answer.
5. Birds of a feather flock together.
6. You never know another person completely.
7. A man of good manners knows how to disagree without being disagreeable.
8. If you want people to like you, you must like them yourself.

12. Find one-member sentences and state their type.

1. No change, no pause, no hope! Yet I endure. (Shelley) 2. Oh, Mrs. Fry! Why go to Newgate? Why preach to poor rogues? And wherefore not begin with other houses? (Byron) 3. A little black thing among the snow, crying "weep! weep!" in notes of woe! "Where are thy father and mother, say?" "They are both gone up to the church to pray". (Blake) 4. "Hello", said Stanley. 5. "Madam! Will you marry me?" "Oh, No, John! No, John! No, John, No!" (Folk song) 6. If thou regret'st thy youth — Why live? (Byron) 7. A boy-servant! Now in your old age! What nonsense! (Scott) 8. Twinkle, twinkle, little star! How I wonder what you are! Up above the world so high Like a diamond in the sky!

PARTS OF THE SENTENCE

The Predicate

1. State the type of the predicate.

1. The place looked even more peaceful now than it used to look. 2. Be a sensible girl! All I am doing is trying to protect you. 3. She felt so ashamed because those were things that should not be boasted of. 4. No one, as is well known, has ever been able to describe beauty. 5. She decided that this time it must be a real affair. She would go crazy if something didn't happen to her soon. 6. The function of drama is to purify the spectators. 7. I was rather literary in college, and now I am going to become again the most limited of all specialists. 8. What a blessing it is to find someone who can be frank! 9. These young people must have been getting tired of seeing their own kind round them, but they wouldn't admit it. 10. Now and then I would see a sign that said "home-made sausage", and I would stop and lay in supplies. The sausage would be sweet and sharp. 11. And he is already beginning to feel glad to have me. 12. You can't go home because home has ceased to exist. 13. The only thing Old Jack Frost did for us was put a thin skin of ice on the water.

2. Compare the types of the predicate.

1. Out in the drive (= road) he took a deep breath in the frosty air. 2. He took out a paper and showed me. 3. Take care that your son

doesn't take to drugs or drinking. 4. I take it you'll be making a complaint about the boy's behaviour. 5. And then he was suddenly taken ill. 6. I took my watch to pieces. 7. The child took after his mother in looks.

3. Choose "would" or "used to", giving two variants where possible.

1. As a child, I ... like hot chocolate for breakfast. 2. And then Uncle Podger ... lift up the picture, and drop it, and it ... come out of the frame, and he ... try to save the glass and cut himself (Jerome). 3. My memory is not so clear now as it ... be. 4. On very hot evenings, he ... sit out of doors and ... come home only by midnight. 5. I've made up my mind to return to the place where I ... to live. 6. The boy was very fond of fairy-tales: he ... listen till it was over, and then ... ask his mother to repeat it, — it seemed to her this ... never end. 7. I ... think that until you are eighteen nothing matters. 8. Neighbours ... come, and they ... talk of old times all the evening.

4. Define the type of predicate according to the different uses of "will, would, should, shall".

1. They were talking of the Universe, as young men will. 2. I wonder if you will do what you promised. 3. If you will wait a little, we could go together. 4. If you take a cab, you will get there on time. 5. Who would have believed you in such a situation! 6. He said he would wait just another five minutes. 7. And you, evidently, will be his notorious brother? 8. Sometimes he would return early and go to bed at once. 9. I won't go if you won't come with me. 10. He certainly told a lie, but who wouldn't, in his position? 11. Jesus said, thou shalt do no murder, Thou shalt not steal. 12. Shall I open the window?

5. State the type of the verb "be".

1. What colour is her hair? 2. When is the wedding to be? 3. What were you told there? 4. When is your birthday? 5. There were six of us in the room. 6. The important thing is to get there on time. 7. There is no changing the past. 8. He is the greatest crook that ever was! 9. Unfortunately he is not in now. 10. The book was nowhere to be found. 11. Not all people believe that God is.

6. Use a suitable link-verb ("become, get, grow, turn, go, fall, run").

1. I'm sure you'll soon ... good friends. 2. Gradually his voice ... more friendly. 3. His hair had ... grey from age, and he was beginning to ... bald. 4. Well, hasn't she ... rather stout? 5. After that accident he ... quite a different man. 6. Why do the leaves ... yellow in autumn? 7. When there is a drought, this river ... completely dry. 8. He suddenly ... pale as death, and ... silent. 9. As we flew higher, the big highway gradually ... a white narrow line. 10. He is a spendthrift and so often ... short of money. 11. Milk does not ... sour and meat does not ... bad if kept in a fridge. 12. This farmer, Larsen, ... red in the face about President Roosevelt one time when his hens ... ill.

7. Point out a double predicate and translate the sentences into Russian.

1. She turned away from such troubles to Judy, who was sitting so neat and quiet in her first black evening dress. 2. His book lay open just as he had left it. 3. Crome awoke stiff and unconscious of where he was. 4. The sunlight sifted golden and heavy through the pines. 5. The poplar tops showed sharp and dense against the sky. 6. The baby was born very small and weak.

8. Compare the predicates.

1. The puppy had always been very amusing, but somehow it was not amusing him now. 2. a) I felt that somehow it was all wrong. b) He had never felt so disturbed and confused before. 3. a) It looks like you've fallen in love. b) Do you mean I fell for that girl and she didn't fall for me? c) All his plans finally fell through. d) But then he fell ill. 4. a) The carriage rode away, the great gates were closed; the bell rang for the dancing lesson. b) The ice-cream parlours were all closed until next summer. 5. a) A voice came from his throat, a voice that seemed familiar to me. b) You seem to have lost some weight, my boy. 6. a) Why are you looking at me like that? b) Now you look the very picture of health and vitality. 7. a) Her first impulse was to give a positive refusal. b) On what terms is the girl to stay here? Is she to get any wages? c) What is there that is worth living for? 8. a) This hat doesn't look becoming on you. b) This kind of behaviour does not become a true gentleman. c) These constant delays are becoming a bit boring. 9. a) Your dream may come true one day. b) I only wish he would come back alive! c) I told the doctor how I had come to know it all. d) She cycled

fast down the hill but came to grief when she went over a stone. 10. a) Look how the boy has grown! b) One grows to like what one is accustomed to. c) It was growing late.

9. Choose the adjective or adverb in brackets and state the type of predicate.

1. a) I must say her parents received me rather b) How ... your voice sounds! (**cold, coldly**) 2. a) She looked ... when I saw her last. b) She looked... about her before leaving the place (**sad, sadly**). 3. He stood absolutely ... for a time, then turned round and left the room (**silent, silently**). 4. a) I am glad to say you look quite ... already. b) She looked very ... in that bright evening dress (**good, well**). 5. a) How did you find my place? — Quite b) It is not all so ... (**simple, simply**). 6. a) I felt ... all that time. b) He fell and hurt himself ...(terrible, **terribly**). 7. a) He was ... tired by the end of the day. b) His face was ... pale. c) Be careful, this is ... poison. d) He fired and the bird fell ... (**dead, deadly**). 8. a) She stood ... against the wall to let him pass. b) He ... refused to accept the offer (**flat, flatly**).

10. Give a short answer using only an adjective or adverb, and state the type of predicate.

1. How did he act in that situation? 2. How are you after your illness? 3. How do you feel here? 4. How does this sentence sound to you? 5. How did you write your last test paper? 6. How did she look in those clothes? 7. What was it like to stand before the TV cameras? 8. How does a papaya taste? 9. How did the boy react to this? 10. How do poppies smell? 11. How does mustard taste?

Agreement of Subject and Predicate

11. Choose the appropriate present-tense verb form:

a) 1. It is I who (to need) a rest, not he. 2. My friend and I (to be going) there for a holiday. 3. There (to be) a book and three pencils on the desk. 4. Neither I nor he (to know) anything about it. 5. Either my brother or I (to be) going to meet you at the station. 6. None of us (to have) ever seen it. 7. No one of them (to have) been there yet. 8. Everybody (to know) about it already. 9. Which of the boys (to have) been punished? 10. Who (to be) talking there? — Those are my remote

relatives. 11. I as well as he (to be) in no hurry. 12. Each of the brothers (to speak) good English. 13. One or two pages (to be) missing.

b) 1. Tea and bread (to be) the best supper. 2. Two and two (to be) four. 3. The black and white kitten (to be) lost. 4. "The Moscow News" (to be) not so popular now as a few years ago. 5. The committee (to be) sitting at a big round table, discussing something. 6. The people of France (to be) celebrating a grand football victory. 7. For experimental purposes poultry (to have) some excellent points. 8. Thirty (to be) a good age for marriage. 9. Five minutes (to be) not enough for such a job. 10. It seems there (to be) police everywhere. 11. Only a needle and thread (to be) needed for that. 12. Over ten million dollars (to be) planned to be spent on the project. 13. A number of excellent dictionaries (to be) on sale everywhere now. 14. It makes one wonder if the government (to know) what they are doing.

Word Order. Inversion

▶ The most common order of members of the sentence (Sub + Pred + Obj + Adv) is sometimes changed depending on the so called "actual division". This means division of the sentence into a part that is logically stressed (the rheme, — "рема", or focus) as it represents the informational centre containing some new information, and a part that represents the information already known (the theme, — "тема", or topic), which serves as the starting point for communication. Normally, in an unemphatic sentence, the theme precedes the rheme; cf. "He bought this book yesterday" (logical stress on the adverb, as an answer to the question "When did he buy it?") and "Yesterday he bought a book" (answering the question "What happened yesterday?", or "What did he buy?"; in either case, the adverb here represents the theme). The adverbial part can also precede the object if the latter is a stressed element, especially when the object phrase is extended: "He said at once that he was sorry" (rather than "He said that he was sorry at once"), "He quickly opened and read the letter" or "Quickly, he opened and read the letter" (rather than "He opened and read the letter quickly"), although all these variants are certainly acceptable. To lay an emphatic stress on the parts of the sentence that normally represent the theme (adverbial modifiers, subject or object), inversion is used (see below).

Actual Division with Direct Word Order


1. Justify the choice of the place of adverbials, pointing out, approximately, the focus (rheme) and topic (theme) of the utterance.

1. Outside it was getting dark. 2. I'll wait for you outside. 3. He always spoke to me very politely. 4. Very politely, he smiled and held out his hand to me. 5. The rain slashed fiercely at the roof of the small wooden house. 6. The wind rushed against them fiercely. 7. Half an hour later they had started. 8. Tom was to arrive half an hour later. 9. Today I have walked much farther. 10. High in the cloudless sunshine a solitary bird hovered. 11. I listened with concentrated attention. 12. She glanced sideways at the old couple. 13. And, all about, the meadows shine in purple gold of buttercups. 14. All the way back I walked very slowly.

2. Find a suitable place for the adverbials given in brackets.

1. He worked (hard, today, in the garden). 2. He climbed (awkwardly, out of the window). 3. He just walked, not waiting for the bus (quite often). 4. Don't worry, I get enough exercise — I walk (quite often). 5. He walked there only to enjoy the quietness of the place (often). 6. They lived there (for a year, quite happily). 7. But I doubt whether I shall ever visit Canada again (very much). 8. She looked up (in surprise). 9. He queued up (at the bus stop, every day, patiently). 10. She lives (next door, actually). 11. They knew the town (apparently, well). 12. He couldn't run (enough, quickly). 13. Tom couldn't get the money (honestly, anywhere). 14. I'll buy one apple (just). 15. We came to the place where they were to wait for us (too early). 16. They stood (side by side, for a moment, in the doorway).

Inversion

 Inversion (with the predicate before the subject), as opposed to the direct word order (subject before the predicate), may be **full** ("In the middle stood a table") or **partial** ("Where did the table stand?"), **grammatical** (obligatory in certain constructions) or **emphatic** (optional in principle, but chosen in order to emphasise some part of the sentence). Inversion is full and grammatical when we place the subject at the end of the sentence to give it a logical stress: cf. "In the middle of the room stood a small desk" (an answer to the question "What

stood there?") with the uninverted "The desk stood in the middle of the room" (an answer to the question "Where?"). Also: "Now came my turn to smile"; "Thus spoke the Lord"; "There goes our bus" (but: "Now it came"; "Thus he spoke"; "There it goes", without inversion, when a pronoun is used).

3. Indicate what kind of questions are answered by these sentences.

1. At the foot of the hill lay a beautiful ancient town. 2. The town lay in a deep valley. 3. All above us spread the deep blue sky. 4. The sky above was cloudless and deep blue. 5. Here was danger, some treachery or something. 6. The danger was in the house, not outside its doors.

4. Translate into Russian and comment on the choice of the word order in your translation.

1. As Poirot came in, a Pekinese dog jumped off the sofa and came forward. 2. On his right a passage branched at right angles to what was evidently the dining-room. 3. The history of the cup is evil. Violence and blood and evil passions have accompanied its possession. Evil will perhaps come to you in your turn. 4. A voice came from his throat, a voice that seemed familiar to me. 5. Books, and even people, have been burnt, in quite recent times, for ideological reasons. 6. A haughty blonde sailed out of Sir Joseph's room at last with her hands full of papers.

5. Use full inversion to lay a logical stress on the subject.

1. Then across the evening stillness, a blood-curdling **yelp** broke, and Montmorency left the boat. 2. And that **dog** was here again, carrying something in its mouth. 3. Every time one of the Hydra's heads was cut off, two more **heads** grew in its place. 4. About a mile off, in a quiet, substantial-looking street, an old redbrick **house** stood with three steps before the door. 5. In this shelf of snow a **human being** lay fighting death. 6. An **owl** could be heard hunting nearby, and coyotes barking. 7. **Kindness** was in his voice — something of which White Fang had no experience whatever. 8. A neat laurel **hedge** stretched along the bank. 9. Helen's **fame** was sung from city to city, from isle to isle.

Full inversion is used to emphasise adverbial particles ("down, up, in, off"), which are placed at the beginning: "Off flew the birds!" There is no inversion when pronouns are used: "Off they flew".

6. Change the pronoun in the sentences given below for the noun given in brackets.

1. And now here they were at the Savoy devouring olives. (the travellers) 2. Look! There it goes! (our bus) 3. Here they are. (your documents) 4. There it is. (your money)

7. a) Emphasise the adverbial particles by using inversion.

1. Suddenly the landlady bounced *in*. 2. 'There's something in this for me!' And the girl went *down* there again. 3. Mr. Pickwick's head went *out* again. 4. So Hudson trots *out* along the driveways, deep in thought. 5. When somebody came into the store, the waiter was *up*, offering service. 6. When it was safe to go out, the couple climbed *down* to the beach and sat on their clothes. 7. The dog took *up* the paper bag in his teeth, and gently shook it.

b) Replace the nouns in the emphatic variants above by pronouns.

► Full inversion is used to emphasise the predicative: "Great was my surprise at hearing that".

8. Emphasise the predicative.

1. The night is tender. 2. Mr. Weller's indignation was violent as he was borne along the street. 3. That night was so cold that I put on underwear over the pyjamas. 4. The attack was too sudden for us to have time to escape. 5. Her efforts were quick and neat indeed, and soon she had her stockings on. 6. His strength was such that he could bend iron bars. 7. The vision was so beautiful that I was caught, dazzled by the colour and clarity of the light. 8. His perceptions are so sharp and delicate that he seems to me a real mind-reader. 9. He is blessed who expects nothing, for he shall never be disappointed.

► Inversion is partial when the predicative is emphasised (placed at the beginning) in clauses of cause and concession: "Tired as I was, I fell asleep at once"; "Tired as (though) he was, he did not fall asleep at once"; "Youth that he was (= although he was a youth), they could never nerve themselves to question him". Note the absence of article with the noun-predicative in the last case, and also the possibility of other variants of word order: "Tired as was the boy ...", or "Tired as the boy was ..."

9. Clarify the meanings of cause or concession, using another conjunction where possible.

1. Great as its influence upon individual souls was, the new religion did not seriously affect the current of life. 2. Slender as was Jude Fawley's frame, he bore the two brimming house-buckets of water to the cottage without resting. 3. Asleep as they were, they could definitely neither agree nor object. 4. The surprise of Mr. Tupman, great as it was, was immeasurably exceeded by the astonishment of the doctor. 5. Coward that he was, he could sometimes be unreasonably stubborn.

10. Emphasise the predicative in subordinate clauses.

1. Although the nocturnal sounds of the mountains were new to him, they fell upon his ears like the soft voice of a half-forgotten love. 2. As it was cold outside, they preferred to stay inside. 3. Something strengthened Sharon's suspicion that, though the rumour was outrageous, it was true. 4. Although he was a youth, he behaved more courageously than some men. 5. Though it was a bit stuffy with the curtains drawn, Barry did not mind it. 6. As he was exhausted, he immediately fell into a dreamless sleep. 7. Although the school hall was very large, the first-night audience filled it to capacity. 8. Although the place had looked very peaceful when we first saw it, it looked even more so now. 9. But, though she was a countrywoman, her talent lay in getting money out of people rather than vegetables.

▶ Emphatic partial inversion is used to emphasise an adverbial modifier (more rarely — an object), which begins the sentence: "Never in my life have I seen such beauty"; "Not until (until after) I heard his name did I remember him"; "Only then (Only after it happened) did I realise how wrong I had been"; "Hardly (scarcely) had he entered, when the rain began" (note also the other possible variants in the last case: "Hardly did he enter, when the rain began"; "He had hardly entered when the rain began"); "Not a word (little) did he say about it"; "Not only is he a great scholar, but also a fine musician" (note also the two negations in cases like "Not only did he not help me, but he made things even more difficult for me").

11. Use partial inversion to emphasise adverbial modifiers.

1. The doctor bore all this silently and patiently. 2. I hated that man, — my fingers had longed to tear him many, many a time. 3. There has never, in world history been such a conflict as this one. 4. He tried

to persuade her, but in vain. 5. But he never again dared to make any advances to those in whom he was interested. 6. A man was not made to shut up his mind in itself — but to give it voice and to exchange it for other minds. 7. I do not feel so peaceful anywhere else. 8. There has rarely been so much protest against the bomb. 9. I could never in my life remember dates. I can not do that with ease even now. 10. She bandaged the wound, not with any aim to heal, but rather to hide any evidence from view.

12. Use inversion to emphasise the words in bold type.

1. She looked **very attractive** with her hair cut short. 2. The enemy army destroyed **almost every town and village**. 3. He **little** realises how important this meeting is. 4. Charley is **no more** like a dog than he is like a cat. 5. Mother would **least of all** expect her to leave the farm on this morning. 6. It had taken **not a little persuading** to get the Tuffield girl to leave the place. 7. I made my complaint **not for myself**, but in case some young girl should suffer. 8. Love will find its way **through any path**. 9. I shall **not say a word** to anybody any more.

13. Begin the sentences with “only”, emphasising the parts in bold type.

1. They were finally married **when Frank had graduated from Oberlin**. 2. **Now, close up**, I saw that he was not young. 3. We develop towards originality **through imitation**. 4. **When my dog had done his duties and consumed his usual gallon of water**, I dug out a blanket for my own comfortable rest. 5. He could afford humour **if it was not against the law**. 6. She knew now what real terror might be. 7. His hip troubles him **when he is tired**. 8. It seemed **a second**, before Mrs. Langmore appeared around the corner. 9. There was never time for such things **because there were so many duties in the day**. 10. They had been staying at the farm **ten days** when she felt her influence already.

14. Begin the sentences with “Not only ... but”.

1. All our senses are perfectible, but also capable of trauma. 2. The owners were willing, even proud, to show their homes to me. 3. Such a step will not improve your relationship, it will make it even more tense. 4. We can expect that some decision will be taken, we also hope that it will reflect the interests of the residents. 5. She could not

very well follow what was happening, and besides she could not quite get what sort of people they were. 6. The actress spoke her lines rather monotonously, and then the heat from the lights was too intense. 7. The world does nothing for these young people, and it does not leave them any room for participation. 8. Many members of the audience were silent, and some few had left at intervals throughout the speech.

15. Use emphatic inversion, beginning the sentence with the words in bold type.

1. Aunt Julie had **no sooner** received this news than a change came over her. 2. One long task was **scarcely** completed when a guard unlocked our door. 3. She **hardly** stood up when she became giddy. 4. The first notes of "God Save the Queen" had **scarcely** come from the radiogram when he gestured to stop the music. 5. She had **hardly** finished speaking when there was a flutter of light footsteps.

► Inversion is partial and grammatical: a) in questions; b) in conditional clauses without "if"; c) after "neither", "nor" and "so" in the meaning of "also" ("I enjoyed the film, and so did he") — as distinct from "so" in the meaning of "really" ("He promised to help, and so he did").

16. Use asyndetic connection in clauses of condition, where possible.

1. If he were more like a gypsy, one could perhaps find some meaning in his violence. 2. If I knew what you mean, I could probably help you. 3. There would have been no casualties if the police had not used force. 4. If Montana had a seacoast, or if I could live away from the sea, I would instantly move there. 5. Even if we had been evenly matched in men and weapons, we couldn't have beaten them. 6. If anyone told me a thing like that, he would be in for a lot of trouble. 7. Even if she hadn't altogether understood the causes of the strain, she could clearly sense it. 8. If a Frenchman or Englishman should travel my rout, their stored pictures would be different from mine.

17. Connect these sentences by 'nor' / 'neither'.

1. Her own handkerchief had been discarded; and she could not find any in the pockets of Myra's dress. 2. This is not quite an ordinary occasion, and no one expected this to happen. 3. The party was not altogether an easy one, and the host was not at his best that night.

4. She could see no way of assisting, and did not feel like trying to assist.
5. He would not resign, and he would not go to the citizens asking for help.

18. Use "so" in different meanings in the replies given.

1. Well, I hear I missed a bloody good show. — a) Yes, really; b) And I, too, missed it. 2. Everyone was so upset by that! — a) Really, they were! b) Me too. 3. He was evidently shocked by that. — Anybody would! 4. Doesn't he look a bit upset? — a) Yes, he really looks it. b) I think he is upset, indeed. 5. You must have left your book in the hall. — a) Yes, I really must have! b) Yes, I really left it there. 6. There may still be a chance for us. — a) Really, there may be. b) Indeed, there is.

19. Paraphrase the second part of the sentence using "so" (in different meanings) or "neither (nor)", with inversion where necessary.

1. It came to me that she was afraid of this place, and, further, that I also was. 2. She could not remember such a thing before, and she could not recall anyone doing things like that. 3. Just as I felt unwanted in this land, I also feel a reluctance in writing about it. 4. Those whom I had met did not talk about the subject, and they didn't seem to want to talk about it. 5. I have never seen such a God-forsaken hole as this place. And I haven't smelt a card yet anywhere near, let alone a bridge player. 6. We have all enjoyed the performance greatly. — Me, too. 7. They did not enjoy the play too much. — Well, I, too, didn't enjoy it. 8. "As far as I remember, you were supposed to bring the completed scenario". — "And I have brought it".

20. State whether the inversion is full or partial, grammatical or emphatic (and what part is emphasised).

1. From a big house to our left came a blaze of light and music. 2. Never did autumn clothe in such magnificence the elms and beeches; never did the foliage on my walls blaze in such royal crimson. 3. So loud and terrible were the screams that she imagined the worst. 4. Not another word does Mr. Bucket say. 5. As though to warn them to hurry, there came the sound of a cart moving down the lane. 6. Strange as it may seem, I am not the vindictive kind. 7. Only when a few minutes later there was a knock on the door, did the culmination of these nasty

surprises really come. 8. Little did I suppose that he was a deadly enemy. 9. But that was only half of the deed done; more important was to persuade Myra to follow her own example. 10. In vain did his wife try to persuade him to taste any breakfast. 11. On goes the river, and out past the mill. (Stevenson) 12. Blessed are the poor in spirit: for theirs is the kingdom of heaven. (Matthew) 13. I am amazed at all this, nor can I understand what it means. 14. Hardly had she finished speaking when there was a flutter of light footsteps. 15. Now and then there appear accounts of babies raised by animals — wolves and such like. 16. Away rolled a wheel, and over went the chaise (= carriage).

21. Translate into English.

1. Здесь когда-то стоял высокий дом с красной крышей. 2. Никогда раньше не было на рынках такого богатого выбора, но никогда и не было в стране столько преступлений из-за денег. 3. Неожиданно на дороге появился всадник (rider) с белым флагом в руке. 4. Ни единого слова не сказала старику золотая рыбка и прочь уплыла в глубины морские. 5. Будь у него хоть какие-то шансы победить, он бы принял участие в недавних выборах. 6. Раздался взрыв, и вверх взлетели дома и деревья. 7. Я не только читал его книги, но и лично виделся с этим писателем. 8. Я не только не видел его лично, но и не читал ни одной его книги. 9. Напрасно старушка ждет сына домой. 10. Это казалось не только нереальным, но и просто опасным. 11. Если бы не его сильная воля, он бы не смог одержать эту победу. 12. Только когда он понял, что для него нет пути назад, он согласился на все их условия. 13. Мы сможем двинуться в путь не раньше, чем взойдет солнце. 14. Вдалеке видны были огни большого города. 15. Как ни трудно было нам уговорить его, в конце концов, нам это удалось. 16. Не часто мне приходилось принимать такое трудное решение. 17. Наконец наступил долгожданный день — теперь был мой шанс победить. 18. Он не только не поздоровался со мной, он даже не взглянул в мою сторону. 19. Не успел учитель выйти из класса, как все громко заговорили.

► Besides inversion, there are other means of emphasis, such as stressing the emphasised word ("A desk stood in the middle of the room"), the emphatic use of the auxiliary "do" ("He did tell me about it") or the construction with the emphatic "it" ("It was yesterday that we met").

22. Make your utterance emphatic by using one of the constructions given in the model: "He acted so because he loved her" —
a) "It was just (only) because he loved her that he acted so";
b) "Only because he loved her did he act so"; c) "He acted so because he did love her!"

1. When the cat is away, the mice begin to play 2. Because of his long turning before lying down, we call our dog a "whirl poodle". 3. She complained of the sunburn and the heat. 4. Around one o'clock they begin to come along. 5. A bicycle stays up while it is moving. 6. Backward countries will not begin developing rapidly until they become independent. 7. People agree to suffer for a good cause.

The Object

1. Point out direct, indirect and prepositional objects; paraphrase the indirect object to reveal the relations it expresses.

1. Could you get me some water? 2. Please, get some tea for Dr. Watson. 3. The necklace must have cost her a great deal of money. 4. He proposed to her, but she refused him. 5. He refused me any help. 6. Did they ask you any questions? 7. Did they ask you about anything? 8. You can't deny these facts. 9. The officials denied the reporters permission to enter the premises.

► The place of objects often depends on actual division: the focus (= rheme, тема, the element logically stressed) usually goes to the end of the sentence: "He gave me a book" (= "a book but not a pencil") — "He gave the book to me" (= "not to you"). The prepositional object may also come first when the direct object is extended (and stressed): "He described to me what the place looked like". A classification of verbs with different types of objects is given in comments to **The Passive Voice**.

2. State where the position of objects could be changed.

1. Who gave you this information? 2. Please, give it to me. 3. I've recently sent my sister a letter. 4. How about those documents: shall we send them to John? 5. You can never prove to him that you are right. 6. Could you find me a place to live in? 7. Who left me this note? 8. I always envy you your excellent memory. 9. This work took me a long

time. 10. How shall we explain this to him? 11. I must explain to you why I didn't do it. 12. Mummy, please, buy me an ice-cream. 13. I've never told John this story. 14. Would you mind dictating a few lines from this text to me?

3. State what objects are possible with the verbs:

say, tell, speak, promise, suggest, offer, announce, inform, demonstrate, show, describe, forgive, translate, fetch, envy, cause (trouble)

4. Ask questions about the prepositional object, placing the preposition at the end.

1. He opened the tin with a knife. 2. We weren't talking about Peter. 3. He wrote the words on a napkin. 4. This maxim belongs to Bernard Shaw. 5. We cannot live without sleep. 6. These tales aren't good for little babies. 7. He has sent a letter to the President. 8. Paper is made from wood. 9. He was leaning against a tree-trunk. 10. I've been so much looking forward to this meeting. 11. The breakable things should be wrapped in cotton wool first. 12. Our expenses have amounted to 100 dollars this month.

5. Define the meaning of the verb so as to explain the differences in object government.

1. Who told you all this? 2. Her face, full of grieving beauty, told only of her unexpected joy. 3. All those late nights are beginning to tell on your health. 4. The man couldn't tell a Rubens from a Rembrandt. 5. Do you think it'll work? — You never can tell.

6. Fill in a suitable preposition where required and comment on the difference of meanings.

1. a) How long have you been waiting ... me? b) You can't have it yet; you'll have to wait ... your turn. c) In some cultures, the wife is expected to wait ... her husband at table and is not allowed to join him at meals. 2. a) You had better report ... this incident to the police immediately. b) The teacher reported... the boy to the headmaster for smoking on the school premises. c) While he is out (of prison) on bail, he has to report ... the police every day. d) Poor boy, he has to get up so early, he reports ... work at 8 a.m. 3. a) Just try not to argue ... your

wife ... such things! b) His opponent argued ... quite a different point of view. c) Her essay argues ... a very clear understanding of the most essential factors. 4. a) Unfortunately, what he says does not correspond ... what he does. b) Strangely enough, the contents of the box do not correspond ... the description on the label. c) I'd like to correspond ... a French pen-friend. 5. a) You needn't remind me ... my promise. b) Your face reminds me ... your mother's. 6. a) The soldier often dreams ... his far-away home. b) I had a strange dream ... you last night. c) Take, for instance, the fall of the Communist regime: a few years ago no one could even dream ... such a thing! d) I never said this, you must have dreamt ... it! 7. a) They charged him ... neglecting his duties. b) He charged himself ... the task of keeping the club's accounts in order. c) The wounded animal suddenly charged ... the hunter. d) How much did the shoe-maker charge ... you ... this pair? 8. a) I fully approve ... your plans. b) The meeting approved ... the motion unanimously.

7. Choose the preposition; give variants where possible.

a) (of — about) 1. a) First of all make sure ... your facts, please. b) Before we leave the station, we had better make sure ... the train for the return journey. c) Are you quite sure ... his honesty? d) I shall certainly be present at the meeting, but I am not sure ... my wife. e) I used to think that I should like to live in a small village but I am not so sure ... it now. 2. a) What are you thinking ... ? b) I can't even think ... leaving him alone with his troubles. c) What a foolish idea! I hope you'll think better ... all this. d) She is really tireless, she thinks nothing ... walking 50 miles a day.

b) (for — to) 1. Exercise is good ... the health. 2. Try to be good ... the poor animals. 3. These apples are not good ... cooking. 4. Small print is not good ... the eyes. 5. The scenery was extremely attractive ... the eye. 6. The microscope allows us to see things invisible ... the naked eye. 7. This tie looks all right ... me. 8. ... a baby, any unfamiliar noise is frightening. 9. A walk of ten miles was nothing ... him. 10. Are all these books really necessary ... you? 11. Hard work is necessary ... success in life. 12. Is it necessary ... you to be so economical? 13. Sleep is necessary ... health. 14. Things that are no longer of any value ... their owner may still be useful ... somebody else ... some purpose. 15. Your suggestions have been most useless ... me. 16. Those old dusters will come in useful ... polishing the car. 17. The matter is of great importance ... us. 18. He always tries to be helpful ... his friends.

c) (with — by) 1. The streets are now lighted ... electricity. 2. This excellent photo was taken ... a cheap camera. 3. The floor was all covered ... dirt. 4. He was killed ... a blow to the head made ... an axe. 5. Are your socks knitted ... hand or are they machine-made? 6. I built this house ... my own hands. 7. It's heavy, you'd better take it up ... both hands. 8. It's useful to have a good dictionary ... you when you are reading. 9. Was the note delivered ... hand or brought ... a messenger? 10. John is going there, so you can send the message ... him. 11. The rat was killed ... Tom ... a stick. 12. The man was killed ... a falling chimney. 13. It's not fair to judge people... their appearance. 14. They put out the fire ... pouring water on it. 15. What did you put out the fire ... ? 16. Bread is taken from the bread-plate ... hand, not ... a fork (not ... fork).

d) (near — beside) 1. She took a seat ... her brother. 2. "What are you doing ... this house at this hour?" the constable asked me suspiciously. 3. He lives ... us. 4. When she goes to bed she puts her wrist-watch... the bed on a chair. 5. It's a small town ... Moscow. 6. He lives quite 7. The polar bear lives ... the North pole.

e) (by — at) 1. When we drive in our car, my husband sits ... the wheel. 2. The piano stands ... the window. 3. She stood... the window looking at something outside. 4. The chair stands ... the table. 5. He sat ... the table eating. 6. The lost wedding-ring was found ... the path along which they had walked the day before. 7. There were two benches ... the fountain. 8. She sat ... him on the sofa. 9. She sat ... the side of his bed. 10. Don't sit ... the computer too long, it is tiring work.

f) (during — on — in) 1. ... reading the book he was making notes on the margins. 2. ... finishing the last line, he got up from his desk. 3....his trip he met alot of nice people.4.It is always hard to avoid little slips ...doing a long piece of writing.5.More than once sobs could be heard ... his recital of the poem. 6. That's the first thing he usually asks ... coming home.

g) (during — for) 1. I've been waiting ... a whole year! 2. I still remember lots of things that I saw ... the war. 3. And ... how long has all this been taking place? 4. ... the weeks of preparation the dog was underfoot the whole time. 5. ... three long months, nothing of interest ever happened. 6. ... the last waiting period, Luke had had a laboratory built. 7. ... his first marriage he had read most of the time.

h) (over — above) 1. He raised his hand ... his head. 2. The sun was high ... the horizon. 3. He spread a handkerchief ... his face to keep the flies off. 4. Before you set the table, spread a cloth ... it. 5. She tied a piece of paper firmly ... the top of the milk jar. 6. One of the pictures on

the wall hangs ... the other. 7. Thick ice lay ... the mountain top. 8. You should put a bandage ... the wound. 9. The pond was not really deep, the water came just a little ... our knees. 10. The cloud threw a dark shadow ... the plain. 11. John is my neighbour, he lives just one floor ... us. 12. This brave soldier values honour ... his life. 13. He was almost crazy about music, it had some strange power ... him. 14. A cultured person should be ... such feelings as envy or greed. 15. The king reigned ... a great empire. 16. I did not understand this book on philosophy, it is... me. 17. A great man can dominate ... others by force of character.

i) (except — besides) 1. There were lots of people ... me who came to see the show. 2. All ... me agreed with his suggestion. 3. I am too tired to go anywhere, and ... I have such a lot of work to do. 4. Everything is all right in your test ... this small mistake. 5. We have classes every day ... Saturday. 6. We visited all the places of interest there ... the local museum. 7. We visited some more places of interest there ... the local museum.

8. Fill in a suitable preposition where necessary.

1. What is typical ... women's behaviour is not necessarily characteristic ... men's. 2. Mother is very keen ... growing roses in her garden, ... which Father is quite indifferent. 3. Your teacher is not pleased ... your progress. 4. Don't be angry ... me ... what happened. 5. I'm so sorry ... you, dear. 6. You don't seem to be sorry ... all this. 7. The boy was indignant ... his sister when she broke his toy. 8. What are you so upset ... ? 9. Everyone was astonished ... his behaviour. 10. His work is not really worthy ... such praise. 11. This watch is worth ... 100 dollars.

9. Use the adjective given in brackets instead of the verb, and note the change in prepositional government.

1. Don't envy his great success. (envious) 2. How could you forget your immediate duties? (forgetful) 3. When very young, a child completely depends on his parents for everything he needs; as he grows, he depends on them less and less. (dependent, independent) 4. Why do you fear darkness so? (fearful).

10. Note the peculiarities of prepositional government in the examples below and translate the sentences into Russian.


1. I am not going either to approve of, or put up with, such a situation. 2. I wondered whether she would be pleased with, or appalled

at, what I was suggesting. 3. He was both interested in, and envious of, those who had some sort of social position.

The Attribute

1. Arrange the attributes in brackets in the correct order.

a box (metal, square, big); many houses (wooden, Russian, 19-century, nice); a tree (young, tall, poplar); a few village children (hungry-looking, little); broth (hot, chicken, delicious); a cat (Persian, old, red-haired, fat); several bank robberies (armed, violent); a fight (bitter, long); a couple of chairs (nice, leather, comfortable); a manuscript (old, illegible, Egyptian, yellow); the indices (monthly, highest, income); stockings (womanise, darned, old); balloons (red, numerous, heart-shaped); those shoes (dirty, white, old, gym); a movie star (tall, Hollywood, blond); the sand (yellow, hot, beach); a rug (rectangular, large, Turkish, multicoloured); a sculpture (metal, modern, large, circular)



As a rule, no comma separates attributes, each of which ascribes to the object a different type of characteristic (beautiful old Russian songs). A comma or conjunctions ("and", "but") are needed to show that the characteristics ascribed are more or less of the same type, so that they specify each other, adding something else to the description already given ('her kind, intelligent, understanding eyes'; 'her kind, intelligent and understanding eyes'), or, in the case of "but", contradicting each other ('his clever but cold eyes'). The rule is fairly subjective, and so not rigid.

2. Use a comma between the attributes where necessary.

her fine little hands; her small delicate hands; an old experienced doctor; all those stupid young doctors; beautiful brightly shining eyes; his firm lean dark-coloured cheeks; her clear dark eyes; her round wide-opened clear grey eyes; a generous intelligent warm-hearted young man; a nice brown woman's hat; a jolly light-hearted easy-going sort of a chap

3. Connect the attributes with "and" or "but".

some dirty hungry-looking village children; their tired smiling faces; those cheerful energetic songs; a group of enthusiastic unskilful

drum-players; his strong skilled hands; a strong unpleasant tenor voice; making persistent ineffective attempts; this strange painful experience; a sourceless shrill grey light; such a scary quite harmless creature

► Attributes (as well as other parts of the sentence) may become detached (loose), i.e. separated by a pause and comma, when they represent something formally and semantically additional, not naturally entering the structure of the sentence and thus resembling a separate clause. This usually takes place when the attributive group is rather extended and contains structurally different elements ('her beautiful, full of fire, voice ...'), or stands in post-position to the head noun ('It was an old house, quiet and deserted'), or contain some specification (уточнение) ('a very young, one-year old, child'), and often when there is an additional adverbial meaning ('Tall and broad-shouldered, the man attracted everybody's attention' = "because he was tall"). Attributes are always detached from pronouns ('Satisfied, he went back into the house').

4. Comment on the reasons for detachment of attributes.

1. She found her father sitting up, grey and worn, in his study.
2. The candle, wasted at last, went out. 3. The gentleman, feeling rather at a loss, started mumbling something incoherent. 4. It was a wide white building, one storey high. 5. Denny, now abroad, knew nothing of the new degree. 6. A man of action, forced into a state of thought, is unhappy until he can get out of it. 7. Blind and almost senseless, he still heard the sharp slam of the door. 8. She walked in, stout and full of energy. 9. The young clerk, weary of the night's turmoil, could hardly follow what his chief was saying. 10. These were hardy and self-sufficient people, quite capable of taking care of themselves.

5. State where the postpositional attributes are to be regarded as loose (detached) or as close (representing an indispensable part of the syntactic structure); use a comma with detached attributes.

1. He is a man with a very kind heart. 2. He was a big strong man with a kind heart, besides. 3. She said it in a tone full of spite. 4. She said it in a strange tone cold and hating. 5. It was something terrible. 6. It was something horrifying unimaginable. 7. He said something quite unaware of my presence. 8. To Martin sitting at her bedside time seemed endless. 9. The people waiting for the doctor rose as he entered. 10. The policeman expecting something of the kind to happen raised his gun at once.

6. Replace an attributive clause by a participial phrase wherever possible, and put it before the noun if possible.

1. The girl that was dancing kept looking at him. 2. The man who was sitting before me seemed not to hear me. 3. The people that had gathered in the backyard were looking strained and resolute. 4. We went on together through the fog that was gathering. 5. We went on together through the fog that was gathering over the town. 6. I knew only a very few of the people who came to that party. 7. The air that was ruffling through the window smelled of the sea. 8. I paid no attention to the maid who stood in the doorway waiting. 9. Florence hurried away in the morning that was advancing, and the sunshine that was strengthening, to the City.

The Adverbial Modifier

1. Choose one of the words in brackets.

1. a) The pianist was ... praised for his performance. b) The plane flew ... over the hills. c) We all ... appreciate what you have done for us (high, highly). 2. a) Her English is ... good. b) This isn't what I call ... play (fair, fairly). 3. a) It happened ... before the war. b) He spoke very ... but managed to make everything clear. c) She had her hair cut ... (short, shortly) 4. a) Let's look at the problem more ... b) He lives quite ... to my place. c) These phenomena are ... connected (close, closely) 5. a) They buried the treasure ... in the ground. b) She was ... insulted. c) I found him sitting in his armchair ... in thought (deep, deeply). 6. a) I can ... answer your question. b) There, there, go ... about it (easy, easily). 7. a) How ... you are dressed! b) He welcomed me very ... c) Keep the tea ... for me (warm, warmly). 8. a) Go straight on, then turn ... b) The table stands ... in the middle of the room. c) I want you to get me ... d) The mass media quite ... criticise the government for lack of decision. c) Did I guess the answer ...? (right, rightly) 9. a) Aren't you up ... early? b) Their mother likes them to be ... dressed (pretty, prettily). 10. a) Don't read to yourself, read this ... b) I can't hear you, could you speak a little ...? c) "No", she said more ... the second time (loud, loudly, out loud). 11. a) Just what he wanted, Presley ... knew. b) You have been too ... on your boy lately (hard, hardly).

Elements that are Not Members of the Sentence

1. Point out interjections, parentheses, direct addresses or particles (define the meaning of the latter using a synonym).
 1. "His cold is worse". "Oh dear, I hope he isn't getting flu".
2. **Curiously enough**, you recall to me one of my early cases in Belgium, many years ago.
3. **Jack**, you have a visitor!
4. "Just what do you want?" "You know it **only** too well!"
5. At week-ends she always came to Farthings. **At least**, she had always come to Farthings up till now.
6. How can I prepare you for the party? **Alas**, it breaks up tomorrow.
7. The sea is **but** another sky, the sky — a sea as **well** (Longfellow).
8. **From the point of view of filming**, the elephant-seal colony was, **to say the least**, difficult.
9. "**Well**, I've had enough." "Me, **too**".

THE COMPOSITE SENTENCE

COMPOUND SENTENCES

▶ A conjunction (and, but, or, etc.) only connects parts of a sentence but is not part of the sentence. Conjunction-like adverbs (therefore, so, then, thus, however, etc.), besides connecting a sentence with some previous utterance, enter it as an adverbial modifier. Prepositions connect words, not clauses.

1. Distinguish between coordinating conjunctions, conjunction-like adverbs and prepositions; name the type of conjunction (copulative, adversative, disjunctive); point out cases of asyndetic connection of clauses and what conjunction would be possible there; state whether the parts connected are clauses or only homogeneous members of a simple sentence.
 1. For one thing, the actress spoke her lines rather monotonously, and the heat from the lights was too intense.
 2. The coyote looks like a cross between the fox and the wolf. He is not now

protected, he is already too numerous. 3. She did not quite understand all that, besides she did not much care to understand. 4. There were three more men present besides Jonathan. 5. We can expect that some decision will be taken, but we also hope that it will reflect the interests of the residents. 6. At the hotel the girl made the reservation in idiomatic but rather flat French. 7. There it is, a door, and it does nothing but gather dust and cobwebs. 8. Speak up, or I leave this minute. 9. I went on reading, or rather going through the motions of reading. 10. East or West, home is best. 11. Nevertheless there was a vague understanding that had to be tactfully broken off before I was free. 12. The world does nothing for these young people; it does not leave them any room for participation. 13. These phenomena are treated in greater detail in chapter three, therefore they will not be dwelt upon here.

COMPLEX SENTENCES

► Nominal clauses have functions typical of nouns — subject, object or predicative. They may be connected by a conjunction or a conjunctive pronoun (or adverb), i.e. a connector which, unlike a conjunction, is a part of the clause that it introduces, e.g. I wonder what has happened to him (“what” is a conjunctive pronoun used as the subject in an object clause); I wonder if he will come (“if” is a pure conjunction introducing an object clause); I wonder where he lives now (“where” is a conjunctive adverb, serving as an adverbial modifier within an object clause).

2. Define the words in bold type; state the function of the clauses.

1. **What** I said is not exactly **what** I meant to say. 2. I could wish **that** I felt more attracted to my client. 3. He knew by heart **where** every tube began. 4. Once or twice I had asked myself if possibly Poirot had imagined the whole thing. 5. “**What** has happened to us since that day?” “Don’t you really remember what has happened?” 6. God, if only you knew **how** she worked on my conscience! 7. Everything was fine **except that** he didn’t call. 8. I didn’t bother to ask him **why** he didn’t wait for someone from the American Legislation. 9. Why didn’t you come **when** I called you, Charley? 10. He saw for the first time **how full** her lips were. 11. I was wondering if a friend of mine had been staying here lately.

3. Complete the nominal clauses.

1. I do not insist on it that ... 2. He said nothing about how ...
3. I find it quite necessary that ... 4. He hesitated as to whether ... 5. You may count on it that ... 6. I have no information as to where and when ... 7. I take it that ... 8. As to whether ... , no one knew. 9. I owe it to my father that ... 10. He didn't ask anything as to how ...

4. Translate using nominal clauses.

1. Я считаю необходимым, чтобы все это осталось между нами. 2. Он ничего не сообщил нам насчет (as to) того, когда он снова будет здесь и будет ли вообще. 3. Она не была уверена, надо ли ждать ответа или лучше самой ему позвонить. 4. Можете рассчитывать на то, что я поддержу ваше предложение. Относительно того, где находится заложник (hostage) и потребовал ли за него кто-либо денег, информации пока нет. 6. Не так уж важно, придет ли кто-нибудь еще. 7. Выясни у нее насчет того, когда надо вернуть долг. 8. Я не могу рассчитывать на то, что он сам мне предложит помощь.

► Attributive clauses have an antecedent in the main part (the word to which the clause refers) and are introduced by a relative pronoun or adverb (a connector that relates to some antecedent). Thus, in 'Here is the book that (which) he gave me', "book" is the antecedent to which the relative pronoun "that" ("which") refers. Unlike a conjunction ('I knew that he had gone'), a relative pronoun is a member of the clause: in the example above, "that" / "which" is an object to the verb "give". Besides describing the qualities of the antecedent ('the thought that came to my mind ...'), attributive clauses may disclose the content of information denoted by the head-noun ('the thought that we must go on waiting ...'). In this last case we have an appositive clause, which semantically resembles an object clause after a corresponding verb ('I thought that we must go on waiting) and is introduced by a conjunction, not a relative (or conjunctive) pronoun. The connector in appositive clauses may also be a conjunctive pronoun (adverb), if it is a part of the clause: 'I have no idea what we must do'.

5. Distinguish between conjunctions, conjunctive, relative, interrogative and demonstrative pronouns; point out appositive attributive clauses.

1. A voice came from his throat, a voice that seemed familiar to me. 2. I do think it's so true — the saying that there is no smoke without

fire. 3. She said that her lady would be needing her. 4. Yes, there are certain men who wanted to use you for political ends. 5. All they that take the sword shall perish with the sword. 6. Maybe that is what you'd be wanting to see Beatrice King for? 7. It was Mary Rose that did it. 8. Hers was a forceful clarity and a colourful simplicity and a bold use of metaphor that Demosphenes would have envied. 9. "Who is the lady?" "I don't understand" "I am asking you who that lady is." 10. He gave a sudden intimation that he was content to be alone. 11. He knew what it was that makes a rock or a table. 12. But which of them is the right one? 13. I wasn't certain which road I should choose; I finally decided to take the road by which I had earlier come here. 14. We arrived in London on the day when term began.

► Besides attributes that are limiting ('the book that I am speaking about') or descriptive ('a book which deals with English traditions' = "such a book as", "any / some book that ..."), there exist continuative attributive clauses: they give some additional information which may represent a continuation of the situation: 'He gave me some money, which I very soon spent' (= and very soon I spent it). Only "which" (or "who") but not "that" is used to introduce these clauses, which are close to independent parts of a compound sentence and are usually separated by a comma. The same refers to attributive clauses whose antecedent is not a word, but the whole main part: 'He did not call after that, which surprised me' (= and it surprised me).

6. Distinguish between limiting, descriptive and continuative clauses; clarify the differences by translating or paraphrasing.

1. An event soon occurred which took a profound hold on the public mind. 2. Think a little about the world we've made for Jimmy — a world that has nothing to offer to a generous, intelligent, warm-hearted young man like that. 3. I sat on the steps glancing at everything except my neighbour, who, in his turn, pointedly unwatched me. 4. They came for the party with a simplicity of heart that was its own ticket of admission. 5. Everybody knows Tinsbury Pavement, which is not very far away. 6. He bears an unfortunate resemblance to a soap manufacturer of Liege who poisoned his wife in order to marry a blonde secretary. 7. If I were a good businessman, which I am not, I would comb the city dumps. 8. When she does lose her heart, she loses it with a desperation and an abandonment that the silly simple type can never know. 9. Music makes one feel so romantic — at least it gets on one's nerves, which is the same thing nowadays. (Wilde)

7. Fill in "which", "that", "who" or "as", giving more than one variant where possible.

1. Where's the book ... you promised me the other day? 2. Music is something ... can only be felt, not explained. 3. He represented everything for ... I have an unaffected scorn. 4. He likes the same stories ... I do. 5. He wears exactly the same shoes ... you. 6. The community ... he belongs to has influenced his outlook. 7. The community to ... he belongs has influenced his outlook. 8. The stories ... he told us are in no way true. 9. Such a story ... he told us cannot be true. 10. For an experienced teacher, ... he certainly was, this was something quite unexpected. 11. It sounded as if she was telling him to go, ... was rather unkind of her. 12. The boy ... we met in the shop this morning is my pupil. 13. I must go and see Mr. Green, ... asked me for an interview. 14. Never believe anything ... he says. 15. The material world is that ... exists outside and independently of our thinking. 16. All ... we have heard here is rather strange. 17. He can stay awake all night and be fresh in the morning, ... for me is impossible.

8. Omit relative pronouns where possible, giving your reasons.

1. The people whom we met there were not too interesting. 2. The people who came out to welcome us were not familiar to me. 3. What is precisely the subject that you study? 4. The boy who is playing the flute is an acquaintance of mine. 5. And where is that important person for whom all this has been prepared? 6. He moved closer to the door through which he had entered. 7. She allowed him to kiss her on the cheek, which he did rather awkwardly. 8. They flung angry words at each other, which they would not even remember a few days later. 9. I absolutely reject the idea that my son could have been involved in that. 10. The place where they lived was a God-forsaken tiny island in the great ocean. 11. The most memorable present would be that which you have made with your own hands.

9. Translate, choosing the proper article with the head-noun.

1. Этим летом мы жили в деревне, которая расположена на живописных берегах Волги, в доме, окруженном большим садом. 2. Дом, в котором мы жили, раньше был дворцом какого-то князя (prince). 3. Недавно я говорил с человеком, который много лет прожил в джунглях Индии. 4. Человек, который хочет овладеть иностранным языком, должен постоянно в нем практиковаться.

5. Рассказ, получивший приз за остроумие, написан совсем неизвестным автором. 6. Я вчера видел по телевизору детективный фильм, который мне очень понравился. 7. Все это произошло в то время, когда все спали. 8. Все это произошло в то время, когда все обычно спят. 9. Это была странная дружба — дружба, смешанная с ненавистью. 10. Человек, написавший эту книгу, несомненно может быть назван выдающимся писателем. 11. Человек, который пишет такие книги, вряд ли может называться писателем. 12. Я рад, что наконец встретил человека, который может меня понять. 13. Он что-то написал на листочке, который затем передал мне. 14. О каком Толстом вы говорите? — О Толстом, который написал “Войну и мир”. 15. Париж 18 века значительно отличался от Парижа нашего времени. 16. В этот раз мы увидели совсем новый Париж — Париж, которого раньше не замечали.

Adverbial Clauses

10. Fill in ‘before’, “until (till)” or “while”.

1. We had better start off ... the sun rises. 2. We'd better not start off ... the sun rises. 3. You'll have to stay with the baby ... Mother returns. 4. I hope they'll all be here already ... I go to America. 5. It's a comfort that you'll be here with me ... all these troubles are over. 6. Put down my telephone number ... you forget it. 7. I shall remember this ... I live. 8. I shall not forget this ... I die. 9. ... they came here, they had lived near Manchester. 10. Don't begin the repairs ... you disconnect the electricity. 11. You can keep the book ... he returns. 12. Let me read this book ... you give it back to the library. 13. There he comes, you'd better put away the letter ... he sees it. 14. Don't show him the letter ... he asks you for it.

► In time clauses, “as” is just a bookish variant of “when” (usually for a succession of actions, and for a single, not repeated, situation), and of “while” (for duration). “As” is a conjunction, not a relative pronoun, so it cannot replace “when” in combinations like ‘the time (day) when ...’. As different from “while”, “as” is capable of denoting a gradual increase of quality (“по мере того, как”). On the other hand, “while” may express not only the idea of simultaneity, but also of contrasted situations: ‘He is a great scholar, while (= whereas) she is a just a housewife’.

11. Fill in "as", "when" or "while", giving more than one variant where possible.

1. The juice ran down her chin ... she ate the pear. 2. But sometimes there is a moment ... children are too happy to be. 3. Just ... he reached the sand he heard a shrill voice. 4. ... Jenkins was out of the office for a moment, the clerk telephoned his best girl. 5. ... she started something she liked to finish it and leave it tidy. 6. ... the other former Beatles were happy as musicians, Lennon took to protest. 7. You often don't listen ... we tell you important things. 8. ... they walked, they talked, occasionally stopping to listen for sounds of pursuit. 9. The French government has often stood aloof ... it should have been mobilising the people in its support. 10. ... we approached the village, the noise grew louder and louder. 11. The reaction to this was seen in the recent French local elections, ... the voters went over to the Socialists. 12. England is an island, ... America is a continent. 13. What do the English say ... they want to apologise? 14. All the night the saxophones wailed their Blues, ... a hundred pairs shuffled the shining dust. 15. ... a child grows up, he adjusts himself more and more to social life.

12. Use "because", "as", "for" or "since", giving variants where possible.

1. She didn't go to school that morning ... she felt unwell. 2. When I said so, it was not ... I meant to hurt you. 3. ... everybody is here, we can start working at once. 4. He promised to come and I'm sure he will, ... he always keeps his promises. 5. ... ice, as we well know, melts at this temperature, there could not have been any ice there at that time. 6. He said it only ... he was angry. 7. ... he was angry with her, he naturally said things he shouldn't have said. 8. ... you already know everything, there is no need to explain anything. 9. I shot an arrow into the air. It fell to earth I knew not where, ... so swiftly it flew, The sight could not follow it in its flight (Longfellow).

13. Translate using asyndetic connection (with inversion) where possible; point out real and unreal condition, and time of the action

1. Если случится что-нибудь в этом роде, ты теперь знаешь, что делать. 2. Если бы я был на твоём месте, я бы сказал ему об этом тогда же. 3. Знал бы ты то, что знаю я, ты бы говорил по-другому. 4. Ах, если бы только я вышел из дома на несколько

минут раньше! 5. Придумай какое-нибудь оправдание (excuse) на тот случай, если потребуется что-либо объяснить. 6. Я заранее придумал удобный предлог (pretext) на тот случай, если он попросит все это объяснить. 7. Я предполагал, что он задаст этот вопрос, если я ему позвоню. 8. Был бы ты всегда так вежлив, как сейчас! 9. Нам показалось, что если бы мы не пришли, он бы и не вспомнил о своем дне рождения. 10. Если бы я сам мог все это понять, я бы и тебе объяснил.

14. Replace "unless" by "if" and vice versa.

1. I may forget to repay that half-crown you lent me unless you remind me about it. 2. You will fail if you don't work harder. 3. Unless compelled to stay in by bad weather, I go for a walk every day. 4. I won't tell you if you don't promise to keep it secret.

15. Use different ways to render the meaning of concession ("no matter", "however /whatever", "(al)though" — also with inversion).

1. Как ни трудно было мне оставаться спокойным в таких обстоятельствах, я старался держать себя в руках. 2. Хотя я пытался казаться спокойным, все во мне кипело. 3. Как я ни старался, я не смог сдержать улыбку. 4. Спасибо за помощь — правда, я не просил об этом. 5. Как бы долго это ни продолжалось, конец обязательно наступит. 6. Даже если бы я и вмешался, это бы не помогло. 7. И в какой стороне бы я ни буду, по какой ни пройду я тропе, друга я никогда не забуду, если с ним повстречался в Москве. 8. Что ни говори, в этом что-то есть.

16. Comment on the type of clauses and of connecting words in sentences with similar meaningful relations.

1. Although I was extremely tired, I went on working. 2. I was extremely tired, but I went on working. 3. I was extremely tired; however I went on working. 4. I was extremely tired, and yet I went on working.

17. Translate choosing a clause or an infinitive phrase to express purpose.

1. Подвинься немного, чтобы лучше видеть доску. 2. Подвинься, чтобы мне тоже было видно доску. 3. Чтобы простить, надо сначала понять человека. 4. Мать ходила по комнате на цы-

почках (on tip-toe), чтобы ребенок не проснулся. 5. Для того, чтобы студенты лучше поняли материал, учитель должен выделить в нем главное. 6. Лучше не опирайся (lean) на спинку, чтобы кресло не перевернулось. 7. Лучше не опирайся на спинку, чтобы не упасть.

18. Comment on the differences in the use of "like" and "as".

1. You are the only girl I've seen for a long time that actually did look like something blooming. 2. She was self-revealing in her little expressions as people seem to someone waiting for them, who as yet is himself unobserved. 3. "That is", he added, as an afterthought, "if there's anything doing". 4. Everything you do, like pretending to be in love or pretending to be shy, gets across. 5. But Dick's necessity of behaving as he did was a projection of some submerged reality. 6. At the hotel the girl made the reservation in idiomatic but rather flat French, like something remembered. 7. As you sow, so you shall mow. 8. He wandered round looking rather pathetically like a small boy who has been scolded. 9. You can't eat your cake and have it, as the proverb says. 10. Like father, like son. 11. The Beatles refused to play in South Africa and opposed racism, as they made clear in an interview.

19. Choose "like" or "as" and give your reasons.

1. You shouldn't behave ... your bad brother, really! 2. You shouldn't have behaved ... your brother did last night! 3. Water, ... is well known, boils at 100 degrees Centigrade. 4. He plays the piano just ... a butcher. 5. Harry is unusually tall, ... are his brothers. 6. Harry, ... his brothers, is unusually tall. 7. This watch was given to me ... a birthday present. 8. Why do you try to speak ... a little baby? 9. We all start our lives ... babies, but we don't remain ... that all our life. 10. Why is he always dressed ... a beggar? 11. The thief disguised himself ... a policeman. 12. He drinks ... a fish. 13. His name is Archibald, but amongst his friends he was known ... Archie. 14. She can't cook ... her mother does. 15. He's cunning ... a fox. 16. The criminal was ordered to be deported ... an undesirable alien. 17. Her complexion is ... her sister's — fresh ... a rose. 18. She was humming ... a bee. 19. She was merry ... a bee. 20. She was humming merrily ... a bee. 21. He has frosty blue eyes, such ... you see on certain Slavic or Norwegian faces.

20. Put in 'what', 'that', 'which', 'who(m)' or 'whether (if)'.

Speaking of comic songs and parties reminds me of a rather curious incident in ... I once took part and ought, I think, to be

recorded in these pages. We were a fashionable and highly cultured party. We all talked pretty and were very happy — all except two young students ... had just returned from Germany, and seemed restless and uncomfortable. Probably, ... we said was too clever for them. We played music ... was written by the old German masters, and somebody recited a French poem, then a lady sang an old ballad, ... was in Spanish, and ... was so sentimental ... it made one or two of us weep.

And then those two young men got up and asked us ... we had ever heard Professor Slossen Boschen (... had just arrived and was then down in the supper room) sing his great German comic song. The young men said ... it was the funniest German song ... had ever been written, and , if we liked, they would get the Professor, ... they knew very well, to sing it. They said it was so funny ... the German Emperor, to ... Herr Boschen had once sung it, had had to be carried off to bed.

They said ... the manner in ... Professor Boschen sang this comic song, was so serious ... you might think it was a tragedy, and this, of course, made it all the funnier. We said ... we very much wanted to have a good laugh, and the young men went downstairs and brought Herr Slossen Boschen, ... was pleased to sing his song. The beginning ... we heard did not sound very much like a comic song, but we said to one another ... it was the German method of singing, and prepared to enjoy it. I don't understand German myself. I learned it at school, but forgot every word ... I had learned two years later, and have felt much better ever since. Still, I was afraid ... the people there might guess my ignorance, so I watched the two young men all the time and did ... they were doing. When they laughed, I laughed; and I also put in a little laughter by myself, from time to time — just to show ... I had seen a bit of humour ... the others had missed. I noticed ... many other people also kept their eyes on the two young men. But the German Professor did not seem happy. When we began to laugh, on his face appeared an expression ... showed great surprise, as if laughter was the last thing ... he had expected. We thought ... the seriousness with ... he sang was very funny: it was half the humour. The more we laughed, the more angrily he looked at us all (except the two young men, ... were sitting behind his back, and ... he could not see). This made us roar with laughter. We told each other ... it would be the death of us, this funny song. He finished amid a shriek of laughter. We said ... it was the funniest thing ... we had ever heard. We said how strange it was ... many people thought ... Germans had no sense of humour. And we asked the Professor ... he would translate the song into English so that the common people could understand ... a real comic song was like. This had a strange result. The Professor got up and

swore at us in German (... is, I think, a very effective language for that purpose). He called us all the English words ... he knew, and said ... he had never been so insulted in all his life. It appeared ... the song ... he had sung was not comic at all. It was about a young girl ... lived in the Hartz mountains, and ... had given up her life to save her lover's soul, ... met her soul in the air — I'm not quite sure of the details, but it was something very sad. Herr Boschen said ... he had sung it once before the German Emperor, ... cried like a little child. We did not know ... to do. We looked round for the two young men ... had done this thing, but they had left the house unnoticed after the end of the song. I must say ... I have never taken much interest in German songs since then. (after Jerome)

21. (Revision of syntax) State the type of clause, the way it is subordinated to, or co-ordinated with another clause, and the type of the connecting word. Point out verbals and complexes with them. Analyse each clause as a simple sentence (extendedness, completeness, its members, the type of word-order, the type of predicate).

1. They had always been in the midst of other white men, and now, dull as they were to the subtle influences of surroundings, they felt themselves very much alone. 2. It was clear to his aunt that he was determined to get into the gooseberry garden, "only", as she remarked to herself, "because I've told him he is not to". 3. The first life on Earth might easily have been snuffed out, but, once it existed, its first quality is to go on living; and so it does and so it will until some other accident cancels it. 4. Once or twice, while dressing, I had asked myself if possibly Poirot had imagined the whole thing. 5. His patients trusted him because of a forthright integrity, which came through when he talked. 6. When finally she bit into the ripe flesh of the peach, he saw for the first time how full her lips were. 7. She was self-revealing in her little expressions as people seem to someone waiting for them, who as yet is himself unobserved. 8. It sounded as if she was telling him to go, which was rather unkind of her. 9. He took pleasure in the thought of the spoutings and pipings, every each of which he knew by heart, and where every tube began. 10. As a matter of fact you needn't bother to ascertain; I ascertained: the jewels are real. 11. When I have basked in the glories of what I have done for the world of rice, then I shall survey the sorghum field. 12. Then was fulfilled that which was spoken by Jeremy the prophet (Matthew). 13. It makes one wonder if the government know what they

are doing. 14. There must be in everyone a sense of proper and civil timing, for I had just resolved to speak to my neighbour when he himself strolled towards me. 15. It is quite untrue that English people don't appreciate classical music; they may not understand it but they absolutely love the noise it makes. (Beecham)

PUNCTUATION

▶ The comma is only required when otherwise the relations may be misunderstood, e.g., to separate homogeneous members without the help of a conjunction ('He went in, stood a little, then went out'); to separate words that are not members of the sentence (parenthesis, direct address); to separate detached members, including continuative attributive clauses, which are understood as something added to the sentence ('I gave her a bunch of flowers, which she then put in a bowl'). The comma is optional between most clauses, although it is rather common when an adverbial clause stands at the beginning ('If you knew all, you would have a different opinion'), also with participial phrases at the beginning ('Built in early times, the fortress survived through many centuries'; 'Having made a decision, he always carried it through') — the rule is not too strict, though; after various structures loosely connected with the rest of the sentence: 'At the formal level, the poem displays a new trend in drama'; 'He left early, because I saw him go' (what is meant here is not "he left because ...", but rather "I make this conclusion because ..."); 'He turned up the radio, so (that) everyone could hear it' (when it expresses result, but there no need of a comma if the same clause denotes purpose).

Note the typical quotation marks: He said, 'Yes'; 'Oh', he said, 'Really?' A dash (-) or colon (:) is also possible.

Note the way words are carried over to another line: lock-ing, add-ing, read-ing, read-er, small-er, weak-er, organ-ize, notice-able, pathetic, act-ion, act-ive, differ-ence, solid-ar-ity (division between the root and affixes); hot-ter, put-ting, com-mon (division between doubled letters); pro-gress-ive, no-tice, regu-lar (preservation of closed and open syllables); revolu-tion, nega-tion (preservation of the pronunciation of consonants, as in the last syllable here). As in many other cases, the rules are not too rigid.

22. Fill in suitable punctuation marks where needed.

1. I knew there must be others who like myself found themselves suddenly enchanted. 2. I remember thinking curious wasn't it of the

waters that usher us into this life at birth of the waters that contain us in the womb (чрево). 3. The sensation I had was strange never experienced before. 4. I don't mean the feeling I have been here before. I don't mean the romantic dream This is re-incarnation. Neither of those things. 5. It was as though quite intuitively I had become at long last myself. I felt that I had become some sort of power-house radiating currents which becoming charged with other currents returned to me again. 6. I did everything the tourist does except feed the pigeons. Too fat too sleek as they were I picked my way amongst them with distaste. 7. Deliberately I had avoided the cafe I had walked only on the opposite side. 8. Wait a minute I said and went on reading or rather I must admit going through the motions of reading. 9. From the point of view of filming the elephant seal colony was to say the least difficult. 10. We have been given a fine performance of a remarkable play a play which whatever some of us may think of its characters and its language comes as you have rightly said to challenge any easy self-satisfaction that we may happen to feel. 11. Very nice breakfast Harold. Oh Harold answered it was Mark's doing not mine. 12. If it hadn't been for the need to repair what she had indiscreetly said she wouldn't have spoken another word she was so deeply hurt.

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