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імені Миколи Гоголя

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FIRST YEAR GRAMMAR COMPANION

*Навчальний посібник
для студентів I курсу
факультету іноземних мов*

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Посібник розроблений відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов та Програми з англійської мови для університетів. Його мета – сприяти досягненню необхідних умінь і навичок усвідомленого вживання граматичних форм, а також надати студентам можливість вдосконалювати свої знання шляхом самостійної роботи над граматичним матеріалом.

Призначений для студентів першого курсу факультетів іноземних мов, що навчаються за напрямом підготовки 6.020303 Філологія, викладачів та всіх, хто вивчає англійську.*

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ПЕРЕДМОВА

Посібник «First Year Grammar Companion» призначений для студентів першого курсу факультетів іноземних мов, що навчаються за напрямом підготовки 6.020303 Філологія*. Посібник розроблений відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов (A Common European Framework of Reference, 2001) та Програми з англійської мови для університетів (Ніколаєва та ін., 2001).

Збірник вправ призначений для студентів із середнім рівнем володіння англійською мовою, які вже мають базові знання і прагнуть систематизувати та поглибити їх. Він може стати корисним для викладачів практики усного та писемного мовлення як додатковий матеріал у роботі із студентами з окремих розділів англійської граматики.

Посібник містить вправи з усіх основних розділів граматики англійської мови: безособові речення, наказовий спосіб, часи дієслова, умовні речення, модальні дієслова, пасивний стан, частини мови. У нього включено комплекс вправ, які є рецептивно-репродуктивними, умовно-комунікативними та комунікативними. Вправи є як одномовні, так і перекладні. Дане видання доповнено фонетичними вправами, теоретичним матеріалом та списком неправильних дієслів.

Передбачається, що даний збірник вправ сприятиме розвитку і закріпленню граматичних навичок студентів та допоможе зробити процес навчання граматиці більш інтерактивним та ефективним.

Посібник може також бути використаний у навчанні студентів немовних закладів вищої освіти, учнів шкіл із поглибленим вивченням англійської мови, а також для тих, хто вивчає англійську мову самостійно.

EXERCISES

The Verb

IMPERSONAL SENTENCES

Exercise 1. Read the impersonal sentences with proper intonation.

1. [ɪt ɪz ˈdɑ:k | /ɪznt ɪt || 'jes ɪt \ɪz || ɪts ˈdɑ:k ||]
2. [ɪt ɪz 'nɒt \ŋlu:mɪ ɪn ðə jɑ:d | /ɪz ɪt || 'jes ɪt \ɪz || ɪts \ŋlu:mɪ ||]
3. [ɪt ɪz 'nɒt \ɜ:lɪ | /ɪz ɪt || 'nʊ ɪts \nɒt | ɪt ɪz 'nɒt \ɜ:lɪ ||]
4. [ɪt ɪz \fɒgɪ | /ɪznt ɪt || \nʊ | ɪts \nɒt || ɪt ɪz 'nɒt \fɒgɪ ||]
5. [ɪt ɪz 'nɒt \kʊld ðn ðə hɪl | /ɪz ɪt || \jes | ɪt \ɪz || ɪt ɪz \kʊld ||]
6. [ɪts 'i:zɪ tə \lɜ:n ɪt | /ɪznt ɪt || \nʊ | ɪt ɪz \nɒt || ɪt ɪz \dɪfɪkəlt ||]

Exercise 2. Respond using impersonal sentences.

Model: Let's go for a walk. (too cold) – Oh, no. It's too cold today.

1. Get up. (too early)
2. Let's have a walk. (rainy)
3. Switch off the light. (dark)
4. Take off your hat. (windy)
5. Put on a sweater. (summer)
6. Let's open the window. (cold)
7. Let's take a taxi. (not far from here)
8. I want to go there by plane. (expensive)
9. Phone Michael. He can help you. (too late)
10. Go to the next room and wait for me there. (dark)
11. Mummy, may I play with Mike? (time to go home)
12. Hurry up! We are going to be late for the concert. (5 o'clock)

Exercise 3. Disagree with the statements and explain the reason.

Model: It's late. (only 4 pm) – It is not late. It's only 4 pm.

1. It's wet outside. (dry)
2. It is cold today. (warm)
3. It's early to go home. (dark)
4. It is late spring. (early summer)
5. It's difficult to find her house. (easy)
6. It's dangerous to play with that dog. (safe)
7. It's exhausting to do the research. (interesting)
8. It's cheap to buy a new laptop. (very expensive)
9. It's easy to understand his letters. (quite difficult)
10. It is bad for your health to jog in the morning. (useful)
11. It's so exciting to go somewhere by plane. (frightening)
12. It's far away from the Hall of Residence to the university. (2 minutes' walk)

Exercise 4. Paraphrase the following using impersonal sentences.

Model: *I can't understand you well. (difficult) – It's difficult for me to understand you.*

1. I am happy to see you again. (nice)
2. She can easily translate the text. (easy)
3. You must do this task properly. (important)
4. Their place is really pleasant to live in. (lovely)
5. We can't afford to stay in this hotel. (expensive)
6. The evening is good for a long walk, I think. (pleasant)
7. I don't like to go out in such nasty weather. (unpleasant)
8. The children are afraid to walk in the thick wood. (scary)
9. We can go for a drive on such a wonderful day. (splendid)
10. I like this arm-chair. It is cozy to sit in. (comfortable)
11. My mom always laughs when she listens to my stories. (funny)
12. We can't stay indoors long because of the high temperature. (hot)

Exercise 5. Ask questions as in the models. Let your partner answer them.

Model 1: *Ask your partner if it is safe to go there at night.*

– *Is it safe to go there at night?*

– *Yes, it's quite safe. There are 5 of us.*

Ask your partner:

1. if it is cloudy today;
2. if it is a warm day today;
3. if it isn't hot in the kitchen;
4. if it is difficult to do this task;
5. if it is time to start the concert;
6. if it is pleasant to walk in the rain;
7. if it isn't comfortable to work at this desk;
8. if it isn't a good idea to make her such a present;
9. if it is possible to learn English without a teacher;
10. if it is popular with young people to wear extra-huge bags.

Model 2: *Ask your partner if it is true it is (not) safe to go there.*

1. *It's safe to go there, isn't it? – Yes, it is./ No, it isn't.*

2. *It isn't safe to go there, is it? – No, it isn't./ Yes, it is.*

Ask your partner:

1. if it is true it's Monday today;
2. if it is true it is splendid weather today;
3. if it is true it's time to start our lesson;
4. if it is true it isn't dark in the next room;
5. if it is true it is pleasant to swim in the sea;
6. if it is true it isn't expensive to stay at a hotel;
7. if it is true it is not difficult to repair a computer;
8. if it is true it is important to clean the house regularly;
9. if it is true it is not difficult to find the way to your house;
10. if it is true it is not necessary to have a mobile phone nowadays.

Model 3: Ask your partner when it is safe to go there.

– When is it safe to go there?

– It's safe to go there early in the morning.

Ask your partner:

1. what day it is;
2. what date it is;
3. what time it is;
4. what temperature it is;
5. when it is possible to meet;
6. why it is impossible to call on her today;
7. when it is necessary to start the concert;
8. where it is possible to buy a modern bag;
9. how far it is from the station to his/ her house;
10. why it is important to know English nowadays.

Exercise 6. Describe the current situation. Make use of impersonal sentences.

Model: *It's autumn now. It's October, 1 today. It's a wet and windy day. It's unpleasant to stay outside in such weather. But it's quite nice to be at home with your family and friends. It's 8 o'clock. It's time to go to University. It's not far from my house to the University. It's better to leave earlier, because it's good to be in time for classes. It's important to follow the university rules.*

IMPERATIVE SENTENCES

Exercise 1. Read the imperative sentences, pay attention to the intonation of order and polite request.

[ˈlʊk ət ˈði:z ˌsentənsɪz ||] [ˈkli:n ɒ ə ˌbɔ:d ||] [ˈgʒv tə ɒ ə ˌpɑ:k ||]
[ˈkɔ:l mi ət ˌten ||] [ˈdʒʊnt ˈzʊpən ɒ ə ˌbʊk ||] [ˈhelp hɜː tə ˌdu: ɪt ||]
[ˈpʊt ˈɒn dʒə ˌkʒvət ||] [ˈlɜ:n ɒ ə ˌvɜ:bz ||] [ˈpɑ:s ɒ ə ˌbɔ:l ||]

Exercise 2.

A. Complete the conversations.

Model: – *What’s the matter, Mary?*

– *I’m hungry.*

– *Have a sandwich.*

1. I’m thirsty.	a. Take some aspirin.
2. I’m hot.	b. Take a cold shower.
3. I’m cold.	c. Put on a sweater.
4. I’m tired.	d. Have some rest.
5. I’m angry.	e. Go to the cinema.
6. I’m bored.	f. Calm down.
7. I have a headache.	g. Go to the dentist.
8. I have a toothache.	h. Drink some water.

B. Act out similar dialogues.

Exercise 3. Respond to the sentences.

Model: *It’s very slippery outside. (to be careful/ to go there by car) – Be careful.*

Don’t go there by car.

1. It’s late. (to hurry up/ to make the music loud)
2. It’s rainy outside. (to take an umbrella/ to go out)
3. It’s too early. (to stay in bed/ to wake sb up)
4. It’s stuffy here. (to air the room/ to close the window)
5. It’s very foggy. (to stay at home/ to ride a moped)
6. It is boring to read the book. (to take another one/ to read it)
7. It’s cold in the corridor. (to enter the living-room/ to open the door)
8. It’s hot in the room. (to take off a sweater/ to switch on the heater)
9. It’s muddy outside. (to wear rubber boots/ to play football in the yard)
10. It’s time to do the homework. (to switch off the TV/ to talk with friends on the phone long)

Exercise 4. Write positive and negative imperatives with the same meaning. Use the adverbs in the box.

Model: to behave politely – Behave politely. Don't behave rudely.

1. To sing/ well
2. To eat/ slowly
3. To get up/ early
4. To walk/ fast
5. To write/ legibly
6. To wait/ patiently
7. To speak/ quietly
8. To dress/ smartly
9. To listen/ carefully
10. To read/ distinctly

<i>Slowly</i>
<i>Carelessly</i>
<i>Quickly</i>
<i>Casually</i>
<i>Loudly</i>
<i>Impatiently</i>
<i>Badly</i>
<i>Late</i>
<i>Indistinctly</i>
<i>Illegibly</i>

Exercise 5. Complete the letter with the verbs in the imperative form.

<i>to make</i>	<i>to wait</i>	<i>to come</i>	<i>to ask (2)</i>	<i>to see</i>	<i>to open</i>	<i>to go</i>
<i>to take</i>	<i>to forget</i>					

Dear Suzie,

__1__ and __2__ me this weekend. I'm in the Hall of Residence. It's not expensive but it's quite comfortable there. It's easy to find it. The hostel is not far from the station. __3__ bus 12 and __4__ as far as the central square. Then __5__ any passer-by how to get to the University Hall of Residence. __6__ to take warm clothes. It's rather cold. I can be late so __7__ for me. __8__ my neighbour to give you the key. __9__ the door and __10__ yourself comfortable in the room.

See you soon, Steve.

Exercise 6. Make up a) positive and b) negative imperatives using the verbs from the table.

Model: Tell the truth. Don't tell lies.

<i>to go</i>	<i>to read</i>	<i>to come</i>	<i>to leave</i>	<i>to go out</i>	<i>to drink</i>	<i>to call</i>	<i>to tell (3)</i>	<i>to help</i>
<i>to speak</i>	<i>to put on</i>	<i>to call on</i>	<i>to clean</i>	<i>to have</i>	<i>to look</i>	<i>to take</i>	<i>to skip</i>	<i>to invite</i>

- | | |
|--|--|
| 1. _____ the truth. | a. _____ lies. |
| 2. _____ me alone. | b. _____ classes. |
| 3. _____ there on time. | c. _____ cold water. |
| 4. _____ the blackboard. | d. _____ home alone. |
| 5. _____ a cup of hot tea. | e. _____ loudly. It's late. |
| 6. _____ me with English. | f. _____ her. She is away. |
| 7. _____ out of the window. | g. _____ without an umbrella. |
| 8. _____ us about your trip. | h. _____ the dress. It's too old. |
| 9. _____ the book from the library. | i. _____ him now. He is asleep. |
| 10. _____ your friend to a birthday party. | j. _____ the book. It isn't interesting. |

Exercise 7. These are library regulations. Transform them using imperatives.

Model: Appropriate behaviour is expected in all the sections of the library. – Behave properly in all the sections of the library.

1. Smoking is not permitted in the library.
2. Loan for students is 4 books for two weeks.
3. All members of the library must be registered.
4. You must not bring food or drink to the library.
5. Books must not be marked or damaged in any way.
6. You must not talk to one another in the reading halls.
7. You must not give your reader's card to any other person.
8. You must switch off the mobile phone when entering the library.
9. You must inform the librarians of your address and phone number.
10. Reader's card must be shown each time you want to borrow a book.

Exercise 8. Respond as in the model:

Model: I'm hungry. – Let's go to the café.

1. Mike is ill. (to visit)
2. Mary is lonely. (to call)
3. The apple is tasty. (to eat)
4. The dog is hungry. (to feed)
5. The dinner is cold. (to warm)
6. The game is exciting. (to play)
7. The dress is beautiful. (to buy)
8. The book is interesting. (to read)
9. The lunch is ready. (to set the table)
10. We are late for the bus. (to take a taxi)
11. The dinner is ready. (to sit down to table)
12. The exercise is difficult for Mary. (to help)

Exercise 9. Write your teachers', parents', friends' requests, advice, orders, instructions, etc.

Model: Don't go home alone after classes. Wash the dishes. Don't read late at night. Don't be late for classes.

Exercise 10. Write 10 dos and don'ts for those who want to become top students.

Model: Do your homework regularly. Meet deadlines. Don't play truant from classes. Don't cheat your teacher.

THERE IS/ ARE

Exercise 1. Read the sentences with *there is/ are*, pay attention to the sentence-stress.

- [ðeər ɪz 'lɪtl ðɜːnɪʃər ɪn meərɪz sɪtɪŋru:m | /ɪznt ðeə || 'jes ðeər \ɪz || bət hɜː 'bedru:m ɪz 'veri 'wel ðɜːnɪʃt ||]
- ['ɑː ðeər enɪ /kʊʃnz ɒn ðə sɜːfə || \nɜːv | ðeər \ɑːnt enɪ || ðeər ɪz ə 'bjʊ:tɪfʊl \kwɪlt ɪnstəd ||]
- ['ɪz ðeər enɪ ,kæfɪ/tɪəriə nɪəbaɪ || \jes | ðeər \ɪz || bɪ/saɪdz | ðeər ɪz ə 'speʃəl \daɪnɪŋ ɛəriə ɪn ðə ru:m ||]

Exercise 2. Read the sentences, pay attention to the pronunciation of the adverbial groups.

- On the right there is a garage for the hosts' car and children's bicycles.
- Downstairs there is a sitting-room with a fireplace.
- There isn't much furniture in my room.
- On the left there is a built-in wardrobe with a lot of drawers.
- Opposite the wardrobe there is a sofa with some pretty cushions.
- There is a computer table in the right-hand corner next to the window.
- At the table there are two chairs.
- On the walls there are nice pictures.
- In front of the house there is a beautiful flower-bed with bright multi-coloured flowers.
- On the mantelpiece there are some knick-knacks from some far-away countries.

Exercise 3. Fill in *is* or *are*.

A.

- What ____ there in the garage?
- How many rooms ____ there in your house?
- There ____ several dogs and a cat in the yard.
- How much money ____ there in your purse?
- ____ there anybody at home?
- Why ____ there so many chairs in the room?
- ____ there a lawn in front of the house?
- There ____ three rooms downstairs and only one upstairs.
- ____ there all modern conveniences in the house?
- There ____ only built-in furniture in their house.

B.

- There ____ a comfortable sofa and two soft arm-chairs in the living-room.
- There ____ something wrong with my computer.
- ____ there much important information in that book?
- There ____ nothing but truth in his words.

5. There ____ too much furniture in such a tiny room.
6. ____ there any new clothes in the wardrobe?
7. There ____ only love and understanding in his family.
8. There ____ no sense in returning home now.
9. ____ there much to do about the house?
10. ____ there enough food for all?

C.

1. There ____ a dozen of chairs in that room.
2. There ____ a number of interesting books in the library.
3. There ____ a wide range of furniture shops in the capital.
4. There ____ a lot of sheep in the field.
5. There ____ a number of journalists at the conference today.
6. There ____ a pair of jeans in the washing machine.
7. There ____ a pack of hungry dogs behind her house.
8. There ____ only 4 dollars left.
9. There ____ about two miles between their houses.
10. There ____ 20 minutes to finish the test.

Exercise 4. Fill in *it* or *there*.

1. __1__ is much snow in winter, isn't __2__?
2. __3__ is a modern sofa in that furniture shop. __4__ is very expensive.
3. What's the matter with you? – __5__ is something in my eye.
4. __6__ is a new bicycle behind the cottage. Is __7__ your son's?
5. __8__ is a war film at 16.35. __9__ is very instructive.
6. __10__ is some misunderstanding between them. __11__ is unbelievable.
7. __12__ is a lovely day today, isn't __13__?
8. Why is __14__ so cold in the room? – __15__ is no radiator there.
9. __16__ are a lot of people in the yard. __17__ is so noisy there.
10. __18__ is pleasant to be at home. __19__ is always somebody to smile at you.
11. Is __20__ convenient to meet at 5 near the post office? – Yes, __21__ is enough time to get there in time.
12. Look! __22__ is a photo of Mary in the newspaper. __23__ is strange.
13. __24__ is too much sugar in your tea, isn't __25__? – Yes, __26__ is too sweet.
14. __27__ isn't much paper, is __28__?
15. __29__ is a long way from my house to the airport.
16. __30__ isn't a cloud in the sky.

Exercise 5. Disagree with the statements and explain the reasons.

Model: *There is a potted flower on the window sill. – There isn't a potted flower on the window sill. (There is no potted flower on the window sill). There is a vase there.*

1. There is a lot of jam in the fridge.

2. There is much traffic in the street.
3. There are some people in the park.
4. There is a lake in front of the house.
5. There is only one photo in the album.
6. There are three big rooms in the house.
7. There are 12 students in the classroom.
8. There is a washing machine in his room.
9. There is much furniture in their bedroom.
10. There are a few pictures in this text-book.
11. There is a small garden not far from their house.
12. There are students only from Nizhyn in our group.

Exercise 6. Ask questions as in the model.

Model: Ask your partner if it is true there is a small cottage on the hill. – There is a small cottage on the hill, isn't there?

– Yes, there is./ No, there isn't.

Ask your partner if it is true there aren't any pets in the house. – There aren't any pets in the house, are there?

– No, there aren't./ Yes, there are.

A. Ask your partner if it is true:

1. there is no light in the room;
2. there is much dust on the table;
3. there are two bedrooms upstairs;
4. there are a lot of toys in her child's room;
5. there is a beautiful Chinese vase in the picture;
6. there are a lot of domestic animals on their farm;
7. there is a two-storied house in the picturesque area;
8. there is a cheap cafe round the corner;
9. there is little water in the kettle;
10. there is much humour in the story;

B. Ask your partner if it is true:

1. there is no choice;
2. there is nothing to eat in the house;
3. there aren't many apple trees in the garden;
4. there isn't a flowerbed in front of the house;
5. there is no time to discuss this problem;
6. there isn't a hall of residence within easy reach of the University;
7. there are no spelling mistakes in his test;
8. there aren't enough candies to treat everybody;
9. there is nothing wrong with his laptop;
10. there is not my best friend in the photo.

Exercise 7. Ask questions as in the models. Let your partner answer them.

Model 1: Ask your partner if there is a lipstick in her bag. – Is there a lipstick in your bag?

– No, there isn't. But there is a mascara wand there.

A. Ask your partner:

1. if there is a toy on the sofa;
2. if there is a vase on the table;
3. if there is a bookcase in the study;
4. if there is a lift in their block of flats;
5. if there is a garden behind the house;
6. if there are wooden houses in that street;
7. if there is a two-room flat on the third floor;
8. if there are two armchairs in the sitting-room;
9. if there are many houses in the centre of the city;
10. if there is a wall between the kitchen and the dining-room;

Model 2: Ask your partner what there is in her pantry. – What is there in your pantry?

– There are some old things there.

B. Ask your partner:

1. what there is behind her house;
2. what there is on the window sill;
3. why there is nothing in the garage;
4. how many rooms there are upstairs;
5. what amenities there are in the house;
6. why there is no cable TV in there house;
7. what flowers there are in the flower bed;
8. how many rooms there are in his/ her flat;
9. how many storeys there are in the skyscraper;
10. how many houses there are in the suburbs of Nizhyn.

C. Ask your partner:

1. what there is on those shelves;
2. how many days there are in December;
3. how much paper there is in the printer;
4. why there are so many people in the hall;
5. if there are many students at the meeting;
6. how many spoons there are in the drawer;
7. if there is a house-warming party next door;
8. why there aren't any dresses in her wardrobe;
9. if there is modern equipment in the laboratory;
10. if there are fresh vegetables on the kitchen table;

Exercise 8. Put the words in the right order. Put as many questions to the sentences as possible.

Model: in/ there/ evening/ to/ is/ nothing/ do/ the – There is nothing to do in the evening.

There is nothing to do in the evening, is there? Is there anything to do in the evening? Is there nothing to do in the evening or in the morning? What is there to do in the evening? When is there nothing to do?

1. much/ to/ work/ is/ there/ do/ today;
2. no/ village/ there/ river/ is/ their/ in;
3. is/ words/ in/ anger/ there/ much/ his;
4. food/ isn't/ in/ much/ fridge/ there/ the;
5. only/ there/ problem/ out/ way/ is/ of/ the/ one;
6. a/ end/ the/ funny/ there/ at/ story/ is/ episode/ of/ the;
7. some/ in/ there/ hall/ strict/ of/ the/ residence/ are/ rules.
8. a/ English/ in/ library/ there/ our/ are/ books/ of/ lot/ local;
9. of/ that/ there/ many/ in/ country/ the/ aren't/ fields/ region/ good;
10. bench/ a/ there/ garden/ my/ tree/ a/ under/ aunt's/ wooden/ shady/ in/ is;

Exercise 9. Paraphrase the sentences using *there is* or *there are*.

Model: I have got some new furniture in my room. – There is some new furniture in my room.

A.

1. What has he got in the pantry?
2. They have got pink walls in the corridor.
3. Why has he got two wardrobes in the room?
4. The house hasn't got all modern conveniences.
5. She hasn't got curtains in her bedroom, has she?
6. We have much housework to do at the weekend.
7. They have got two fridges in the kitchen, haven't they?
8. Peter has got a car, a motor-bike and an old bicycle in his garage.

B.

1. What has he got in his pocket?
2. Haven't you got any relatives in Kiev?
3. She has got a golden watch on her wrist.
4. I have no problem finding my way in Kiev.
5. Have you got famous people in your family?
6. They have a problem with the tape-recorder.
7. Has she got any new pictures in her collection?
8. He has got a lot of products in his shop, hasn't he?
9. How many animals has he got in his private zoo?
10. They haven't got any problems at work, have they?

Exercise 10. Expand on the statements using sentences with *there is* and *there are*.

Model A: – *Mike's kitchen is modern and well-equipped. – There is a modern microwave, a food processor, a new coffee maker and a toaster in the kitchen. Besides, there is a washing machine and a freezer there.*

1. His room is poorly furnished.
2. It's very noisy in the next room.
3. We like to have walks in this park.
4. It's better to live in a detached house.
5. Kate's flat is not large but comfortable.
6. It's so depressing to live in the centre of the city.
7. Her room in the hall of residence is a complete mess.
8. The house is picturesquely situated in the suburbs of London.

Model B: *We are ready to start our lesson. – There are 13 students and a teacher in the classroom. There are textbooks and notebooks on the desks. There is enough chalk on the board.*

1. You can't go there alone.
2. I can't find anything on my table.
3. We can move into our new flat today.
4. We can die of boredom in this village.
5. It's impossible to have a picnic in this area.
6. You can stay in this comfortable hotel room.
7. Everything is ready for the house-warming party.
8. You can use this magazine for your presentation.

Exercise 11. Describe the place you would like to be now without naming it. Use *there is* and *there are*.

Model: *There is only me and nobody else there. There is silence and peace everywhere. There are a lot of shady trees and exotic flowers there. There is much clean sand, salt water and the bright sun in my dream place. (an uninhabited island)*

Exercise 12.

A. Find and correct mistakes in this text.

Peter's two-storey cottage is a dream of a house. There is in the centre of the city. They are three spacious rooms downstairs and four comfortable rooms upstairs. There are a shower, two bathrooms and two lavatories in the cottage. It is only modern wooden furniture in every room. The cottage it is always kept in apple-pie order. No wonder, Peter's mother Mary she is very house proud. They are always a lot of visitors to their house. Everybody is welcome.

B. Speak on a house of your dreams.

Exercise 13. Translate the sentences into English.

A.

1. – Чи є хто-небудь у тій кімнаті? – Там зараз нікого немає.
2. У цьому районі є чимало ресторанів.
3. У підручнику багато кольорових малюнків.
4. Ввечері зазвичай нічого робити. У нашому селі немає ані кіно, ані театру. Тут є лише одне кафе та клуб.
5. – Скільки комп'ютерів у вашому університеті? – Там достатньо комп'ютерів для всіх студентів.
6. – Скільки днів у тижні? – Сім.
7. – Чи є що-небудь поїсти? – У холодильнику є піца та бутерброди з сиром. На газовій плиті є каструля з супом.
8. На небі немає хмар.
9. – У вашому містечку є доступ до Інтернету? – Ні, тут є лише радіо та телебачення.
10. – Чи є які-небудь новини? – Сьогодні жодних новин.

B.

1. Немає нічого кращого за мою зручну м'яку канапу.
2. Існує цілий спектр недорогих товарів для дому.
3. – У твоєму списку є які-небудь книжки про тварин? – Так, дві.
4. Щось не так із моїм пирососом. У нашому місті є майстер із ремонту пирососів?
5. – Що в коробці? – Там плитка для нашої ванної кімнати.
6. Існують різні види парканів: дерев'яні, металеві, з цегли.
7. В їхньому приватному будинку є всі сучасні зручності: електрика, газ, холодна і гаряча вода, телефон та кондиціонер.
8. – Що на твоєму малюнку? – Там хатинка з димарем, а біля неї яблуневий сад.
9. – Скільки поверхів у цьому хмарочосі? – Більше ста.
10. На окраїні міста багато занедбаних одноповерхових будинків.

THE PRESENT INDEFINITE TENSE

Exercise 1. Read the verbs, pay attention to the pronunciation of their endings in the 3d person singular.

a) [-z] after vowels and voiced consonants except [z], [ʒ], [dʒ].

[gʒv] – [gʒvz] [stɛʒ] – [stɛʒz] [kli:n] – [kli:nz] [tel] – [telz]
[plav] – [plavz] [si:] – [si:z] [rein] – [reinz] [ri:d] – [ri:dz]
[grʒv] – [grʒvz] [steɪ] – [steɪz] [lɜ:n] – [lɜ:nz] [sɪŋ] – [sɪŋz]

b) [-s] after voiceless consonants except [s], [ʃ], [tʃ].

[wɜ:k] – [wɜ:ks] [teɪk] – [teɪks] [raɪt] – [raɪts]
[stɒp] – [stɒps] [rɪ'pi:t] – [rɪ'pi:ts] [ɪn'vaɪt] – [ɪn'vaɪts]
[get] – [gets] [sli:p] – [sli:ps] [ki:p] – [ki:ps]

c) [-ɪz] after [s], [z], [ʃ], [ʒ], [tʃ], [dʒ].

[mɪs] – ['mɪsɪz] [dʒʌɪdʒ] – ['dʒʌɪdʒɪz] ['præktɪs] – ['præktɪsɪz]
[wɔ:ʃ] – ['wɔ:ʃɪz] [tʃeɪndʒ] – ['tʃeɪndʒɪz] [prə'naʊns] – [prə'naʊnsɪz]
[raɪz] – ['raɪzɪz] [wɔ:tʃ] – ['wɔ:tʃɪz] [rɪ'vaɪz] – [rɪ'vaɪzɪz]

Exercise 2. Read the sentences, observe the pronunciation of the auxiliary verb *to do*.

1. ['du: ju: 'wɜ:k /hɑ:d ət jɔ: prə'nʌnsɪ/eɪn ||'jes aɪ \du: | bət ɪt 'teɪks 'taɪm ənd 'efət tə ə'tʃi:v 'gʊd rɪ'zʌlts ||]
2. ['dʌznt 'pɔ:l 'teɪk enɪ ɪg/zæmz ət ʔi: end əv ʔə kɔ:s || \jes | hi: \dʌz || 'hʌv menɪ ɪg'zæmz dəz hi: 'ju:ʒvəlɪ \teɪk || hi: 'teɪks \tu: ||]
3. [ʔeɪ dv 'nɒt kən'dʌkt rɪ'sɜ:tʃ ən ə \kʌltʃə mətə | /du: ʔeɪ || \nɜ:v | ʔeɪ \dʒvnt ||]

Exercise 3. Write the third person singular form of these verbs. Read them aloud.

Model: *read – reads*

Play, hurry, watch, have, give, speak, miss, fix, do, stay, go, come, jump, die, make, lie, study, keep, get, teach, be, take, practise, boil, study, begin, know, sing, want, live, differ, listen.

Exercise 4. Agree with the statements using the prompts.

Model: *He is never absent from his classes. (to attend) – He attends all the classes.*

1. Autumn is a rainy season. (to rain)
2. Who is eager to answer? (to want)
3. He is usually free on Saturday. (to do)
4. Our classes are over at 5.30. (to finish)
5. Nina is interested in sport. (to go in for)

6. My brother is good at Math. (to do well in)
7. My neighbour is always in after 7. (to stay)
8. I am poor at using English tenses. (to misuse)
9. Pete is fond of Chinese culture. (to like/ to admire)
10. Ukraine is rich in customs and traditions. (to have)
11. She is away from most of her lectures. (to miss/ to skip)
12. What's your favourite amateur art activity? (to enjoy)
13. We are all familiar with these learning strategies. (to know)
14. They are always late for their lessons. (not to come in time)
15. Is your teacher always satisfied with your answers? (to like)
16. Are you for the idea of going out of town for the weekend? (to support)

Exercise 5. Disagree with the statements and explain why you disagree.

Model: He attends all the classes. – He does not attend all the classes. He is often ill.

1. He often meets his sister. (busy)
2. He gets up early on Saturday. (to be a heavy sleeper)
3. Jason wants to become an interpreter. (a teacher)
4. Alice spends much money on books. (to borrow)
5. My parents watch TV every evening. (to read a lot)
6. Mike goes for a walk after dinner. (to do homework)
7. My cousin speaks 3 foreign languages. (to speak one)
8. They study physics. (to be language learners)
9. We stay at home in summer. (to go to the seaside)
10. My grandparents keep a lot of domestic animals. (to live in a flat)
11. Mary doesn't learn a lot from her new teacher. (experienced, well-read)
12. My sister teaches Ukrainian. (a lawyer)

Exercise 6.

A. Ask questions as in the model. Let your partner answer them.

Model: Ask your partner if it is true he likes classical music. – You like classical music, don't you?

– Yes, I do. It's very relaxing. (No, I don't. I prefer rock.)

Ask your partner if it is true he doesn't like classical music. – You don't like classical music, do you?

– No, I don't. I prefer rock. (Yes, I do. It's very relaxing.)

Ask your partner if it is true:

1. he doesn't miss classes;
2. Eric never helps his parents;
3. Jack doesn't understand the rule;
4. he never reads modern novels;
5. all students like linguistics;
6. she has lunch in the University canteen;

7. she raises her hand when she knows the answer;
8. the teacher explains everything clearly;
9. she stays after classes at the University;
10. her group-mates enjoy winter sports;
11. the students of the English Department often write tests;
12. all first-year students want to master the language.

B. Report on the information you've learned from your partner.

Exercise 7. Ask questions as in the models. Let your partner answer them.

Model 1: Ask your partner if he attends all classes. – Do you attend all classes?

– Yes, I do. I want to graduate from the University with honours. (No, I don't. It's difficult to combine work and studies.)

Ask your partner if:

1. the bell goes at 5 sharp;
2. she buys her textbooks;
3. she knows the poem by heart;
4. they go for a walk after dinner;
5. Jack answers all the teacher's questions;
6. the students get excellent marks for the tests;
7. she always does the shopping at the weekend;
8. Alison doesn't visit her friends at the weekend;
9. his tutor helps the students to master the language;
10. the students get their tests back after the marking;
11. the teacher keeps her students busy at the lessons;
12. the teacher explains grammar rules to her students.

Model 2: Ask your partner what he wants to be. – What do you want to be?

– I want to be an English teacher. Teaching is my calling.

Ask your partner:

1. where he goes after classes;
2. who teaches English in their group;
3. when her classes finish on Friday;
4. why they don't go to the cinema at weekends;
5. what their teacher does in her free periods;
6. where Nick gets information for his reports;
7. what she does to master the language;
8. how often she works out at the stadium;
9. why Mary never puts up her hand at the lessons;
10. how students usually relax after a long working day;
11. how much she pays for her dinner at the students' canteen;
12. when her group-mates do their homework.

Exercise 8. Comment on the chart showing what people do at the weekend. Speak on your weekend activities. Then compare with a partner.

Model: Mike always plays computer games at the weekend. Jack and Jill seldom, if ever surf the net at the weekend. I never play computer games at the weekend while my partner does it frequently.

	play computer games/ surf the net	watch a movie/ rent a video	go out with friends	go out of town/ go on a picnic	stay in	go dancing
Mike	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>occasionally</i>	<i>normally</i>	<i>frequently</i>
Jack and Jill	<i>seldom</i>	<i>usually</i>	<i>often</i>	<i>never</i>	<i>usually</i>	<i>rarely</i>
You						

Exercise 9. Say more about the situation.

Model: Andy is an irresponsible teenager. – He never does his work and blames everyone for his mistakes. Besides, he causes a lot of anxiety to his parents as he comes home late and hangs out with a bad crowd.

1. We work hard to master English.
2. We never stay at home at the weekend.
3. Mike and Sandy are our friends.
4. Our teacher keeps us busy at the lessons.
5. There aren't enough hours in a day for me.
6. We spend much time in the open air.
7. He is out of work.
8. Jack is a day person and Jim is a night person.
9. They are lucky to have a very experienced teacher.
10. A lot of students are party animals.
11. The students of our group go to the gym after classes.
12. I know a lot about my class-mates.

Exercise 10. Surf the net to find out some interesting information about the life (habits, interests, likes/ dislikes, etc.) of your role-model (actor, writer, singer, designer, politician, etc.). Introduce this person to your group-mates and let them ask you follow up questions about the life and work of your role-model.

Exercise 11. Make up 10 interesting questions of different types in the Present Simple. Address them to a) a party animal; b) a book worm; c) a gambler; d) a live wire; e) an exchange student; f) a farmer. Let your group-mates answer these questions as if they were these people.

Model: *Questions to a chef: 1. What makes your job interesting/ difficult? 2. Do you have a passion for food and a real talent for cooking it? 3. You do the cooking at home, don't you? 4. Is it harder to cook yourself or to teach somebody else to cook?*

Exercise 12. Translate the sentences into English.

A.

1. Ці дерева не ростуть у нашому регіоні. Тут занадто холодно для них.
2. – Мій брат ніколи не допомагає мені по господарству. Він завжди працює допізна і приходиться додому виснажений та голодний. – Я не заздрю його майбутній дружині. Важко жити з трудоголіком. – Я згодна з тобою, але не забувай, що він отримує гарні гроші за свою роботу.
3. – Ти звідки? – Я з Мексики. – Як цікаво! Але ж це далеко від України, чи не так? Як часто ти їздиш додому? – Нажаль, я не можу дозволити собі часто відвідувати свою родину. Зазвичай я літаю додому на Різдво.
4. – У Пітера є час, щоб допомогти мені? – Це залежить від того, що ти хочеш.
5. Коли прибуває потяг зі Львова? Я хочу зустріти сестру на станції.
6. – Лише уяви. Вчора Сем приходиться додому, заходить до своєї кімнати і бачить змію на підлозі посеред кімнати. Він кричить і всі сусіди збираються подивитися на плазуна. Усі впевнені, що змія отруйна. І лише Мері розуміє, що це не так. Вона бере її в руки, кладе у паперову коробку і разом із Семом відносить до зоопарку. – Дивно, що Сем боїться плазунів. Він же вивчає біологію в університеті. А Мері дуже хоробра дівчина. – Не дивно. Вона працює в цирку з дикими звірами.
7. – Хто з вас говорить китайською? – Ніхто. Але Олена говорить англійською. Я впевнена, що всі китайці розуміють цю мову.
8. – Ти завжди снідаєш так пізно? – Ні, не завжди. Тільки коли мама забуває розбудити мене перед тим, як іде на роботу.
9. – Джон не робить багато помилок у своїх тестах, чи не так? – Ні, він дуже старанний студент і зазвичай отримує лише гарні оцінки.
10. – У чому справа? Ти виглядаєш сумною. – Я не розумію ці правила. Вони занадто складні для мене. – Не хвилюйся. Я знаю, хто може тобі допомогти.
11. – Хто живе у тому старому будинку на розі вулиці? – Наш дідусь. – А з ким він там живе? – Сам. – А хто з вас йому допомагає? – Ніхто. Ми багато працюємо і у нас на це нема часу. – Мені шкода вашого дідуся.
12. – Чому він не хоче купити нову машину? – Я не впевнена, але думаю, що його дружина не дає йому гроші на машину, бо хоче купити собі дороге хутро.

B.

1. – Давай поведемо. – Вже пізно. Я ніколи не вечерю після шостої години.
2. – Чому у тебе немає власного ключа? – Моя мама – домогосподарка. Вона зазвичай вдома.

3. – Ти приймаєш теплий чи холодний душ увечері? – Зазвичай я приймаю ванну.
4. – Вони зараз в Індії. – А вони часто подорожують улітку? – Так. Це їхнє хобі.
5. – Чому вона лежить у ліжку? – Вона завжди дримає після обіду. Вона все ще слабка після хвороби.
6. – Я захоплююся фотографією. – А в тебе є фотоапарат? – Так, але він дуже старенький.
7. – Давай поїдемо на прогулянку машиною за місто на вихідних. – Я хотів би, але в мене немає вільного часу.
8. Чому ти нерегулярно харчуєшся? Ось чому ти маєш проблеми із своїм здоров'ям.
9. – У мене є декілька шоколадних цукерок. Давай вип'ємо кави. – Я не п'ю каву ввечері.
- 10.– Чому в тебе немає англо-українського словника? – У мене є електронний словник. Ним дуже зручно користуватися.

THE PAST INDEFINITE TENSE

Exercise 1. Read the regular verbs in the past, pay attention to the pronunciation of their endings.

a) [-d] after vowels and voiced consonants except d.

[kraɪ] – [kraɪd] [steɪ] – [steɪd] ['lɪsn] – ['lɪsnd] [fɪl] – [fɪld]
[spaɪ] – [spaɪd] ['fɒlɪʒv] – ['fɒlɪʒvd] [kɔ:l] – [kɔ:ld] [si:m] – [si:md]
[pleɪ] – [pleɪd] ['wɔ:tə] – ['wɔ:təd] [smaɪl] – [smaɪld] [kli:n] – [kli:nd]

b) [-t] after voiceless consonants except t.

[wɜ:k] – [wɜ:kt] [kʊk] – [kʊkt] [step] – [stept]
['præktɪs] – ['præktɪst] [wɪʃ] – [wɪʃt] [help] – [helpt]
[smʊk] – [smʊkt] [wɒɪt] – [wɒɪtɪt] [mɪks] – [mɪkst]

c) [-ɪd] after t, d, te, de.

[weɪt] – ['weɪtɪd] [steɪt] – ['steɪtɪd] [rɪ'maɪnd] – [rɪ'maɪndɪd]
[pɑ:t] – ['pɑ:tɪd] [maɪnd] – ['maɪndɪd] ['vɪzɪt] – ['vɪzɪtɪt]
[dɪ'saɪd] – [dɪ'saɪdɪd] [kən'klu:d] – [kən'klu:dɪd] [ə'vɔɪd] – [ə'vɔɪdɪd]

Exercise 2. Read the sentences, observe the pronunciation of the verb *to be* and the auxiliary verb *to do* in the past.

1. ['dɪd ju· həv ə 'sæləd fə ðə stɑ:tə || 'nɜv wi· \didnt || wi· 'tʊk \bredstɪks ɪnstəd ||]
2. ['wɜ: ðeɪ 'hʌŋgrɪ ɑ:ftə ðə mi:tɪŋ || \nɜv | ðeɪ 'wɜ:nt \hʌŋgrɪ || ðeɪ wɜ· \θɜ:stɪ ||]
3. ['waɪ 'dɪdnt 'ʃi· 'ɔ:də \mɪlk'feɪk fə dɪz:ɪt || 'ʃi· 'laɪks ɪt ↑'sɜv \mʌtʃ || ɪt 'wɒznt ðn ðə \menju: ||]
4. ['frentʃ 'fraɪz ənd 'pepsɪ ɑ:r 'aʊt əv ðə \kwestʃən || aɪm 'ki:pɪŋ tə ə \daɪət ||]
5. ['wɒz ðə 'keɪk dɪ'laɪfəs || 'jes ɪt \wɒz || ju· ɑ:r ə 'wʌndəfʊl \kʊk nelɪ ||]
6. ['wen dɪd jɔ· 'sɪstə həv \brekfəst || 'ʃi· həd ɪt ət 'eɪt əz \ju:ʒvəl ||]

Exercise 3. Write the Past Indefinite forms of these verbs and arrange them into three groups:

- I. [d] – boiled
- II. [t] – cooked
- III. [ɪd] – roasted

Cook, bake, roast, taste, sprinkle, melt, boil, scramble, fry, grill, heat, turn, clean, grate, chop, mince, dice, add, blend, combine, mix, pour, stir, peel, drain, dress, listen, stop, ask, answer, like, play, divide, pack, decide, serve, dine, stuff, treat, help, pass, fetch.

Exercise 4. Fill in the missing forms of the irregular verbs below.

Model: eat – ate – eaten

- | | | | | | |
|----------|------|--------|-----------|------|--------|
| 1. – | – | drunk | 13. – | – | burnt |
| 2. – | had | – | 14. – | bit | – |
| 3. – | cut | – | 15. – | – | fallen |
| 4. – | – | made | 16. give | – | – |
| 5. – | were | – | 17. – | sold | – |
| 6. go | – | – | 18. – | – | begun |
| 7. spend | – | – | 19. break | – | – |
| 8. – | – | kept | 20. – | saw | – |
| 9. smell | – | – | 21. fly | – | – |
| 10. – | – | chosen | 22. – | came | – |
| 11. – | felt | – | 23. – | – | done |
| 12. buy | – | – | 24. run | – | – |

Exercise 5. Choose adverbs and adverbial modifiers that refer to the Past Indefinite Tense.

Today, yesterday, next week, last month, in a year, two months ago, the day before yesterday, in the XIX century, yesterday morning, in 2009, at the moment, the other day, last Monday, tonight, tomorrow afternoon, last night.

Exercise 6. Complete the sentences. Use the correct forms of the verbs in brackets. One verb is not to be used.

1. I ____ a light breakfast in the morning and now I ____ hungry. (be, bite, have)
2. My brother never ____ pizza in his childhood. Now it ____ his favourite food. (be, eat, smell)
3. Yesterday we ____ in a small Italian restaurant. I ____ their pasta. (adore, prefer, dine)
4. I ____ so thirsty after our game of tennis that I ____ a bottle of orange juice. (eat, drink, be)
5. Mother ____ two hours in the kitchen yesterday morning but she ____ nothing delicious. (treat, cook, spend)
6. Peter ____ fried fish and macaroni for the second course. (help, serve)
7. My sister ____ to visit me the day before yesterday. I ____ her at the station. (meet, see, come)
8. Nick ____ school 5 years ago. Now he ____ a college graduate. He ____ for a job at the moment. (look, be, go, leave)
9. When I ____ in a small town my friends and I ____ on a picnic every weekend. (run, go, live)

10. My first day at work _____ terrible. I _____ 20 minutes late. The boss _____ at me. I _____ the tray with hot dishes and _____ one of the customers' arm. (be, look, shout, be, burn, drop)

11. Last year I _____ my best to pass all my exams successfully. Unfortunately, I _____ my exam in Calculus. (take, do, fail)

12. Jane _____ us an amusing story about her cat. We really _____ it. (say, enjoy, tell)

Exercise 7. Disagree with the statements and explain why you disagree.

Model: He attended all the classes last semester. – He didn't attend all the classes last semester. He was often ill.

1. I had lunch in the University canteen. (cafe)

2. We dined out every day last week. (expensive)

3. I ordered mashed potatoes and steak. (to be a vegetarian)

4. James liked the soup he had for dinner. (too much salt)

5. Jack met his old friend the other day. (former group mate)

6. Jane cooked the dessert very quickly yesterday. (two hours)

7. He treated us to wine and whisky at the party. (to be under age)

8. We baked our traditional pie for our son's birthday. (to try a new recipe)

9. Jane and I had a walk in the park last night. (to stay at home and watch a film)

10. My aunt always kept to a diet when she was young. (to be fond of sweets and cakes)

11. Last weekend I did the shopping and cleaned the house. (to go and visit my friend in Kyiv)

12. Last week I made a very interesting report on Italian cuisine. (eating habits in Ukraine)

Exercise 8.

A. Ask questions as in the models. Let your partner answer them.

Model 1: Ask your partner if it is true he sold his house a month ago. – You sold your house a month ago, didn't you?

– Yes, I did. I needed money to pay for the University. (No, I didn't. I only let it to my friends.)

Ask your partner if it is true he didn't sell his house a month ago. – You didn't sell your house a month ago, did you?

– No, I didn't. I only let it to my friends. (Yes, I did. I needed money to pay for the University.)

Ask your partner if it is true:

1. Ann had a substantial supper;

2. the teacher marked our tests;

3. she didn't order coffee at that cafe;

4. Mary cut her finger in the morning;

5. mother tried a new recipe yesterday;

6. Joe helped his mother to lay the table;
7. that cookery book cost much at the fair;
8. he surfed the net for five hours yesterday;
9. her friend didn't enjoy the New Year party;
10. Michael didn't buy anything at the market;
11. her friends didn't stay home last weekend;
12. the waitress didn't serve the second course.

Model 2: Ask your partner if he sold his house a month ago. – Did you sell your house a month ago? – Yes, I did. I needed money to pay for the University. (No, I didn't. I only let it to my friends.)

Ask your partner if he didn't sell his house a month ago. – Didn't you sell your house a month ago? – Yes, I did. I needed money to pay for the University. (No, I didn't. I only let it to my friends.)

Ask your partner if:

1. father went fishing on Sunday;
2. Jim paid the bill at the restaurant;
3. he heard the news in the morning;
4. Jason won the competition last year;
5. the children saw monkeys at the zoo;
6. Alison missed the train in the morning;
7. the students didn't have a test the other day;
8. the students had a snack after the second class;
9. Ann added a pinch of salt to the soup a minute ago;
10. she didn't do her homework the day before yesterday;
11. the tutor didn't explain grammar rules to her students;
12. mother cooked a three-course dinner for six hours yesterday.

Model 3. Ask your partner why he sold his house a month ago. – Why did you sell the house a month ago?

– I needed money to pay for the University.

Ask your partner:

1. where he had his lunch;
2. how he spent his day-off;
3. what he had for breakfast;
4. when he baked a cake last;
5. who broke the cup at tea break;
6. how much cream Ann put to her dish;
7. who he invited to the party yesterday;
8. which of them sent me roses for my birthday;

9. why Mary didn't join the group on Monday;
10. how much he paid for his three-course dinner;
11. who tasted Mary's famous cocktail at the party;
12. how long it took the cook to cut all the vegetables.

Exercise 9.

A. Change the sentences to past time. Expand on them.

Model: My mum bakes a cake every Sunday (delicious/ busy). – She baked a cake last Sunday too. It was delicious.

B. Make your sentences in the past negative and expand on them.

Model: She didn't bake a cake last Sunday. She was busy.

1. I go to the sea-side every summer. (hot/ rainy)
2. I pass all my exams every year. (easy/ difficult)
3. Every time I cook soup I taste it. (too salty/ tasteless)
4. Mr Smith cleans his flat every Friday. (tiring/ not dirty)
5. Nick moves to a new flat every year. (bigger/ satisfied)
6. Jack falls in love with a new girl every month. (excited/ strange)
7. I meet my group-mates at university every afternoon. (happy/ ill)
8. Peter reads local newspapers every morning. (interesting/ in a hurry)
9. We order borsch at our University canteen every day. (cold/ not fresh)
10. My friends come to my place for dinner every evening. (friendly/ angry)
11. I have a cup of tea before going to bed every night. (soothing/ not thirsty)
12. Every time we go to a restaurant Tom pays for my dinner. (generous of him/ short of money)

Exercise 10. Respond with a question. Let your partner answer your questions.

Model: Mother baked a cake last Sunday. – Did you like it? – Yes, I did./ Was it delicious? – Yes, very. It was something out of this world./ Did you eat it yourself? – Yes, I did. I ate the whole cake myself./ Did you treat your friends to it? – No, I didn't. I ate the whole cake myself./ Was it a fruit or a chocolate cake? – Neither. It was a carrot cake./ The cake was rich, wasn't it? – Yes, it was a rich, moist carrot cake.

1. I read a story yesterday.
2. I had a bad dream last night.
3. I saw him last two years ago.
4. Peter moved to London last week.
5. The teacher asked me a lot of questions.
6. My relatives came to see me last Sunday.
7. Crisps only spoilt my appetite before lunch.
8. My friend had food poisoning at the weekend.
9. Frank and Nelly quarrelled yesterday morning.
10. Uncle Jack ate only home-cooked food when he was a child.
11. I was so busy in the afternoon that I had only a quick snack in a cafe.
12. I bought some canned and frozen food at the supermarket the other day.

Exercise 11. Make questions to the given answers.

Model: A fruit cake. – What did you eat for dessert?/ What did you order for dessert?/ What is your favourite food?/ What can you cook well?, etc.

1. GM foods.
2. A substantial meal.
3. A couple of eggs, some milk and a pinch of salt.
4. A pea soup and a cheese sandwich.
5. At the canteen.
6. Two weeks ago.
7. John did.
8. It was so delicious.
9. Yes, very.
10. I'm not sure.
11. It is bad for my health.
12. For an hour and a half.

Exercise 12. Translate the sentences into English.

1. Коли мої батьки одружились, вони жили у селі, тримали багато домашніх тварин та вирощували свої овочі та фрукти. – Коли вони переїхали до міста?
2. Я не знала відповіді на запитання вчителя. Мені було соромно, коли я отримала погану оцінку того дня.
3. На днях я зустріла Мері в парку. Я хотіла поговорити з нею, але у Мері не було часу.
4. Скільки часу у тебе пішло на те, щоб приготувати такий смачний пиріг? – Зазвичай іде дві години, але сьогодні я пекла його три години.
5. У тебе був урок плавання минулого тижня? – Так, але я не ходила, бо хворіла.
6. Хто намалював цю картину? – Запитай Сема. Він вивчав мистецтво у коледжі.
7. Було холодно і волого. На вулиці нікого не було, і ми вирішили залишитися вдома.
8. Тед повернувся додому пізно. У холодильнику не було нічого смачного, і він вирішив замовити піцу.
9. Чому ти не прийшов на збори вчора? – Я побоявся виголошувати промову.
10. Хто з вас прибиратиме у кімнаті? – Я прибирала минулого тижня, а Майкл не допомагав мені. Нехай сам прибирає у кімнаті цього тижня.
11. Минулого року ви відпочивали у Єгипті, чи не так? – Так. – Вам сподобалось там? – Ні. Було дуже спекотно, а в морі було безліч акул, і я боялась плавати.
12. Де ти купила таку чудову сукню? – Я не купувала цю сукню. Мама подарувала її мені на день народження.

Exercise 13. Speak on the happiest/ unhappiest day in your life.

THE FUTURE INDEFINITE TENSE

Exercise 1. Read the sentences, observe the pronunciation of the auxiliary verb *will* in stressed and unstressed positions.

1. ['wɪl 'pɔ:l 'skɪp /lektʃəz || \nɜv | hi· \wɜvənt || ɒ· ə'tendəns ɪz kəm\pʌlsəri ||]
2. ['wen wɪl ju· 'kʌm tə \si: əs || aɪ wɪl 'kʌm əz 'su:n əz aɪm \fri: ||]
3. ['wɜvənt ju· 'help mɪ· wɪɒ maɪ rɪ/pɔ:t dʒu:lɪ || 'nɜv \daʊt sju: || 'kɔ:l mi· wen jɔ· 'lesnz α:r \ɜvə||]

Exercise 2. React to the following sentences informing of your instant decision. (Use the prompts in brackets or/ and give your own answer).

Model: Someone is knocking on the door. (to answer/ not to answer) – I'll answer it. (I won't answer it.)

1. It's late. (to go home)
2. Ann is in hospital. (to visit)
3. The dog is hungry. (to feed)
4. You look tired. (to go to bed)
5. Our fridge is empty. (to do the shopping)
6. The poem is very long. (not to learn by heart)
7. Jack is waiting for you at the entrance. (to join)
8. The telephone is ringing. (to get it/ not to get it)
9. Your daughter likes these sweets so much. (to treat)
10. Jane's train arrives at 5 sharp. (to meet at the station)
11. Your breakfast is almost ready. (to skip/ to be free in a minute)
12. The dress is too expensive. (to buy/ not to buy/ to try on/ not to try on)

Exercise 3. Express your opinion, hope, uncertainty, fear, threat, warning or assumption regarding the future. Make use of the following words: *to think, to expect, to hope, to believe, to be sure, to be afraid, probably, perhaps, etc.*

Model: Julia is a diligent student. (to pass exams) – I think she'll pass all her exams.

1. Where is Ann? (to be late)
2. Their house is so old. (to buy)
3. I have a headache. (to be better)
4. I have a problem at school. (to understand)
5. The match is on Monday. (to win the game)
6. When can I meet Jack? (to come back tomorrow)
7. Which dress do you like? (to buy the blue one)
8. The Smiths are having a party at the weekend. (to go)
9. They are ready for the lesson. (to get excellent marks)
10. Adam is always absent from his classes. (to fail an exam)
11. Jenny forgot her umbrella. (to get wet through and catch a cold)
12. Max broke his mom's favourite vase the other day and didn't tell her about it. (to punish)

Exercise 4. Make a promise to do or not to do something regarding the future.

Model: The traffic is heavy in New York. – Don't worry. I'll be careful.

1. I am in a hurry. (not to take long)
2. She doesn't know the way. (to show)
3. It is difficult for her to do it. (to help)
4. I lost my keys in the park. (to look for)
5. I need to know Susan's opinion. (to ask)
6. The meeting starts at 3 pm. (to be in time)
7. Smoking is bad for your health. (to give up)
8. I'm afraid to fail my test. (not to be difficult)
9. There are four bags and only two hands. (to carry)
10. Sandra is afraid to go home alone. (to see her home)
11. These grammar rules are so difficult. (to explain sth to sb)
12. I don't want my group-mates to know about it. (not to tell a secret)

Exercise 5. Say the opposite and explain why you or somebody else will/ won't perform this or that action.

Model: She'll explain to you how to bake this cake. – She won't explain to you how to bake this cake. She doesn't know it either.

1. It will rain soon. (no clouds)
2. I'll phone you tonight. (to be busy)
3. Steve will be a famous singer. (to have no talent)
4. They won't come on time. (to take a taxi)
5. He will see Jane tomorrow. (to be out of town)
6. I'll join you in half an hour. (to have much work to do)
7. Our team will never win the game. (to train a lot)
8. Tom won't go dancing tonight. (to have nothing to do)
9. I'll show you the way. (to be in the city for the first time)
10. Sue will buy the cake for the party. (to be short of money)
11. This snowman will melt in a couple of days. (the middle of January)
12. The students won't stay at school after classes. (to prepare for the concert)

Exercise 6. Ask questions as in the model. Let your partner answer them.

Model: Ask your partner if he will drive you into town. – Will you drive me into town?

– Of course I will. You won't catch a bus so late.

Ask your partner:

1. if his friends will join us;
2. if his parents will buy a new car;
3. if he won't invite Jack to the party;
4. if he will show you his new cell phone;
5. if he will buy a book as a birthday present;
6. if he will go to the meeting of the English speaking club;
7. where you will meet;

8. who will arrange a picnic;
9. what will make him happy;
10. when the dinner will be ready;
11. when his parents will be back;
12. what you will have for dessert.

Exercise 7. Next year you will be second year students. What are your predictions, expectations, hopes, etc. for the coming year.

Model: I think next year will be more difficult than my first year at this University. I expect we'll have a new teacher of English. I hope my pronunciation will improve next year. I promise I'll do my best to win scholarship. I'm afraid I won't have any time for extra-curricular activities. I'm sure my group will go on an excursion to Lviv.

BE GOING TO

Exercise 1. Say that the same is going/ isn't going to happen regarding the future.

Model: Alice skipped her breakfast yesterday. – She is going to skip her breakfast today too.

1. We wrote a test last month.
2. I always order pizza for lunch.
3. I stayed home yesterday evening.
4. Every weekend I visit my parents.
5. Steve didn't propose to Ann last year.
6. They didn't buy a new car last year.
7. He didn't paint the fence last week.
8. They didn't listen to the latest news yesterday.
9. I didn't help my younger sister with her homework.
10. Judy spent her holidays in the mountains last winter.
11. Last year David invited all his group-mates to his birthday party.

Exercise 2. Say what is going to happen judging by the evidence.

Model: Nick missed all his classes of English. – He is going to fail his exam.

1. Sandra is pregnant. (to have a baby)
2. He has an incurable disease. (to die)
3. It's too noisy in the room. (not to hear)
4. The Smiths sold their house. (to move)
5. Michael is a talented actor. (to be famous)
6. Look at the grey clouds in the sky. (to rain)
7. The road is so slippery. (to have an accident)
8. Sam is allergic to sea food. (not to eat lobster)
9. There isn't a single cloud in the sky. (to be hot)
10. The bridge is broken in several places. (to fall)
11. Larry likes classical music. (to enjoy the concert)
12. Carrie's leg is broken. (not to take part in the competition)

Exercise 3. Ask questions to find out more information about the intention.

Model: They are going to buy a new house. – 1. Are they really going to buy a new house? 2. What house are they going to buy? 3. Where are they going to buy a new house? 4. Are they going to buy a cheap or expensive house? 5. Why are they going to buy a new house? 6. They are going to sell their old house, aren't they?

1. Steve is going to write a book.
2. Angela is going to open a restaurant.
3. Bred is going to move to a bigger town.
4. My friend is going to keep a snake as a pet.
5. Peter is going to visit his friends tomorrow.
6. I am going to arrange a party for my group.
7. The children are going to play computer games.
8. We are going to meet regularly after we leave school.
9. The Browns are going to paint the walls in the corridor.

10. Samantha isn't going to work in the garden tomorrow.
11. My parents are going to plant some trees behind the house.
12. Our group isn't going to take part in the concert next week.

Exercise 4. Answer the questions. Expand on your answers.

Model: You are going to wear jeans and a T-shirt at the conference, aren't you?

– No, I'm not. It's an official occasion and I am going to be in a suit.

1. Your friend is going to give up smoking, isn't he?
2. You are going to get married in summer, aren't you?
3. You are going to start a new hobby soon, aren't you?
4. You are going to learn Chinese next year, aren't you?
5. You are going to watch TV the whole evening, aren't you?
6. Your parents are going to buy you a flat in Kiev, aren't they?
7. Your friend is going to visit you in a couple of days, isn't he?
8. You aren't going to throw a birthday party this year, are you?
9. You are going to spend your summer holidays in the USA, aren't you?
10. Your relatives are going to stay at your place next month, aren't they?
11. You aren't going to give your house a big clean at the weekend, are you?
12. You are going to help your mother about the house at the weekend, aren't you?

Exercise 5. Say what Simon is going to do next year. Then say about your plans and intentions.

	Simon	You
January	to rent a new flat	
February	to throw a surprise party for his girlfriend	
March	to visit his parents in the village	
April	to start learning Chinese	
May	to take part in the conference	
June	to take exams	
July	to go camping in the mountains	
August	to travel abroad	
September	to look for a job	
October	to take driving lessons	
November	to buy a car	
December	to propose to his girlfriend	

CONDITIONAL I

Exercise 1. Read the sentences with adverbial clauses of time and condition, mind their intonation. Transcribe and intone them.

1. If I have to stay indoors, I'll be busy with my homework.
2. Students will have profound knowledge if they work systematically.
3. Stacy will improve her pronunciation greatly if she listens to the lab-work tasks.
4. If they go on a tour around the city, they will have the excellent opportunity to get acquainted with local sights.

Exercise 2. Put the verbs in brackets into the correct tense.

1. If Tom (not to win) this year tournament, it (to be) the end of his tennis career.
2. I (to put on) a raincoat in case it (to rain).
3. If the weather (to change) for the worse, they (to cancel) the flight.
4. I (not to be) sure if their relationship (to last) long.
5. I (to be) happy when I (to find) a job, but I (not to know) if I (to find) it soon.
6. Jane (to get) this job as soon as she (to learn) French.
7. Can the doctor say when the patient (to recover)?
8. I wonder if he (to keep) his promise.
9. – Wait for me till I (to call) you. – Tell me the exact time when you (to call) me.
10. She (to get) fat unless she (to stop) eating cakes.
11. I (to relax) after I (to hear) the results of the examination.
12. I (to stay) here till you (to come) back.
13. Everybody (to doubt) if Mr. Smith (to agree) to occupy the position, but if he (to do) it (to be) great.
14. Tell me if you (to come) back if I (to need) your help.
15. Everybody wonders if Sue (to marry) William when he (to propose) to her.

Exercise 3. Combine the given sentences as in the model using *when/ if* clauses.

Model: *Nick will come to see me tomorrow. I'll be happy. – If Nick comes to see me tomorrow, I'll be happy.*

1. Peter will hurry. He won't be late.
2. Her tea will be hot. She won't drink it.
3. Father will come soon. We'll have dinner.
4. I'll travel to Brazil. I'll take part in the carnival.
5. They will be free tomorrow. They will join you.
6. I'll return in five minutes. We'll continue our lesson.
7. It will rain tomorrow. The children won't go for a walk.
8. Sara will arrange a party. She'll invite all her group-mates.
9. She won't write down his telephone number. She'll forget it.
10. She will graduate from the University. The parents will be proud of her.
11. Simon will make progress in learning English. The teacher will praise him.

12. The students will have difficulty in reading these words. The teacher will help them.

Exercise 4. Say on what condition or when the action will take place.

Model: I want to go to the theatre. (to get tickets) – You'll go to the theatre if/ when Father gets tickets.

1. I don't want to stay at home. (warm)
2. They want to go for a picnic. (not to rain)
3. Phil wants to use Simon's computer. (to allow)
4. He wants to work in England. (to learn English)
5. The workers want to have a rest. (to finish work)
6. She wants to eat something sweet. (to bake a cake)
7. Ann wants to go to the party. (to get an invitation)
8. They don't want to prepare supper. (to order pizza)
9. I want to buy a new fridge. (to get rid of the old one)
10. The children want to have a swim in the sea. (no storm)
11. Peter wants to become a doctor. (to enter the university)
12. Jack doesn't want to watch TV in the evening. (to call on)

Exercise 5. Say on what condition you and/ or your group-mate will make progress in learning English/ make a brilliant career. Use the prompts.

Model: I'll make progress in learning English on condition that/ if I do all my homework in English. (My group-mate will make progress in learning English on condition that/ if he/ she does all her homework in English.)

Prompts:

I. to practise every day; to learn new words; to attend all the classes; to read English books in the original; to watch films in English; to listen to English TV and radio programs; to enjoy learning; to do a lot of grammar exercises; to speak English whenever and wherever possible, etc.

II. to work hard; to be determined and persistent; to speak foreign languages; to develop talents and skills all the time; to be ready for change; to be computer literate; to generate new ideas; to be a good team player; to have good communicative skills; to be a lifelong learner, to be a positive personality, etc.

Exercise 6. Ask questions as in the model. Let your partner answer them.

Model: Ask your partner what he will do if he is late for his lesson.

– *What will you do if you are late for your lesson?*

– *If I'm late for my lesson, I'll apologize to my teacher.*

Ask your partner:

1. if he will eat anything before he goes to bed;
2. if he will take an aspirin if he has a headache;
3. if he will have a rest after he does his homework;
4. if he will call his parents as soon as he comes home today;
5. if he will work at school when he graduates from the University;

6. if their teacher will explain the material to the students until every student understands it;
7. what he will do if the weather is nasty;
8. who will give him a hand if he needs help;
9. what he will buy if he has a million dollars;
10. what he will do in case he loses his way in a city;
11. how he will get to the University if he is in a hurry;
12. where he will go for his holiday when summer comes.

Exercise 7. Unscramble the words to make sentences.

1. if/ where/ to/ go/ you/ will/ you/ London/ stay?
2. I/ tired/ cook/ together/ will/ we/ if/ am/ pizza/ not.
3. you/ louder/ unless/ you/ speak/ won't/ grandpa/ hear.
4. you/ with/ her/ I/ her/ if/ tell/ am/ see/ tomorrow/ Mary/ angry.
5. she/ free/ help/ you/ will/ mother/ your/ is/ when/ homework/ with.
6. unless/ by heart/ everything/ won't/ a/ learn/ you/ you/ mark/ good/ get.
7. time/ when/ to/ he/ he/ a/ chocolates/ of/ box/ will/ comes/ bring/ visit/ next/ us.
8. Jack/ have/ money/ if/ he/ to/ a/ wins/ enough/ buy/ this/ car/ new/ lottery/ will.
9. to/ question/ you/ your/ if/ what/ you/ know/ don't/ will/ the/ say/ answer/ teacher's?
10. for/ strong/ breakfast/ have/ I'll/ a/ the/ of/ be/ I/ day/ don't/ sleepy/ whole/ if/ coffee/ cup.

Exercise 8. Continue the sentences.

1. If you practise more
2. If Sandra comes while I am out
3. Simon won't help you
4. If it is a nice day
5. If we have no homework for tomorrow
6. I will join you
7. The student will be discouraged
8. She will go to see her doctor
9. If you are lucky
10. What will your friend do
11. Will you go to the concert
12. What will happen
13. I'll be entirely satisfied with my life

Exercise 9. Agree or disagree with the statements. Explain your answer.

Model: *If you go to the USA, you will visit Boston. – I think I won't visit Boston. If I go to the USA, I'll visit New York. It is one of the largest cities in the world. (It's true. If I go to the USA, I will visit Boston. My distant relatives live there.)*

1. If it rains tomorrow, you'll stay at home.
2. If you fail your test, you won't be disappointed.

3. You will go to see your doctor if you catch a cold.
4. If you look out of the window now, you'll see a park.
5. Your best friend will like the film if it is about love.
6. You will never have a rest until you do your homework.
7. If you arrange a party, you'll invite all your group-mates.
8. You will go travelling when you graduate from the University.
9. If you have no classes tomorrow, you will sleep the whole day.
10. You will like your teacher if he/ she doesn't give you any homework.
11. Your friend will be happy if he/ she gets an excellent mark in English.
12. You will read an interesting book if you have some free time in the evening.

Exercise 10. Translate the sentences into English.

1. – Що ти збираєшся робити зі своєю старою машиною? – Я збираюся її продати. – Ти думаєш її хтось купить?
2. – Коли ти будеш готова з доповіддю? – Я не впевнена, чи знайду потрібну інформацію. Якщо ти допоможеш мені з цим, то доповідь буде готова за декілька днів.
3. – Сьогодні я залишаюся вдома. – А я йду на концерт. Я маю намір взяти автограф у свого улюбленого виконавця.
4. Повідом мене, коли повернеться Джек. Я маю йому дещо сказати.
5. Яким кольором ти збираєшся пофарбувати стіни? Я сподіваюсь, ти не пофарбуєш їх у свій улюблений жовтий колір.
6. – Що ти скажеш мамі, якщо вона помітить розбиту вазу? – Я вибачусь і скажу, що куплю їй нову вазу, щойно отримаю свою першу стипендію.
7. Якщо він залишиться на вечірці, то я піду. Я не маю наміру залишатися з ним в одній кімнаті.
8. Поквапся! У тебе завжди йде більше години, щоб вдягтися. Ми запізнимося на зустріч.
9. Стережись, Сем! Драбина зламана. Ти зараз впадеш.
10. Якщо ти не помиєш машину, я не поїду з тобою на вечірку. Якщо ти не хочеш цього робити, давай візьмемо таксі. Тільки ти будеш платити.
11. – Ти голодна? – Так. – Зараз я принесу тобі щось смачне. – Не турбуйся. Я сама схожу на кухню і знайду щось поїсти.
12. Скажи Тому, що я не чекатиму на нього після занять. Якщо не побачиш його, я йому сама зателефоную.

THE PRESENT CONTINUOUS TENSE

Exercise 1. Read the sentences, mind the pronunciation of the auxiliary verb to be and Participle I.

1. ['ɪz 'mɛəri 'pleɪŋ 'niə ðə 'flaʊəbed || \nɜv | ʃiː ɪz wɪð hɜː 'græni in ðiː \vɔ:tʃɪd || 'wɒt αː ðeɪ \duːɪŋ || 'ɑː ðeɪ 'gæðəriŋ /æplz ðeə || \nɜv | ðeɪ αːr ɪn'dʒɔɪŋ 'lʌvlɪ \iːvniŋ əz fɑːr əz aɪ nɜv ||]
2. ['huː ɪz 'meɪkɪŋ 'ðæt \nɔɪz || 'ðæt ɪz əvə 'njuː \neɪbə | mɪstə \waɪtəkə || 'ɪznt hiː 'breɪkɪŋ ðə /siːɪŋ || hiːz 'prɒbəblɪ 'hæŋɪŋ ə 'njuː \ændəlɪə ||]
3. ['weər ɪz maɪ ʌm\breɪlə || aɪ 'kɑːnt 'faɪnd ɪt \eniweə || ɪts ɒn ðə 'ʃelf ɪn ðə \entrənʃɔːl || bət 'waɪ αː juː \luːkɪŋ fɔːr ɪt || 'ɪz ɪt /reɪnɪŋ || \nɒt /jet | bət ɪts \wɪndɪ | ənd 'dɑːk 'klaʊdz αː 'gæðəriŋ ɪn ðə \skaɪ ||]

Exercise 2. Complete the dialogue using the prompts in brackets.

Model: 1) – Look at the girl.

– Which girl? (to stand in the corner of the room)

– The one who is standing in the corner of the room.

2) – Look at the girls.

– Which girls? (to stand in the corner of the room)

– The ones, who are standing in the corner of the room.

1. – Look at the boy.
– Which boy? (to ride a bicycle)
2. – Look at the students.
– Which students? (to argue)
3. – Look at the girl.
– Which girl? (to walk the dog)
4. – Look at the people?
– Which people? (to carry the piano)
5. – Look at the man.
– Which man? (to paint the fence)
6. – Look at the woman.
– Which woman? (to sit on the bench)
7. – Look at the married couple.
– Which couple? (to quarrel)
8. – Look at the dog.
– Which dog? (to bark at the passers-by)
9. – Look at the children.
– Which children? (to play football)
10. – Look at the birds.
– Which birds? (to build a nest)
11. – Look at the campers.
– Which campers? (to lie in the sun)

12. – Look at the policeman.
– Which policeman? (to run after the thief)

Exercise 3. Say the opposite and expand on the situation.

Model: – Jack is hurrying to work. – Oh, no. Jack isn't hurrying to work. He is hurrying to the station. His bus leaves at 5. Jack is afraid to be late.

– Jack isn't hurrying to work. – You are mistaken. Jack is hurrying to work. He is afraid to be late. His boss is very strict.

1. Nick is taking an exam now.
2. Sue is meeting me for lunch.
3. The wind isn't getting stronger.
4. Sandra is looking for a better job.
5. I am having dinner at the moment.
6. My parents are talking on the phone.
7. Mother isn't cooking dinner right now.
8. My friends are making a party on Sunday.
9. I'm not working at my accent at the moment.
10. Charles and Mary aren't staying at the hotel at present.

Exercise 4. Ask questions as in the models. Let your partner answer them.

Model A: Ask your partner if he /she is working at his/ her report at the moment.

– Are you working at your report at the moment?

– No, I'm not. I am working at my presentation.

Model B: Ask your partner what he / she is working at. – What are you working at?

– I'm working at my presentation at the moment.

Ask your partner:

1. if the birds are singing;
2. if it is raining at the moment;
3. if he/ she is working hard today;
4. if his/ her English is getting better;
5. if he/ she is trying to concentrate now;
6. if the students are taking an exam now;
7. if anybody is waiting for him/her now;
8. if he/ she is going to the theatre on Sunday;
9. if his/ her friends are having a party on Saturday;
10. if his/ her friend is studying English at the moment;

Ask your partner:

1. why the girl is crying;
2. what he/ she is doing now;
3. why everybody is laughing;
4. what he/ she is doing tonight;
5. who is spending next weekend at home;

6. why he/ she is constantly talking in class;
7. what book he/ she is reading at the moment;
8. why his/ her friend is living in a rented flat these days;
9. what article his/ her friend is translating at the moment;
10. which of his/ her friends is taking music lessons this winter.

Exercise 5. With the help of gestures show one of the actions. Let your group-mates guess what you are doing at the moment.

Model: – You are taking a photograph, aren't you?

– Peter is fixing a car, isn't he?

Sweep the floor; dust the furniture; play computer games; speak on the telephone; milk a cow; drive a car; walk a dog; arrange furniture, do homework, make coffee; do yoga; climb a mountain; lie in the sun; paper the walls; play the piano; water flowers.

Exercise 6. Translate the sentences into English.

1. – Де Майкл? – Він на подвір'ї. – А що він там робить? – Грається з другом. – Нехай іде додому. Холодно.
2. – Чому ти плачеш? – Не питай мене. У мене проблеми на роботі.
3. – Чому ти не їси мого пирога? – У ньому багато цукру. Я худну. Зроби мені зеленого чаю, будь-ласка.
4. – Що ви робите увечері? – Ми вечеряємо з друзями в кафе. Приєднуйся до нас.
5. У моєму будинку немає зараз опалення, тому я мешкаю у сестри.
6. Приємно бути в лісі весною, чи не так? Пташки співають. Не жарко. Дме прохолодний вітер в обличчя. Лише поглянь. Мурахи будують свій будинок.
7. – Наступного тижня я їду до Києва. – Ти їдеш сама чи з сестрою?
8. Ти постійно щось мене питаєш. Я втомилася від твоїх запитань.
9. – Що вони роблять із тією собакою? – Вони намагаються її одягти.
10. – Хіба ти не ідеш зі мною на вечірку? – Ні. Сьогодні ввечері я зайнята. У мене багато роботи.
11. – Мамо, він постійно дражнить мене. – Пітер, будь гарним хлопчиком і не дражни брата.
12. – Чому ти не допомагаєш мамі? – У мене болить голова.

Exercise 7. Match the sentences with the meaning of the tense used in them.

Model: 1 – c

1. Water boils at 100° C.	a) permanent action or state;
2. The Smiths are having a hard time.	b) repeated action or habit;
3. Jane works as a teacher.	c) general truth;
4. My brothers are always fighting.	d) future timetabled action;
5. Father is taking us to the zoo tomorrow.	e) temporary situation;
6. Their bus arrives at 5.10.	f) action going on at the moment of speaking;

7. Phone a bit later. Jane is taking a shower.	g) repeated action with “always/ constantly” expressing irritation, criticism, etc.;
8. I always have a cup of coffee in the morning.	
9. Meat is getting more and more expensive.	
	h) changing or developing situation;
	i) fixed arrangement in the near future.

Exercise 8. Complete the sentences with the correct form of the verb in brackets using the Present Indefinite or the Present Continuous Tenses.

1. My neighbour is on holiday, and I (to feed) her dog this week.
2. Ukrainian cooking (to use) a lot of dairy products.
3. Look at the children! You (to understand) what game they (to play)?
4. Helen, just listen to this. Yesterday I (to come) home, (to open) the door and (to see) a terrible mess in the entrance-hall.
5. You always (to come) late and it really gets on my nerves.
6. Wendy (to taste) the salad to see if there is enough salt in it.
7. The Linguistics course (to consist) of ten lectures and seven seminars.
8. Mmm. I (to taste) vanilla in the pie. It's delicious.
9. Hurry up and finish doing the room! Here (to come) home Mum and Dad.
10. You (to hear) it? Somebody (to cry).
11. What language they (to speak) in Switzerland?
12. My friend (to get) married in May.
13. Tomorrow our classes (to begin) at 11.20.
14. They can't buy a new TV set. They (to save) money for their daughter's tuition.
15. If nothing (to go) wrong, they (to deliver) the furniture today.

Exercise 9. Complete the sentences with the correct form of the verb in brackets using the Present Indefinite, the Future Indefinite or the Present Continuous Tenses.

1. The concert (to take place) on Friday night. They still (to sell) tickets.
2. Don't worry. You (to understand) everything if you (to listen) to me carefully.
3. According to the timetable the train (to start) in 20 minutes. It's a late train. Believe me, you (to find) a seat.
4. I'm so happy. We (to take) a cruise around the Mediterranean in September.
5. Do you know that my friends (to come) for the weekend?
6. We (to have) a picnic next Saturday. You (to join) us?
7. You know Sue (to get) married in a fortnight.
8. All right. I (to explain) it again.
9. We (to throw) a party tomorrow. You (to come)?
10. Come to our party, I'm sure you (to like) it.

Exercise 10. Translate the sentences into English.

1. – Подивися на того високого чоловіка в сірому капелюсі. Що він робить?
– Я думаю, він нюхає тістечко, яке їсть дівчина за сусіднім столиком. – Кумедна ситуація. Дівчина виглядає занепокоєною.

2. – Чим ти займаєшся? – Зараз я безробітний, а взагалі я бухгалтер за професією. – А що ти робиш так далеко від дому в Харкові? – Я тимчасово живу у своєї сестри. Наступного тижня я повертаюся додому.
3. – Мій чоловік танцює набагато краще за мене, тому цієї осені я беру уроки танців. – Скільки коштують такі уроки?
4. – Що ти думаєш про своїх нових друзів? – Я не впевнена, що вони щирі зі мною. Вони роблять все можливе, щоб виглядати привітними.
5. – Не відкривай вікно. Дме холодний вітер. – Я хочу провітрити кімнату. Мені важко зосередитись, коли у кімнаті задушливо.
6. Я знаю того хлопця. Він живе на сусідній вулиці. У нього гарний будинок і дорога машина. Моя сестра сьогодні з ним зустрічається. Вона хоче працювати у його фірмі. Сподіваюсь, він гарний бос.
7. – Про що ти думаєш? Поспіши. Вже половина по шостій. Вистава починається о сьомій. У тебе завжди йде купа часу, щоб зібратися в театр. Ти така повільна. – Я майже готова. Не хвилюйся. Ми зазвичай ніколи не запізнюємося.
8. – Мері все ще п'є каву? – Ні, я її не бачу на кухні. – А хто сьогодні миє посуд? – Не знаю. Сьогодні субота, а я прибираю кухню у вівторок та четвер.
9. – Що ти шукаєш? – Свої окуляри. Ти знаєш, де вони? – Ні. Ти постійно щось губиш у моїй кімнаті.
10. Хто з цих дівчат Мері? Ти пам'ятаєш, як вона виглядає?
11. – Ти думаєш, він розуміє, про що ми говоримо? – Думаю, частково. Йому складно зрозуміти наш акцент, але я над ним працюю.
12. – Я ненавиджу великі міста. Люди постійно кудись поспішають. Я віддаю перевагу життю в тихій провінції. – Чому ж ти тоді живеш у Києві? – Я доглядаю за старенькою бабусею.

THE PAST CONTINUOUS TENSE

Exercise 1. Read the sentences.

1. ['wɒt wəz 'sju:zɪ /du: ɪŋ | wen ju: 'kɔ:ld ɒn hɜ: \njestədi || ʃi: wəz \nɪtɪŋ || 'waɪ 'wɒznt ʃi 'raɪtɪŋ ðə ,kɒmpə\ziʃn || ʃi: həd tə \nfaɪnɪʃ it əz fɑ:r əz aɪ rɪmembə ||]
2. ['wɛə dɪd ðeɪ \nsi: hɪm || ðeɪ 'sɔ: hɪm ɪn ðə \npɑ:k || hi: wəz həvɪŋ ə \nwɔ:k | /wɒznt hi: || \njɛs | hi: wəz ɪn'dʒɔɪɪŋ ðə 'naɪs 'sʌməɪ /i:vniŋ | ɪn ðə 'kʌmpəni əv ðə 'klʌs \nfrendz ||]
3. ['wɜ: ju: 'steɪnɪŋ ət /hɜ:vəm ðə hɜ:vəl deɪ ɒn sætɪdi || \nʃʊə | it wəz 'reɪnɪŋ frəm ↑z:lɪ /mɔ:nɪŋ | tɪl 'leɪt ət \nnaɪt ||]

Exercise 2.

A. It was 6 pm in Pleasantville. What were the inhabitants of the town doing?

1. Ms Slim/ to jog round the park;
2. Mr Swot/ to prepare for the test;
3. Mr Late/ to hurry to a business meeting;
4. Mr Active's children/ to play hide and seek;
5. Mr and Mrs Rich/ to dine at the restaurant;
6. Ms Chatty/ to have a talk over the telephone;
7. Ms Pretty/ to try on a new dress in the boutique;
8. Mr and Mrs Spendthrift/ to browse around the shops;
9. Mrs Hen/ to play with the children on the playground;
10. Mr Fat/ to eat a huge sandwich at the fast food restaurant;
11. Mr and Mrs Proud/ to look at their reflection in the mirror;
12. Mr Handsome and Ms Lovely/ to walk in the park hand in hand.

B. What were these people doing at that time yesterday? Try to guess.

Mr Painter; Mr and Mrs Sporty; Mrs Cook; Ms Lazy; Mr Clever; Mr and Mrs Gardener; Ms Inquisitive; Mr Dreamer; Mr and Mrs Lier; Ms Melody; Mr Friendly; Mr Hungry and Ms Thirsty; Mrs Clean; You.

Exercise 3. Say that the information is not true. Make use of the phrases: *it's impossible, you are mistaken, it's not true, you are wrong, etc.*

Model: I saw you yesterday afternoon. You were reading a book in the library, weren't you? – It's impossible, I'm afraid. I wasn't reading in the library. I was working in the laboratory at that time.

1. Your group mates were preparing for the concert from 3 till 6 on Friday, weren't they? (to have a fancy dress party)
2. You were surfing the net when Jack called you yesterday, weren't you? (to make a shopping list)
3. Nick was complaining about the weather when you overheard his conversation with Jessica, wasn't he? (to pay sb a compliment)
4. Your parents were looking for a new washing machine to buy when I saw them in the shopping centre, weren't they? (to shop for clothes)

5. The children were watching cartoons when their father came home yesterday, weren't they? (to play video games)
6. Your neighbour was playing the piano at midnight, wasn't he? (to listen to music)
7. Luke was riding a bicycle when he met with an accident, wasn't he? (to cross the street)
8. Your teacher was explaining the rule to the students when the monitor entered the classroom, wasn't she? (to mark students' papers)
9. The boy was climbing the tree when sb called him, wasn't he? (to tease the dog)
10. You were laying the table when you broke the plate, weren't you? (to wash up)
11. Your mother was working in the garden when it began to rain, wasn't she? (to lie in the sun)
12. Peter was doing his homework when a brilliant idea came to his mind, wasn't he? (to read a scientific journal)

Exercise 4. Put questions to the underlined words.

1. I was dancing to the music while my sister was doing her morning exercises.
2. Jack was parking his car when his mobile phone rang.
3. Susan was frying potatoes when she burnt her finger.
4. Sandra was browsing round the shops when somebody stole her purse.
5. The children were running fast when one of them fell down.
6. The teacher was speaking over the telephone when the bell rang.
7. I was looking for my key from 5 till 6.
8. They were waiting for their colleague when they heard that strange noise.
9. I was standing outside the caf? when Richard approached me silently.
10. When mother opened the door the nanny was reading a fairy tale to the children.
11. Steve was crying with pain when the ambulance brought him to hospital.
12. The thief was hiding in the park when the police found him.

Exercise 5. Ann had a tight schedule yesterday.

A. Guess what Ann was doing during the day.

Model: Was Ann making breakfast at 7.00 yesterday? – No, she wasn't. She was taking her children to school at that time.

B. Find out what she was doing at: 6.30; 6.45; 7.00; 8.00; 10.00; 11.00; 12.30; 14.00; 14.30; 15.00; 16.30; 18.00; 19.00.

Model: I wonder what Ann was doing at 6.30 yesterday. – She was making breakfast.

6.00 – 6.35	to make breakfast
6.35 – 6.50	to have breakfast

6.50 – 7.30	to take children to school
7.30 – 9.45	to clean the flat
9.45 – 10.30	to do the shopping
10.30 – 12.15	to have a chat with a friend over the telephone
12.15 – 13.30	to watch a favourite soap opera
13.30 – 14.10	to have lunch
14.10 – 14.45	to pick up children from school
14.45 – 16.00	to help children with their homework
16.00 – 17.50	to do the washing
17.50 – 19.15	to walk the dog
19.15 – 19.45	to plan next day with her husband

Exercise 6. Remember your day yesterday in detail. Work with a partner and guess what each of you was doing during the day.

Model: Were you working at your pronunciation at 7 pm yesterday? – Yes, I was. Pronunciation is my weak point. (No, I wasn't. I was dancing to music at that time. It usually helps me to relax after classes.)

Exercise 7.

A. Mr White works at school. Yesterday he was late for his first lesson. What did he see when he entered the classroom? Make use of the information about his class.

Model: Richard is a swot. – When Mr White entered the classroom he was revising his lesson.

1. Jackie is a clean freak.
2. Susan adores Barbie dolls.
3. Michael is fond of painting.
4. Sandra is interested in poetry.
5. Mary is fond of potted plants.
6. Peter and Jason like card games.
7. Simon is keen on classical music.
8. Nick and Larry don't like each other.
9. Lucy and Kate enjoy doing crosswords.
10. Tom and Jerry are in the habit of teasing girls.

B. Remember your school days. What were your former classmates doing when once your teacher entered the classroom at break time?

Exercise 8. Complete the sentences with the correct form of the verb in brackets using the Past Simple or the Past Continuous Tenses.

1. I (to lie) in the sun for half an hour and then (to go) swimming.
2. – You (to see) her in the morning? – Yes. She (to stand) at the entrance to the University.
3. He (to come) in and (to see) his daughter who (to draw) a strange picture.
4. Ann and Lily (to pick) up apples in the garden when the thunderstorm (to start).
5. The tourists (to fly) to the Netherlands yesterday.
6. I (not to hear) what he (to say). I (to speak) on the phone at the moment.
7. – When it (to happen)? – It (to happen) when they (to drive) home.
8. We (to sit) in silence for 5 minutes, then he (to speak).
9. Sorry, what you (to say)? I (not to listen).
10. – You (to enjoy) your picnic in the country? – No, I (not to go) out of town as it (to rain).
11. – Why you (to make) so many mistakes in the last test? – I (to think) about my trip to London.
12. I can't believe it! I (to wait) for you for an hour yesterday and you (to play) computer games at that very time!
13. Rameses II (to rule) over ancient Egypt for fifty years.
14. I (to do) my homework yesterday, when my roommate (to come) and (to say) that a visitor (to wait) for me downstairs in the hall.

Exercise 9. Translate the sentences into English.

1. – Що ти робила вчора о сьомій вечора? – Розмовляла по телефону з подругою.
2. Коли ми вийшли на вулицю, світило сонце і співали птахи.
3. Коли я робила покупки в супермаркеті, я побачила свого старого приятеля. Він обирав сир.
4. Ми познайомилися з ним, коли він жив у свого приятеля.
5. Коли він повернувся додому, його дружина саме накривала на стіл.
6. Я дзвонила йому о десятій. Чому він не відповідав? Що він робив?
7. Коли ми приїхали на вечірку, всі танцювали, і лише Пітер сидів на дивані й переглядав журнал. У нього був стомлений вигляд.
8. – Вона все ще чекала на тебе, коли ти з'явився на годину пізніше? – Ні, її там не було.
9. Я чула ваш сміх у сусідній кімнаті. Над чим ви сміялися? – Ми сміялись над котом, який намагався впіймати рибку в акваріумі. Тваринки виглядали кумедно.
10. – З ким ти розмовляла вчора на вулиці? – Я не була вчора на вулиці. – Я бачила тебе на власні очі.
11. – Де і коли ти купила такого чудового капелюха? – Я купила його минулого року, коли відпочивала в Іспанії.
12. Він насправді купався у крижаній воді, коли в нього стався серцевий напад?

THE FUTURE CONTINUOUS TENSE

Exercise 1. Read the sentences.

1. ['hu: wil 'si: \nætəli tənait || \tʃelsi wil || ʃi: wil bi: 'mi:tiŋ hɜ:r ət \sevn ||]
2. ['dʒʌnt 'kɔ:l ɒn mi: 'nekst \sændi || ai wil bi: 'vizi:tiŋ mai \græni || 'wil jɔ: 'brʌðə bi: 'vizi:tiŋ 'græni /tu: || \nɜ:v | hi:l bi: pri:'peəriŋ fə hɪz 'faiməl 'test in \iŋɡliʃ ||] ['lets 'gɜ:v \dɒpiŋ təgeðə || 'ðæt ɪz ə 'greɪt 'aɪdiə || 'wɛə ʃəl wi: \mi:t || 'lets 'mi:t ət ðə \dɒpiŋ sentə || aɪl bi: 'weɪtiŋ fə ju: ət ði: 'entrəns ət i'levn ||]

Exercise 2. Respond to the sentences as in the model.

Model: I want to call on you tomorrow. (to help one's Granny in the garden) – I'm sorry, I will be helping my Granny in the garden all day tomorrow.

1. Let's arrange a picnic at the weekend. (to redecorate the room)
2. What about coming to my place at 6 pm? (to come up to Kyiv)
3. What do you think of skating on Saturday? (to repair one's bike)
4. Why can't they phone you tomorrow? (to travel in the mountains)
5. Will your husband take part in that project in July? (to have holidays)
6. Will you join me tomorrow morning? (to do the shopping at the market)
7. What do you say to going to a caf? tonight? (to get ready for tomorrow's concert)
8. Why not go on an excursion to Lviv next Sunday? (to celebrate one's son's birthday)
9. I'd like your nephew to come to my place in the afternoon. (to have a German lesson)
10. Let's invite Dick to play tennis at the stadium at noon. (to meet one's Mum at the station)
11. Can the monitor be present at the sitting of the students' council? (to take an exam in English)
12. Can your group-mates help me with the wall newspaper after classes? (to have a meeting with the headmaster of the local school)

Exercise 3. Answer the questions using the suggested words.

Model: My group-mates will be rehearsing a new play tomorrow. And yours? (to participate in the sports competition) – Mine won't be rehearsing a new play. They will be participating in the sports competition.

1. I will be reciting a poem in the concert. And you? (to sing a song)
2. Mrs Jason will be performing on the stage tonight. And Mr Jason? (to shoot a film)
3. Susan will be working abroad next year. And your brother? (to do one's military service)
4. Vitaly Klychko will be fighting in the match tonight. And Volodymyr? (to watch the fight)
5. My father will be watching a football match on TV tonight. And yours? (to do some research in the laboratory)

6. I will be serving the dishes in the restaurant in the afternoon. And your sister? (to work on a fruit farm)
7. My friend will be consulting his music teacher after the lesson. And yours? (to work in the library)
8. We will be picking mushrooms tomorrow. And your neighbours? (to work on one's allotment)
9. My room-mates will be sightseeing in London all Saturday. And yours? (to lie in the sun on the sea beach)
10. My elder brother will be playing football at the stadium from 5 till 7. And yours? (to teach English to his pupils)
11. The junior pupils will be painting portraits in the next lesson. And the senior pupils? (to draw landscapes)
12. You will be interviewing celebrity guests after the ceremony. And your colleagues? (to hold a survey)

Exercise 4. Ask questions as in the model. Use the suggested words.

Model: I will be busy tomorrow. (to read up for the exam in Ukrainian) – Will you be reading up for your exam in Ukrainian?

1. I want to switch on the TV. (to watch a talk show)
2. I will be at home all day long. (to do a spring clean)
3. There are a lot of clouds in the sky. (to rain heavily soon)
4. She will be out on Saturday morning. (to do the shopping)
5. My aunt will be away next week. (to have a rest at the sanatorium)
6. They will be in Kyiv the whole month. (to stay at their Grandmother's)
7. She will go to the computer club in a few minutes. (to surf the Internet)
8. He will practise his English tomorrow. (to listen to the English podcasts)
9. My mother is looking for some recipes in the Internet. (to cook a new dish)
10. The Smiths will go to the caf? on Sunday. (to celebrate Mr Smith's Birthday)
11. Mr Bricks will be on a business trip on Friday. (to make a report on one's research at the conference)
12. The teacher will hold a lecture on the great Ukrainian poet Shevchenko. (to speak on one's biography or analyze one's poems)

Exercise 5. Make up sentences.

1. Your wife/ slim/ soon?
2. You/ listen to e-book/ at break?
3. Where/ she/ fly/ at this time tomorrow?
4. The Jacksons/ not have any barbecue/ at noon.
5. When/ Susan/ talk with her Mum on the phone?
6. The girls/ do an aerobic workout/ from 7 till 8 pm?
7. We/ not sunbathe on the river bank/ on Sunday afternoon.
8. I/ take photos of different sights/ during my stay in London.
9. What musical instrument/ Lucy/ learn to play/ next month?
10. Our sportsmen/ compete in the international events/ in a month.
11. Our athletes/ travel overseas for training purposes/ next month.

12. The pupils/ not discuss Shakespeare's works/ in the next lesson of Foreign Literature.

Exercise 6. Complete the sentences.

1. When I come home, my parents
2. At this time tomorrow I
3. While the students are writing a test, the teacher
4. My group-mates ... tonight.
5. My best friend ... all summer.
6. While my room-mate is doing the cooking in the kitchen, I
7. While the teacher is lecturing, my group-mates
8. When I am sleeping on Sunday morning, my mother
9. When the teacher enters the classroom, we
10. My fellow students ... from 5 till 7 pm on Monday.
11. When the bell goes, I
12. When my room-mates go to bed, I

Exercise 7.

A. Translate the situation.

- Коли ти ідеш до Єгипту?
- Завтра. Уяви, що через два дні я буду плавати у Червоному морі.
- Звучить чудово!

B. Make up similar dialogues about your plans for the coming weekend.

Exercise 8. Say what will happen in these situations. Follow the model.

Model: Spring has come. Soon the weather will be getting better. The days will be becoming longer and the nights shorter. The birds will be returning back from the warm countries. The farmers will be ploughing their fields and sowing seeds. The trees will be budding. The flowers will be blooming.

1. Autumn has come.
2. Winter has come.
3. Summer has come.

Exercise 9. Translate into English.

A.

1. Я буду зайнятий після обіду. Я буду займатися роботою по дому.
2. Хлопчику не віриться, що завтра у цей час він буде летіти на літаку до Лондона.
3. Вийдіть з аудиторії після заняття. Чергові будуть провітрювати її під час перерви.
4. Не дзвони мені протягом наступних кількох хвилин. Я буду розмовляти з деканом.
5. Не потрібно заходити до нього увечері. Він буде доглядати за своїм племінником.
6. – Вона вирушить у подорож завтра? – Ні, завтра вона буде пакувати речі.

7. Я впевнена, що коли я прийду додому, мій брат буде спати. Він такий сонько.
8. Люсі не зможе приєднатися до нас завтра вдень. У цей час вона буде показувати визначні місця нашого міста своїй двоюрідній сестрі.
9. – Чим ти будеш займатися на канікулах? – Я думаю, я не буду сидіти вдома ціле літо. Я поїду до бабусі, а потім проведу декілька тижнів у будинку відпочинку.
10. У понеділок лікар не буде приймати пацієнтів. Він буде робити дуже складну операцію у цей день.
11. – Що ти будеш робити з 6 по 7 годину увечері у п'ятницю? – Нічого, я буду відпочивати.
12. У студентів не буде лекції з зарубіжної літератури. У цей час вони будуть зустрічатися з представниками молодіжної організації.

В.

1. – Я вже вивчив нові слова. – А я буду робити домашнє завдання з англійської мови сьогодні увечері.
2. – Ти забереши мене з аеропорту завтра о 5 годині ранку? – Боюся, що ні. В цей час я буду їхати у ділову поїздку до Києва.
3. – Він гарно грає у бейсбол? – Так, він займається цим видом спорту протягом 7 років. У четвер його команда буде брати участь у місцевих змаганнях. Ми можемо піти та подивитися їх.
4. – Твоя сестра зараз зайнята? – Так, вона готує святковий обід. Завтра ми будемо святкувати її ювілей.
5. – Сьогодні дуже холодно. – Так, погода гіршає з кожним днем. Мабуть, скоро буде морозити.
6. – Вчора мій однокласник запросив мене на день народження. – Ти вже вибрав подарунок? – Ні, я буду робити це завтра. Ти мені допоможеш?
7. – Коли приїжджає Ваша подруга? – У середу після обіду. Коли вона прибуде до, ми будемо чекати на неї. Вона не знає дороги до нашого дому.
8. Сьогодні спортсмени відпочивають. Завтра у них важкий день. Вони будуть бігти марафон.
9. Дощ іде вже два дні. Я сподіваюся, що завтра, коли я прокинуся, буде сяяти сонце.
10. – Ваші батьки будуть на вихідних у місті? – Ні, вони будуть за містом на дачі. У них буде пікнік.
11. – Давайте зустрінемося у цьому таборі наступного року. – Шкода, але я не зможу. У цей час я буду готуватися до випускних екзаменів.
12. Мені необхідно поїхати за кордон, тому взимку я буду відвідувати мовні курси. А яку мову ти вивчав у школі?

THE PRESENT PERFECT TENSE

Exercise 1. Read the sentences, pay attention to the pronunciation of the auxiliary verb *to have* in stressed and unstressed positions.

1. [ˈsteɪ/sɪ | 'hæv ju· həd jɔ· ʌbrekfəst jet || ˈnɒt ʌjet || aɪl həv ɪt ət ðə ,ju:nɪ'vɜ:sɪti kæn'ti:n ||]
2. ['waɪ 'hævnt ju· 'wɔɪt ˌʌp ɑ:ftə sʌpə || aɪ 'hævnt ˌdʌn ɪt ʌjet | bət aɪ həv 'swɛpt ðə ˌflɔ:r ɪn ðə kɪtʃən ||]
3. [hi·z 'i:tn hɪz ˌsu:p | ʌhæznt hi· || 'jes hɪ· ˌhæz mædm || bət hi· həz 'nɒt 'teɪstɪd enɪ dɪˌvɜ:t ||]
4. [ju·v ˌpækt jɔ· θɪŋz | ʌhævnt ju· || ˌjes | aɪv 'dʒʌst 'fɪnɪʃt ˌpækɪŋ ðəm ||]

Exercise 2. Explain why you/ somebody else can't perform the action.

Model: Why can't you go camping with us? (to break an arm) – I can't do it because I have broken my arm.

1. Why can't we taste your cake? (to burn)
2. Why can't you show me your flat? (to sell)
3. Why can't you ask Sam for help? (to quarrel)
4. Why can't you put on your new dress? (to tear)
5. Why can't you peel potatoes? (to lose the knife)
6. Why can't Alice go to the party? (to have a baby)
7. Why can't Sally wash the dishes? (to cut a finger)
8. Why can't her parents come together? (to divorce)
9. Why can't he sing at the concert? (to catch a cold)
10. Why can't Nicholas join us now? (to miss the train)
11. Why can't Mary make an omelet? (to run out of eggs)
12. Why can't Jack take part in the competition? (to break a leg)

Exercise 3. Explain the reason for your/ somebody else's state or action.

Model: Why are you smiling? – I've bought a new dictionary.

1. Why is Willy sad? (to fail an exam)
2. Why is it so quiet in the room? (to leave)
3. Why are you so frightened? (to see a ghost)
4. Why is Sam so clever? (to read a lot of books)
5. Why is it dark in the room? (to switch off the light)
6. Why is your Mother so tired? (to do all the housework)
7. Why is it cold in the room? (to turn on the air conditioner)
8. Why are you angry with your brother? (to break a vase)
9. Why is the child lying on the ground? (to fall off the tree)
10. Why is Ally screaming with excitement? (to win the lottery)
11. Why is Ann so happy? (to receive an invitation to the party)
12. Why aren't you satisfied with your answer? (to make a lot of mistakes)

Exercise 4. Answer the questions.

Model 1: When did you skate last? – I haven't skated since my childhood.

1. When was Simon abroad last? (since 2005)
2. When did he fall in love last? (since he met Alice)
3. When did Carrie visit her granny last? (since August)
4. When did you eat ice-cream last? (since last summer)
5. When did Mary bake a cake last? (since her birthday)
6. When did your sister swim in the sea last? (since last autumn)
7. When did you see your former classmates last? (since the prom)
8. When did your teacher praise you last? (since we wrote our test)
9. When did you climb the mountains last? (since my last vacation)
10. When did Peter write a letter last? (since he entered the university)
11. When did your parents go to a restaurant last? (since their honeymoon)
12. When were you last at the concert of classical music? (since my trip to Odessa)

Model 2: Can you skate? – Yes, I can. But I haven't skated for 10 years.

1. Can you swim?
2. Can you fly a kite?
3. Can your sister ski?
4. Can you ride a bike?
5. Can your mother sew?
6. Can you speak French?
7. Can your parents play chess?
8. Can your father cook borsch?
9. Can your friend drive a lorry?
10. Can your group mates play poker?
11. Can your boyfriend play the guitar?
12. Can your granny dance rock-n-roll?

Exercise 5. Reject the suggestion and explain why you reject it.

Model: Let's go for a walk. – Unfortunately I can't go now. I haven't done my homework yet.

1. Let me send your letter. (not to write)
2. Let's order something. (not to decide)
3. Let Peter find some chalk. (already, to fetch)
4. Let's play with the baby. (just, to fall asleep)
5. Let's have a picnic in the garden. (just, to rain)
6. Let's have a rest. (just, to have a coffee break)
7. Let's go to the theatre. (already, to see this play)
8. Let me help you with this exercise. (already, to do)
9. Let's cook something for dinner. (already, to order pizza)
10. Would you like something to eat? (already, to have lunch)
11. Would you like another helping of this cake? (just, to eat two pieces)
12. Would you like something to drink? (just, to have a cup of green tea)

Exercise 6. Answer the questions as in the model.

Model: Is the cake tasty? – Yes, it is the tastiest cake I have ever eaten.

1. Is Sam's bill big? (to pay)
2. Is your car fast? (to drive)
3. Is the case heavy? (to carry)
4. Is your tea strong? (to drink)
5. Is your teacher strict? (to meet)
6. Is the mountain high? (to climb)
7. Is the article interesting? (to read)
8. Is Sally's dress expensive? (to buy)
9. Is Sam's girlfriend beautiful? (to see)
10. Is Amy's story interesting? (to write)
11. Is the exercise difficult for Pete? (to do)
12. Is your friend's voice pleasant? (to hear)

Exercise 7. Respond as in the model. Use the suggested words.

Model: Peter is an experienced teacher. – No wonder. He has worked as a teacher for 20 years.

1. They are champions. (to win all matches)
2. His face seems familiar to me. (to meet before)
3. She is a well-known writer. (to write 20 novels)
4. I can't find Sandra anywhere. (to be ill for a week)
5. Luke knows this film by heart. (to watch it 15 times)
6. Simon is sick. (to smoke 20 cigarettes since morning)
7. Sally knows every street in London. (to live for 20 years)
8. Sam is an excellent driver. (to have a car since he turned 16)
9. Anny and Mike have no children. (to be married for 3 months)
10. I can't help admiring Luke's picture. (always, to be good at painting)
11. Peter and Alice are best friends. (to know each other since childhood)
12. My friend's parents are quite rich. (to work in a bank for many years)

Exercise 8. Write questions for the given answers.

Model: They have been married for 5 years. – How long have they been married?

1. No, I have never been to England.
2. He says he has never seen a ghost.
3. No, I think we've never met before.
4. She has been in hospital since Monday.
5. Oh, I've been in love only once in my life.
6. Almost, but I haven't bought any milk yet.
7. No, they have painted only half of the wall.
8. Not yet. But he is finishing the last exercise.
9. Yes, he is already in and he wants to see you.
10. She has had these earrings since she left school.
11. Yes, I saw a crocodile in the zoo when I was a child.
12. He saw it twice only last week. It's his favourite film.

Exercise 9. Ask and answer about Simon, Fred and Judy and yourself as in the model.

Model: Has Simon ever been abroad? – No, he has never been abroad.

	Simon	Fred and Judy	You
to be abroad	never	many times	
to write a poem	once	never	
to see a ghost	never	recently	
to cook pizza	recently	many times	
to ride a horse	several times	never	
to build a sandcastle	twice	several times	
to smoke cigars	never	twice	
to fly a kite	many times	once	
to swim in the ocean	never	recently	
to run a marathon	never	never	
to make a parachute jump	once	never	
to have a blind date	recently	once	

Exercise 10. Imagine you haven't seen one of your friends for 10 years. Tell him/ her what has happened in your life and in the life of your friends since you last saw each other.

Model: You know, I've met my better half and got married.

Exercise 11. Translate the sentences into English.

1. Я боюся їхати в гори. Я ніколи не каталась на лижах.
2. Ви бачили мій гаманець? Я не можу його знайти?
3. Ці події нас нічому не навчили.
4. Чому він такий сумний? – Він не склав іспиту з історії.
5. Нарешті я закінчила цей твір. Я вперше написала такий довгий твір.
6. Він знає звичаї африканських країн. – Так. Він багато подорожував Африкою.
7. Подивись, що подарував мені Саймон. Він завжди вмів обирати подарунки.
8. Як довго ви одружені? – Ми одружені з тих пір як почали працювати у цій школі, а знаємо одне одного з дитинства.
9. Завтра у Сема екзамен. Я думаю він вивчив достатньо, щоб скласти його на відмінно.
10. Мері вже повернулася? – Ще ні, але вона щойно телефонувала і просила зачекати на неї.
11. Я працюю лікарем вже багато років і ніколи не думала змінити роботу.

12. Ти вже закінчила вправу? – Ні. Це найскладніша вправа, яку я коли-небудь робила.

Exercise 12. Put the verbs in brackets into Past Indefinite or Present Perfect.

1. She (to forget) her Italian since she (to leave) Rome.
2. Andrew can commute easily now, as he (to buy) a new car.
3. Jane (to lose) her gloves and cannot remember where she (to see) them last.
4. My granny cannot see well as she (to become) short-sighted.
5. What you (to do) last night?
6. Agatha Christie (to write) a lot of interesting detective stories.
7. How's your cousin? When you (to see) him? – Oh, I (not to meet) him for ages!
8. What you (to achieve) since I last (to see) you?
9. You (to hear) from your friend lately? – Yes, I (to get) a message from her last night, but I (not to answer) it yet.
10. It's the most delicious cake I ever (to taste). When and where you (to buy) it?
11. J.Rolling (to write) five books about Harry Potter.
12. When and where you (to get) this wonderful watch? – I don't remember. I (to have) it for years.
13. Yesterday I (to work) at my report for five hours, but I (not to finish) it yet.
14. It is the worst comedy I ever (to see).
15. He is much smarter than I (to think).
16. I (to live) in Kyiv for seven years and now I miss it a lot.

Exercise 13. Translate the sentences into English.

1. Чому ти не подзвонила мені у понеділок? – Я не мала часу.
2. Чому ти не прибрала у кімнаті? – Я не маю на це часу. Я ще не підготувала доповідь на завтра.
3. Мері чудово виглядає у цій сукні. Вона завжди любила гарний одяг.
4. Пітер завжди заходив до нас, коли жив у сусідньому будинку.
5. Де Сара? – Вона поїхала до Іспанії. – Коли вона поїхала? Як довго вона вже там?
6. Коли ти востаннє водила автомобіль? – Я вже рік не водила автомобіль.
7. Це найдорожчі квіти, які я коли-небудь купувала. – Так, вони набагато дорожчі, ніж я очікувала.
8. Я впевнена, ми зустрічалися раніше. – Де і коли ми зустрічалися?
9. Вчора він чекав на тебе дві години. Чому ти не прийшла?
10. Ми не бачились з ним з тих пір, як посварились минулого року.
11. Ти вже накрила на стіл? – Десять хвилин тому.
12. За останні декілька тижнів він бачив родину лише двічі. – Це тому, що він працює над важливим проектом. Минулого року він практично жив у офісі.

THE PAST PERFECT TENSE

Exercise 1. Read the sentences in the *Past Perfect Tense*.

1. [ˈhæd ˈmɛəri ˌfɪniʃt kli:nɪŋ hɜː ru:m baɪ ten || ˌjes | ʃɪː həd ˈdʌn ˌɛvriθɪŋ baɪ ɒæt taɪm || ˈzʊ ˌnɜːv | ʃɪː ˈhædnt ˈwɔːtəd ˈɪndɔː ˌplɑːnts ||]
2. [wiː ˈpʊt ˈɒf əvə ˈpɪknɪk ɪn ɒə ˈwʊd tɪl ˈnekst ˌwi:k | əz ɪt həd ˈreɪnd ˌhevɪli ət naɪt | ənd ɪt wəz ˈrɑːɒə ˌwet aʊtsaɪd ||]
3. [ˈemɪli həd ˈnʌθɪŋ təˌraɪt wɪð | ʃɪː həd ˈleft hɜː ˈpen bɪˌhaɪnd || ˌaɪ ˌnɜːv | ʃɪːz ˈsɜː ˈæbsəntˌmaɪndɪd ||]

Exercise 2. Use the verbs in brackets in the *Past Perfect Tense*.

1. Jack (not to arrive) by the time we went out.
2. She (to live) in Singapore before she went to Thailand.
3. When I arrived at the theatre, the film (to start).
4. When we (to finish) dinner, we went to the park.
5. Julia understood that she (to meet) the young man somewhere before.
6. Martha told me she (to study) the whole night before the exam.
7. After the young people (to eat) fish, they began to feel sick.
8. We were late for the train because we (to leave behind) our passports.
9. The students were talking about the film they (to watch).
10. Father (to pay) the bill before we left.
11. She said she (not to visit) the USA before.
12. Martin (not to study) before the test, so he was very nervous.
13. The grass was yellow because it (not to rain) all summer.
14. The lights were cut off because we (not to pay) the electricity bill.
15. The students (not to do) their home exercises, so they were in trouble.
16. The old man (not to use) Skype before, that's why I showed him how to use it.
17. George and Julia (not to meet) before the party.
18. We (not to eat) anything so we went to a caf?.
19. They couldn't go to the symphony concert because they (not to bring) their tickets.
20. Mother (not to cook) dinner when Bryan came back from the office.

Exercise 3. Explain the statements using the *Past Perfect Tense*.

Model: *We couldn't tell the time. (Bert/ to lose the only watch) – We couldn't tell the time. Bert had lost the only watch.*

1. There was nobody in the room. (everybody/ to leave)
2. Wendy couldn't send the e-mail. (the internet/ to disappear)
3. The lights suddenly went out. (the hurricane/ to destroy the electricity power station)
4. The woman got frightened. (she/ to see the crime committed)
5. The turkey was overcooked. (mother/ to forget about it)
6. The children felt sleepy. (they/ not to sleep long enough)
7. There was a mess in the kitchen. (children/ to bake a cake)

8. All the flowers faded. (Betsy/ not to water)
9. Jenny was wet to the skin. (she/ to fall into the river)
10. George was fired from his job. (he/ to be an hour late)
11. The grass was dry. (it/ not to rain)
12. The police arrived. (somebody/ to make a call)
13. Betsy spoke fluent French. (she/ to live in France)
14. Luckily the Browns didn't miss the plane. (they/ to take a taxi)
15. Jill couldn't explain the rule. (she/ not to learn)
16. Students were short of money. (they/ not to get scholarship)

Exercise 4. Give negative answers to the following questions. Develop the situation following the model.

Model: – Had you translated the text before you went to bed? (to read) – No, I had not translated the text before I went to bed. I had only read it.

1. Had you baked a cake when the guests arrived? (to find the recipe)
2. Had Kate and Nick got married by August? (to get engaged)
3. Had Victor repaired the car when the client came? (to check the engine)
4. Had mother written a letter before the lights went out? (to find an envelope)
5. Had you washed the linen when the water disappeared? (to put into the washing machine)
6. Had Peter lived in Glasgow before he moved to London? (to live in Edinburgh)
7. Had the students finished writing the test when the bell rang? (to cope with the first task)
8. Had you learned Spanish before going to Barcelona? (to meet a Spaniard once)
9. Had Joan spent all her money before she decided to buy another purse? (not to buy anything at all)
10. Had you managed to collect your thoughts before the interview began? (to sort out some items)
11. Had you done all exercises from that book by the time Jane came to borrow it? (to write half of the exercises)
12. Had Mary learned the part of Juliette before the rehearsal began? (to read twice)

Exercise 5. Make up questions using the Past Perfect Tense. Let your partner answer them.

1. (he/ to repair) the laptop when your cousin came to get it?
2. (you/ to go) to the opera by last summer?
3. (he/ to record) the song before the equipment failed?
4. (you/ to cook) the chicken before the guests arrived?
5. (they/ to travel) by plane before they took a trip to Mexico?
6. (she/ to take) the photo of the landscape when the battery went low?
7. (they/ to eat) breakfast when you called?
8. How much (he/ to study) before they wrote the test?
9. What (you/ not/ to eat) before you became a student?

10. Who (to play) the saxophone by midnight?
11. What (they/ not/ to see) before they went to the British Museum?
12. What (you/ to hear) about the University before you entered it?

Exercise 6. Ask questions as in the model. Let your partner answer them.

Model: Ask your partner if he had planned his weekend by Friday. – Had you planned your weekend by Friday?

– Yes, I had planned my weekend by Friday. I had planned to spend it in the country.

Ask your partner if:

1. he/ she had planted roses by the evening;
2. he/ she had drunk milk with honey before he fell asleep yesterday;
3. he/ she had read “The Wizard of Oz” by last weekend;
4. he/ she had been to Lviv before going to Kyiv;
5. he/ she had eaten raw fish before he went to the Japanese restaurant;
6. he/ she had spoken to the Professor by the final exam;
7. he/ she had made plans for his/ her vacations before he/ she decided to stay at home;
8. he/ she had communicated with Mary before she moved to Scotland;
9. he/ she had been to the language laboratory before he/ she went home;
10. he/ she had watched films in English before he entered the department of foreign languages;
11. he/ she had had breakfast before the classes began;
12. he/ she had taken lessons before she tried to ride a horse.

Exercise 7.

A. Yesterday your friends had a party. Say what they had/ hadn’t done before they went to bed. Use the suggested prompts.

Model: to eat the turkey – Before my friends went to bed they had eaten the turkey.

- to open all the presents;
- to drink lemonade;
- to eat all the cake;
- to let the cat in;
- to feed the hamster and fish;
- to walk the dog;
- to wash the dirty dishes;
- to tidy the room

B. Make up some sentences of your own.

Exercise 8. Make up sentences according to the model.

Model: No sooner he (to graduate) from the University than he (to open) his business. – No sooner had he graduated from the University than he opened his business.

1. No sooner she (to complete) one project than she (to start) the next.
2. No sooner they (to start) for the beach than it (to begin) to rain.
3. No sooner Professor (to finish) his lecture than students (to start) asking lots of questions.

4. No sooner she (to hear) the news than she (to have) a heart attack.
5. No sooner mother (to cook) dinner than the guests (to arrive).
6. No sooner the plane (to take off) than the child (to feel) sick.
7. No sooner the accident (to happen) than there (to be) a large crowd.
8. No sooner he (to eat) his breakfast than the phone (to ring).
9. No sooner John (to come) back from Alaska than he (to start) for South Africa.
10. No sooner Victoria (to get married) than she (to bear) the twins.
11. No sooner mother (to finish) singing the lullaby than the baby (to fall) asleep.
12. No sooner he (to enter) a stuffy room than he (to get) a headache.

Exercise 9. Make up sentences according to the model

Model: Hardly I (to find) my umbrella when it (to stop) raining. – Hardly had I found my umbrella when it stopped raining.

1. Hardly the thunderstorm (to begin) when the lights (to go out).
2. Scarcely she (to put) the receiver back on the cradle when the phone (to ring up) again.
3. Hardly the bell (to ring) when the children (to run) out of the classroom.
4. Scarcely we (to board) the train when it (to start) to move.
5. Hardly the child (begin) to cry when his mother (to take) him in her hands.
6. Scarcely mother (to enter) the kitchen when Ann (to give) her a glass of juice.
7. Hardly she (to finish) writing the message when the telephone (to ring).
8. Scarcely father (to receive) the telegram when his hands (to begin) to tremble.
9. Hardly Jack (to buy) a scooter when he (to get) into an accident.
10. Hardly the company (to start) with a new product when it (to go) bankrupt.
11. Scarcely the trip (to begin) when they all (to quarrel).
12. Hardly the article (to appear) in the newspaper when Jane (to wake up) famous.

Exercise 10. Complete the sentences with the correct form of the verb in brackets using the Present Perfect or the Past Perfect Tenses.

1. My granny asked who (to break) her glasses.
2. Look! Somebody (to break) my glasses.
3. You ever (to see) a UFO? – No, I (not). But my uncle once told me he (to see) it.
4. I am sure Jane (to miss) her 5.15 train. That's why she (not to come) yet. — It looks like her. She never (to come) on time so far.
5. I looked at the children and understood I (to see) them somewhere before.
6. When I came home I saw that the puppy (to tear) the morning paper to pieces.
7. I am hungry because I (to have) nothing to eat since morning.
8. I just (to buy) the strawberries at the market. Have some!
9. It (to stop) raining and the sun is shining.
10. There (to be) no post delivery all this week. The postman (to fall) ill.
11. I wondered who (to send) me that message?
12. The girls looked very suntanned. They (to be) to Mexico.
13. Mr. Brown (to be) an architect for twenty years.

Exercise 11. Complete the sentences with the correct form of the verb in brackets using the Past Indefinite or the Past Perfect Tenses.

1. The woman in front of me was a complete stranger. I never (to see) her before.
2. The house was very quiet when I (to get) home.
3. I felt relieved when they (to leave).
4. The librarian gave him the book he (to want) to read for a long time.
5. They (to finish) the homework by ten o'clock.
6. We (to go) out to buy a drink, but the pub (to close).
7. At six o'clock he (to know) they (not to come).
8. She (to go on) with the story where her Mother (to stop).
9. Tom wasn't at home when I (to arrive). He just (to go) home.
10. Margaret was late for work. Her friend (to be) very surprised. She never (to be) late before.
11. There was nobody in the sitting-room when I (to get) home. Everybody (to go) to bed.
12. I didn't recognize him. He (to change) a lot.
13. By the time we (to arrive) the party (to finish).
14. Before we (to take) Paul to the theatre, he never (to see) a play on the stage before.
15. He (to be) an American citizen for 20 years when the war (to break out).
16. He (to say) he (to spend) the last 15 years of his life exploring the world.
17. I (not can) buy the record because I (to lose) the money.
18. I (not to go) to the museum with my class because I (to be) there before.
19. When we (to buy) the house, it (to be) empty for several years.
20. No sooner I (to eat) the mushrooms, than I (to feel) sick.
21. When I (to see) Jack yesterday he (to look) very upset: someone (to steal) his car.
22. In the morning I (to find) a baby bird in our garden. It (to fall) out of its nest.

Exercise 12. Complete the sentences with the correct form of the verb in brackets using the Past Indefinite, the Past Continuous or the Past Perfect Tenses.

1. I (to run) into Wendy yesterday. I (to ask) her to join us for dinner tonight but she (to say) she (to arrange) to have dinner with Paul.
2. When I (to come) to Nick's house I (not to find) him in. His sister (to say) that she (not to know) where he (to go) and what he (to do) but (to think) he probably (to play) football.
3. The mouse (to hide) while the cat (to watch).
4. How you (to break) your leg? – I (to slip) on the ice and (to fall) down when I (to cross) the street. The worst of it (to be) that it (to be) just before the holidays and I (to plan) to go away.
5. Yesterday customers (to ring) up all morning complaining about getting incorrect bills. I (to understand) something (to go) wrong with our computer.
6. Last night I (to meet) Jack, he (to have) a black eye. He (to fight) again?
7. While I (to wonder) whether to buy the sweater or not, someone else (to come) and (to buy) it.

8. I (to not get) much sleep last night because the people next door (to have) a noisy party. I (to ring) them up and (to say) that they (to make) too much noise. They (to point out) that it (to be) Saturday and that people often (to have) parties on Saturday nights. I (to say) that they always (to have) parties till early in the morning.

9. When Debbie (to come) home in the evening I (to think) I (to smell) smoke on her clothes. I (to be) sure she (to smoke).

10. Jack (to be) late last evening but his friends (to wait) for him. They (to promise) to wait till he (to come).

Exercise 13. Translate the sentences into English.

1. Я спізнилася на роботу, тому що забула документи на столі.

2. Ми захоплювалися картиною, яку намалювала Кейт.

3. Викладач виправив помилки у тестах, які напередодні написали студенти.

4. Мій друг у лікарні, оскільки він поковзнувся на шкірці від банана та зламав руку.

5. Кошенята перевернули вазон із квітами, тому я була змушена помити підлогу.

6. Ми жили у будинку, який побудував мій дідусь ще у минулому столітті.

7. Ти отримала гарну оцінку за екзамен. Ти багато працювала, щоб підготуватись?

8. Вчора я отримала сукню, яку мені поштою надіслала подруга.

9. Він виглядав так, як його описувала тітка Еліс.

10. – Вона спакувала валізу задовго до того, як по неї приїхало таксі. – А вона поклала у валізу фотоапарат? – Вона вирішила взяти із собою відеокамеру.

11. Гроші, які Мері заробила, працюючи офіціанткою, вона витратила на освіту.

12. Після того як Сенді успішно склала іспити, вона врешті відчула полегшення.

13. Ніхто не зрозумів, як усе трапилося.

14. Не встигли ми зайти у літак, як стюардеса почала розносити напої.

15. Щойно годинник пробив дванадцять, як карета перетворилася на гарбуз, коні на мишей, а кучер на пацюка.

THE FUTURE PERFECT TENSE

Exercise 1. Read the sentences with the verbs in the *Future Perfect Tense*.

1. [ʃi:l həv rɪ'tʒ:nd 'hʒʊm baɪ ðə 'təʊm ɪt brɪ'gɪnz \reɪmɪŋ | /wʒʊnt ʃi: || əv \kɔ:s ||
ʃi: kən 'wɔ:k 'veri \fɑ:st /rɪəli | 'sʒʊ ʃi: 'wʒʊnt 'get 'wet \θru: ||]
2. ['sæm wɪl 'nɒt həv 'pɑ:st hɪz ɪg'zæmz baɪ ði: 'end əv ði: ɪg,zæmɪ'neɪʃn \prɪəriəd
|| hi:l həv tə 'teɪk ðəm ə/ɡeɪn | wen hi: həz prɪ'pɛəd \wel ||]
3. [wi: məst 'hʌrɪ \ʌp dʒeɪn | aɪm ə'freɪd wi: 'ʃɑ:nt həv 'ɡɒt tə ðə 'steɪʃn bɪfɔ: əvə
'treɪn \li:vz ||]

Exercise 2. Answer the questions as in the model.

Model: *Will the dinner be ready when you come? – Yes, I will have cooked dinner by the time you come.*

1. Will the luggage be packed before you call a taxi?
2. Will our tests be checked before the lesson starts?
3. Will your homework be done before you go to bed?
4. Will their new flat be decorated before they move there?
5. Will the sandwiches be made before the girls set the table?
6. Will your room be cleaned before mother returns from work?
7. Will the documents be typed before the working day is over?
8. Will your article be written before the academic year begins?
9. Will the problem be solved before we leave for our native place?
10. Will the garage be cleaned up before your father buys a new car?
11. Will he be operated on before his wife comes back from the expedition?
12. Will the accommodation be booked before they set out on their journey?

Exercise 3. Respond to the statements as in the model.

Model: *Will you come to my place at 5? (to do homework) – I'm afraid, I won't have finished my homework by that time.*

1. Let's meet in the buffet at break. (to write a test)
2. Shall we go for a bike ride at the weekend? (to repair the bicycle)
3. We'll have a talk about it in the morning. (to finish the night shift)
4. I hope the child will sleep peacefully when I come. (to have supper)
5. What about going to the mountains in August? (to complete the course)
6. Will your sister apply for a job in June? (to get one's degree)
7. In a few years he'll become a famous film producer. (to make a single film)
8. Sally wants to drop in at your shop tomorrow evening. (to receive new stock)
9. Can I have an appointment with the director at 9 am tomorrow? (to come to the office)
10. Will your cousin be able to work as a taxi driver in summer? (to pass one's driving test)
11. Will the Greens arrange a house-warming party next week? (to move to a new apartment)
12. Will the head of your department sign the agreement on Friday? (to read the document)

Exercise 4. Ask questions as in the model.

Model: I'm busy with my report now. (to finish it/ by tomorrow) – Will you have finished it by tomorrow?

1. Susan is in hospital. (to recover/ by New Year Holiday)
2. Bertha is staying at her Granny's now. (to leave/ before I come)
3. I'm writing a detective story. (to publish/ by the end of the year)
4. They are going to London by plane. (to get there/ by the evening)
5. The actors are rehearsing a new play. (to stage it/ by the holidays)
6. They are on a walking tour now. (to cover 10 kilometers/ by the evening)
7. The students are working in the garden. (to gather harvest/ by September)
8. The population of Nizhyn is 80000 people. (to grow substantially/ by the year 2020)
9. My Mother is cooking dinner now. (to set the table/ by the time you come home)
10. We are planning a trip to Norway. (to start for that country/ by the end of the season)
11. They are building a new stadium not far from the centre of the city. (to open it/ by the end of the decade)
12. My daughter is dating her former classmate. (to get married/ before she graduates from the university)

Exercise 5. Make up sentences with the verbs in the Future Perfect Tense.

1. The cherry trees/ bloom/ by that time.
2. Mr. Harris/ leave for/ the airport/ by 8.30.
3. By what time/ they cover/ all the distance?
4. We/ not send/ the invitation cards/ by Friday.
5. He/ finish reading/ the novel/ by the weekend?
6. The delegation/ not get/ to Venice/ by morning?
7. Who/ open/ a new caf?/ by the end of the month?
8. The students/ pass/ all their state exams/ by July, 1?
9. Which of these appliances/ you/ fix/ by tomorrow?
10. We/ receive/ any news from him/ by the end of the expedition?
11. The dinner/ be served/ in the dining room/ by the time we arrive?
12. The secretary/ not reserve/ plane tickets/ by the end of the working week.

Exercise 6.

A. Ask and answer questions about Betsy's schedule for Monday.

Model: – Will Betsy have got up by 7.15? – Yes, she will. She will have got up by 7.15.

– She will have taken a shower by 7.15, won't she? – Yes, she will. She will have taken a shower by 7.15.

– What will Betsy have done by quarter past 7? – She will have got up and taken a shower.

7.00 am.	wake up, shower
7.15	morning exercises
7.30	breakfast
8.00	classes
2.30 pm.	lunch
3.00	household chores
4.00	aerobics
6.00	homework
8.00	supper
8.30	TV, books, Internet
10.00	bed

B. Ask your partner similar questions about his/her schedule for tomorrow. Report the information you've learned from your partner.

Exercise 7. Complete the following sentences.

1. By the time the lesson starts, _____.
2. When the summer holidays are over, _____.
3. By the end of the month, _____.
4. By the beginning of the new term, _____.
5. When I am through with my homework, _____.
6. When I come home, _____.
7. By the year 2020, _____.
8. Before the bell goes, _____.
9. By September, _____.
10. When I come home tonight, _____.
11. Before I go to bed, _____.
12. By the time I complete the University degree, _____.

Exercise 8. What do you think you will have done by the year 2020?

Will you have

- received a University degree?
- got married?
- had a child?
- got a job?
- made a career?
- built a house?
- gone abroad?
- been 30?
- moved to another city?

Exercise 9. What do you think will have happened on our planet by the year 2050? Make up sentences according to the pattern. You can use some of the ideas from the list below.

Model: I think, people will have found a cure for AIDS by the year 2050.

- find a cure for AIDS;
- learn to live under the water;
- start to travel to other planets;
- introduce a common language;
- start using digital money instead of the notes and coins;
- construct taxis driven by robots;
- implant mobile phones into their bodies;
- invent time-travel;
- solve the pollution problem;
- start to buy things from the producers via the Internet;
- begin to study online only.

Exercise 10.

A. Say how the life in Nizhyn will have changed by 2050. Make use of the word-combinations given below the table.

Model: It is dangerous to walk along the streets of Nizhyn but in 2050 the streets will be quite safe. So, the level of crime will have decreased by 2050.

now	2050
dangerous at night	safe
much litter	clean streets
many stray animals	shelters for stray animals
many unemployed people	no unemployment
bad roads	broad avenues
few places for entertainment, sport	new cinema, playgrounds, sports grounds
poor hospitals	modern medical equipment

1. to decrease/ the level of crime
2. to solve the problem of pollution
3. to organize shelters for stray animals
4. to provide unemployed people with employment opportunities
5. to widen and pave the roads with asphalt
6. to build a new cinema, sports grounds and playgrounds
7. to improve medical care system

B. What do you think will have changed in your native place by 2050?

Exercise 11. Translate into English.

A.

1. Ти встигнеш багато зробити до того часу, як я прийду до тебе?

2. Думаю, ми відремонтуємо машину до 2 години, а потім зможемо поїхати на прогулянку за місто.
3. Боюся, я не орендую квартиру до того часу. Можна, я поживу у тебе?
4. До якого часу працівники закінчать будівництво висотного будинку, що знаходиться біля університету?
5. Чому ти говориш, що ми не перескладемо цей екзамен до початку нового семестру?
6. Вони прийдуть до назначеного часу, чи не так?
7. Поспіши, інакше фільм почнеться до того часу, як ми приїдемо до кінотеатру.
8. Візьми ключ. Ми ляжемо спати до того часу, як ти повернешся додому.
9. Ми дійдемо до села до того, як стемніє.
10. Сподіваюся, ми влаштуємося на новій квартирі до Різдва, а на свято зможемо запросити наших друзів.
11. Моя молодша сестра дуже наполеглива і працьовита. Я впевнена, що до того часу, як вона вийде заміж, вона зробить кар'єру.
12. На небі багато важких хмар. Ми доберемося додому до того, як почнеться дощ, якщо візьмемо таксі?

В.

1. – Що тут відбувалося? Скоро прийдуть гості, а у вітальні такий безлад. – Не хвилюйся. До того часу, як вони прийдуть, я приберу кімнату.
2. – Документи готові? – Ще ні, секретар говорить, що декан їх не підписав. Однак вона запевняє нас, що до кінця робочого дня ми їх одержимо.
3. – Тобі подобається фільм? – Він такий нудний. Мені здається, до того часу, як він закінчиться, я засну.
4. – Давай вирушимо на пікнік. – Я не зможу до тебе приєднатися. Я повинна підготувати реферат до вечора. У нас завтра семінар з історії України.
5. – Чи можу я поговорити з Робертом? – Його немає вдома. – Він повернеться додому до вечора? – Ні, він поїхав у експедицію.
6. Дощ іде з ранку, і, здається, він не перестане йти до самого вечора. День зіпсований. Нам доведеться сидіти вдома.
7. – Ти можеш мені сказати, що відбувається у світі? – Я не знаю останніх новин. Сьогоднішні газети ще не принесли. – Боюся, що ми не одержимо їх до вечора. Наш листоноша хворий.
8. – Якщо до ранку не випаде сніг, ми підемо кататися на лижах до лісу. – Опадів не буде до кінця тижня.
9. – Вчитель повідомить нам результати тестів до 3 години? – Він зараз їх перевіряє. У нього залишилося лише кілька робіт.
10. Ми живемо далеко від школи, але сподіваємося, що до 1-го вересня ми переїдемо до нового житла, що знаходиться лише у кількох хвилинах ходьби від школи.
11. – Ця аудиторія зайнята? – Так, там члени студкому обговорюють майбутню поїздку до Києва. – Вони закінчать це обговорення до кінця перерви?
12. Він зараз зайнятий роботою над бізнес-планом. Якщо ми не будемо йому заважати, він звільниться до обіду.

THE PRESENT PERFECT CONTINUOUS TENSE

Exercise 1. Read the sentences in the *Present Perfect Continuous Tense*.

1. [aɪm 'sʒv 'sɔrɪ aɪm /leɪt || 'hæv 'lɒŋ hæv ju· bi·n \weiŋ fɔ: mi· || \dʒvnt /wʌrɪ | aɪ 'hævnt bi·n 'weiŋ fə ju· /lɒŋ ||]
2. ['wen dɪd ðeɪ \kʌm hɪə || ðeɪ 'keɪm 'hɪər ət \ten || 'wɒt hæv ðeɪ bi·n 'du: ɪŋ 'ɔ:l ðɪs \taɪm || ðeɪv bi·n dɪs'kʌsɪŋ ə ↑veri ɪm'pɔ:tənt \prɒbləm sɪns ðen ||]
3. [sɪns 'wen həz 'mæəri bi·n 'wɜ:kɪŋ fə ðɪs \kʌmpəni || ʃi·'gɒt hɜ: 'dʒɒb ɪn 'twenti /ten | ənd ʃi·z bi·n 'wɜ:kɪŋ 'hɪə \sɪns ||]

Exercise 2. Say since when the action has been taking place.

Model: We are sightseeing. We started doing it at 11 am. – So, you have been sightseeing since 11 am.

1. We live in Manchester. We moved there in 2004.
2. He is doing the shopping. He left home early in the morning.
3. James acts in commercials. He first acted in the commercial in 2010.
4. My mother is cooking dinner. She turned on the gas-stove at 11 am.
5. Mr Morris goes in for horse-riding. He began doing it when he was 20.
6. The secretary is checking her e-mail. She switched on the computer at 9 am.
7. Joan dates Sam. They started dating when they were first-year students.
8. My aunt is standing in a queue to pay the bills. She entered the bank at 3 pm.
9. I'm taking care of my friend's cat. I started doing it when my friend left for Lviv.
10. Betsy is teaching the alphabet to her younger sister. She began to do it on Monday.
11. The workers started decorating my room in January, so my sister and I are sharing one room now.
12. The students are translating the poem by Byron. They started doing it at the beginning of the lesson.

Exercise 3. Say how long the action has been taking place.

Model: She is reading the individual course outlines. She opened the University directory half an hour ago. – She has been reading the individual course outlines for half an hour.

1. The scientists are conducting an experiment. It started two years ago.
2. My cousin is reciting a poem. He came out on the stage 5 minutes ago.
3. Andrea is surfing the Internet. She began doing it a quarter of an hour ago.
4. The programmer is installing new software. He started doing it three hours ago.
5. My uncle is working with his laptop. He sat down to table a quarter of an hour ago.
6. Father is repairing a vacuum cleaner. He got down to this work several minutes ago.

7. Mother is doing the washing. She switched on the washing machine several minutes ago.
8. The teacher is checking the students' tests. She opened the first test-book an hour ago.
9. The sportsmen are exercising at the stadium. They started their training two hours ago.
10. Father is watching a documentary about the 2nd World War. The programme began an hour ago.
11. The journalist is interviewing the headmaster. He entered the headmaster's office half an hour ago.
12. William is taking the guests round London in his car. They started doing the city an hour and a half ago.

Exercise 4. Respond to the sentences as in the model. Use the suggested words.

Model: Why are your hands dirty? (to work in the garden) – I have just been working in the garden.

1. Why is your Mom so tired? (to clean the house)
2. Why is there such a mess in your room? (to look for the key)
3. Why are the pupils so excited? (to take part in the concert)
4. Why are Lily's eyes red? (to cry)
5. Why are the sportsmen so exhausted? (to run a marathon)
6. Why are the children laughing? (to watch a comedy)
7. Why are your roommates in a bad mood? (to quarrel)
8. Why are there so many pools outside? (to rain)
9. Why is your hair wet? (to take a bath)
10. Why is Bill sleepy? (to take a nap)
11. Why is there such an unpleasant smell in the kitchen? (to fry fish)
12. Why are there so many dirty spots on your T-shirt? (to squeeze juice)

Exercise 5. Ask questions as in the model using the suggested words.

Model: Your friend is angry with you. (to wait/ long) – Has he been waiting for me long?

1. Bill's clothes are wet. (to walk in the rain/ just)
2. My former classmate is a chess champion. (to play chess/ long)
3. Your friend's mother is a librarian. (to work in the library/ long)
4. The room looks spotless. (to do a spring clean/ just)
5. Jane's Arabic is perfect. (to learn the language/ long)
6. Ben is out of breath. (to run/ just)
7. There is an unpleasant smell in the kitchen. (to smoke/ just)
8. My friends have bought a new flat. (to look for it/ long)
9. Lucy looks so sad. (to cry/ just)
10. It is so cold in the room. (to air it/ just)
11. We are going to buy a new car. (to save money/ long)
12. My grandparents are going to celebrate their golden anniversary this weekend. (to live together/ 50 years)

Exercise 6. Ask questions as in the model using the suggested words.

Model: Don't enter the room. The students are having an exam in English. (How long/ to take it) – How long have the students been taking it?

1. Phone Betty a bit later. She is busy washing up. (How long/ to wash the dishes)
2. Let's buy them a present for the house-warming party. They are going to move into their new house next week. (How long/ to build it)
3. Wait for the doctor in the reception-room. He is examining the patients now. (Since when/ to receive the patients)
4. Let's have some tea and cakes. My Mom has just made some. (How long/ to bake them)
5. Don't disturb him right now. He is working at his project. (Since when/ to do it)
6. Hurry up. We are waiting for you. (How long/ to stay here)
7. Look at this picture. That's a masterpiece. (How long/ to paint it)
8. Don't be so nervous. I can help you to translate the article. (How long/ to work as an interpreter)
9. Come and stay with us as long as you want. We have enough room here. (How long/ to live in this fine cottage)
10. Be quick. I am already finishing my composition. (Since when/ to write it)
11. Don't be so loud. The child is in bed. (How long/ to sleep)
12. Let's visit Mary. She is still feeling unwell. (Since when/ to stay in hospital)

Exercise 7. Answer the questions as in the model, use the suggested adverbial modifiers of time.

Model: Have you just been riding a horse? (never) – No, I have never ridden a horse.

1. Has he just been driving a car? (for ages)
2. Have the children just been skating on the pond? (since last winter)
3. Have you just been redecorating your room? (for several years)
4. Has it just been raining? (for a week)
5. Have you just been cooking French fries? (never)
6. Have your group-mates just been participating in the music festival? (since last year)
7. Has Peter just been reciting a poem? (since he left school)
8. Has your father been surfing the Internet? (never)
9. Have you just been taking your driving test? (never)
10. Have you just been having a meal? (since morning)
11. Have you just been painting the front door? (for 2 years)
12. Have you just been lying in the sun? (since last summer)

Exercise 8. Make up sentences using the suggested word-combinations.

Model: since morning/ to do a spring clean/ to tidy up the kitchen – I have been doing a spring clean since morning but I have tidied up only the kitchen.

1. for the last 5 minutes/ to keep silent/ not to say a single word
2. since 9 am/ to stay at University/ not to pass the exam

3. since December/ to live in London/ not to visit one's native place
4. since 1 pm/ to do one's homework/ to do three exercises
5. since Saturday/ to try to come in touch with sb/ not to answer a single e-mail
6. for a long time/ to study at college/ not to see one's former classmates
7. since the beginning of the lesson/ to write a test/ not to answer a single question
8. since the 1st grade/ to learn to speak English/ not to visit any foreign country
9. for several months/ to play tennis/ to win several local tournaments
10. for a few days/ to rain/ not to be sunny

Exercise 9. Fill in the gaps using *for* or *since* where it is necessary.

1. I knew Ben when he was a child, but I haven't seen him ... many years.
2. The children have been playing football ... the last two hours, but they don't seem to be tired.
3. Justin works by fits and starts. He has skipped a lot of classes ... the beginning of the semester.
4. The child has been watching TV ... morning. Don't you think he should switch off the TVset?
5. The Greens have been travelling throughout South America ... the middle of June.
6. I have been watching Mr Smith ... an hour. Why is he digging that pit?
7. Are the potatoes ready? You have been cooking them ... a long time.
8. Are you still looking for your key? – Yes, I have been searching the yard ... hours. I've found nothing but an old button.
9. It has been raining ... all day. I wonder when it will stop.
10. Mr Johnson is an experienced teacher. He has been working at the University ... he moved to this town.
11. He seems to hear neither his teacher nor his classmates. He has been daydreaming ... the beginning of the lesson.
12. I've been living in my friend's apartment ... the whole month. I can't afford to have my own one because the rent is too high.

Exercise 10. Agree with the following statements. Give your arguments.

Model: Your brother looks so aggressive. (to shout at/ the last two hours) – I'm afraid you are right. He has been shouting at everybody for the last two hours.

1. I like his sense of humour. (to tell jokes/ all the party)
2. Your neighbours are so quarrelsome. (to argue/ all day)
3. Your classmate is very boring (to tell a dull story/ half an hour)
4. Your niece is very curious. (to ask questions/ I came to their place)
5. The child is surprisingly quiet today. (to paint some pictures/ breakfast)
6. I consider him to be very lazy. (to lie on the sofa and do nothing/ he got up)
7. Your younger sister looks very shy. (to sit all alone/ the beginning of the party)
8. The woman seems to be so patient. (to watch one's naughty child calmly/ an hour)
9. I know your husband to be very hard-working. (to work on the plot/ early morning)
10. I think the boy over there is tactless. (to play stupid tricks on one's friend/ some minutes)

11. I find him rather stubborn. (to impose one's way on one's colleagues/ the beginning of the sitting)
12. Your friend seems to be very energetic. (to play beach volleyball without any rest/ all afternoon)

Exercise 11. Complete the sentences with the correct form of the verb in brackets using the Present Perfect or Present Perfect Continuous Tenses.

1. She (practise) the violin since 8 o'clock in the morning. She only just (stop).
2. We (cover) ten kilometers already. We (walk) for three hours.
3. I'm on a diet. I (eat) nothing but fruit for the whole week.
4. He just (eat) two big sandwiches and chocolate ice-cream.
5. What you (do) up to now? – Nothing special, but I (cook) dinner.
6. The police (not find) the robber yet. They (look) for him for three days.
7. Roger (fail) his History exam three times because he is so bad at remembering dates. But he (practise) for a week now, I am sure he will pass it in the end.
8. What (happen) to the vacuum-cleaner? – Something (go) wrong with it.
9. My cousin (collect) teddy bears ever since she went to school. Now she (collect) so many that she doesn't know where to put them.
10. Where you (put) my dictionary? I can't find it.
11. Your eyes are red and swollen. You (cry)?
12. Do you think Ann (wake up)? She (sleep) for so long!
13. Here you are! I (look for) you everywhere. Where you (be)?
14. The students (work) very well this term. I hope they will get good marks.
15. You (see) my gloves anywhere? I (look) for them for twenty minutes.

Exercise 12. Translate into English.

A.

1. – Ти так довго говориш по телефону. – Ще одна хвилина і я закінчу цю розмову.
2. – Як довго учені проводять це дослідження? – Півроку.
3. Дозвольте мені піднести Вашу важку сумку. Ви тільки що ходили за покупками?
4. – Вона – талановита акторка. – Не дивно, вона грає на сцені з дитинства.
5. Я дуже втомилася. Я обираю подарунок для свого хлопця з самого ранку.
6. – Студенти складають екзамен з самого ранку, чи не так? – Так, скоро він закінчиться.
7. – З якого часу Ви чекаєте на декана? – Я тут з початку перерви.
8. Чому тут такий безлад? Ти щось шукала?
9. Сміти подорожують Європою протягом місяця. Вони вирушили у подорож у червні.
10. Ти чудово грає на скрипці. Ти давно займаєшся?
11. Дощ іде цілий день. На вулиці багато калюж.
12. – Ти спостерігаєш за цими птахами з самого ранку. – Я не можу не милуватися їх красою і грацією.

MODAL VERBS

Exercise 1. Read the sentences with the modal verbs, mind their pronunciation in stressed and unstressed positions.

1. ['kæn aɪ /hɛlp juː mədm || \jes sɜː || aɪ 'kænnɒt 'faɪnd \pɑːkweɪ ævənjuː || 'ɪz ɪt /fɑː frəm hɪə || \nɜːv | juː kæn 'get 'ʊə in 'faɪv \mɪnɪts ||]
2. ['æm aɪ tə 'dʌst ʊə /fɜːnɪtʃər ɪn ʊə sɪtɪŋruːm || 'jes juː \ɑː dɪə || ənd 'nel ɪz tə 'kliːn ʊə 'kɑːpɪt wɪð ʊə \vækjuəmkliːnə || 'wɒt \els məst wɪː duː || 'mʌst wɪː 'wɔːtə ʊə /flavəz əz wel || \nɜːv | juː \niːdnt || aɪ 'wɔːtəd ʊəm \jestədɪ | bət juː məst 'pʊt jɔː 'θɪŋz ɪn 'ɔːdər \p\stɛəz ||]
3. ['meɪ aɪ 'muːv ʊɪs 'kʌmfətəbl 'ɑːm'tʃɛə 'kləʊsə tə ʊə /wɪndzɜːv || 'jes juː \meɪ || 'meɪ aɪ /ɜːpən ʊə wɪndzɜːv || 'nɜːv juː \mʌsnt || ɪts 'rɑːðə \dɑːk əvtsaɪd ||]

Exercise 2. Read the sentences with the modal verbs in the past, pay attention to their reduced forms.

1. ['waɪ 'kʊdnt juː 'kʌm ɪn \taɪm nətəli || aɪ 'nɪːdɪd jɔːr əd\vaɪs || \sɒrɪ /dʒeɪk | aɪ 'gɒt ɪntə ʊə \træfɪk dʒæm || aɪ kəd 'nɒt 'get 'aʊt əv ɪt fər ə ↑'lɒŋ \taɪm ||]
2. ['dɪd ʊeɪ hæv tə 'steɪ ət /hɜːv fə dɪnə || \sɜːtnli ʊeɪ /dɪd || 'huː kəd 'gɜːv 'aʊt ɪn ↑'sʌtʃ 'terɪbl \weðə ||]
3. ['wɜː 'luːsɪ ənd 'megən ə'ləʊd tə 'steɪ 'ʌp tɪl ɪ/levn || \nɜːv | 'bɜːθ 'gɜːlz wɜː tə 'gɜːv tə 'bed ət \ten ||]

Exercise 3. Read the sentences, observe the pronunciation of the modal verbs in stressed and unstressed positions.

1. ['wɒt wɪl 'mɛəri biː 'eɪbl tə 'duː \ftə \klɑːsɪz || ʃiː 'wɜːvnt biː 'eɪbl tə 'duː \mʌtʃ || ʊə 'lesnz ɑːr 'ɜːvə 'rɑːðə\leɪt ||]
2. ['wen wɪl ʊeɪ hæv tə 'teɪk ʊiː ɪg\zæm || ʊeɪl hæv tə 'teɪk ɪt ɒn \tjuːzɪ | ənd ʊeɪ ɑː 'gɜːvɪŋ tə prɪ'pɛə fər ɪt \sɪəriəslɪ ||]
3. ['wɪl 'æɪs biː ə'ləʊd tə 'kʌm tə ʊə /pɑːtɪ tənɪt || ʃiː \wɜːvnt aɪ θɪŋk ||]

Exercise 4. Agree with the following statements.

Model: *Jane is good at playing the piano. – You are right. She can play the piano well.*

Susan is poor at swimming. – That's true. She can't swim well.

1. Julia is a bad cook.
2. Alan is a skilled watch-maker.
3. Patrick is an interesting story teller.
4. Harold is the best runner in our class.
5. Edwin is an experienced tennis player.
6. David is an excellent volleyball player.
7. Mat has only high marks in Mathematics.

8. Max is bad at repairing electric appliances.
9. Nora is the winner of the chess competitions.
10. Mary has difficulty in speaking English fluently.

Exercise 5.

A. Make polite requests. Respond to them using the expressions from the box.

Model: You ask your younger sister to put all the things in her room in order.

– *Could you put all the things in your room in order?*

– *Sure.*

You ask:

1. your friend to see you home;
2. the Dean of the faculty to let you in;
3. your friend to show you his pictures;
4. your mother to wake you up at 7am;
5. your teacher to explain the rule to you;
6. your brother to have a look at your CD;
7. your younger brother to wash up after dinner;
8. the shop-assistant to give you some sugar;
9. a passer-by to tell you the way to the station;
10. the librarian to give you the English text-book;
11. your classmate to water the flowers on the window-sills;
12. your neighbour to look after your little niece for some minutes.

Certainly. I'd be happy to. I'd be glad to. Sure (thing). Yes, of course. No problem. OK. With pleasure.

B. Make up similar micro-dialogues between:

a secretary/ a doctor/ a taxi-driver/ a waiter/ a teacher/ a tutor/ the Dean of the faculty/ a patient/ a passenger/ a customer/ a student/ a monitor.

Exercise 6. Paraphrase the statements using *may*.

Model: You are allowed to go for a walk in the evening. – You may go for a walk in the evening.

1. Mary lets Jim call her after 9 pm.
2. The children are allowed to see the film.
3. He is allowed to participate in the discussion.
4. The little child is allowed to eat a little ice-cream.
5. The teacher lets us use dictionaries during a lesson.
6. We are allowed to ask questions during the lecture.
7. She allows her younger brother to use her mobile phone.
8. My parents allow me to play computer games as long as I want.
9. The students are not forbidden to play football in the gym at break.
10. Sarah's parents allow her to stay at her friend's place for the weekend.

Exercise 7. Answer the following questions as in the model.

Model: – *May I take the cake? (to be on a diet) – No, you mustn't. You are on a diet.*

1. May we go sky-diving? (to be dangerous)
2. May we have a swim in the lake? (to be cold)
3. May he fly a plane? (to have poor eyesight)
4. May he have some coffee? (to have a weak heart)
5. May John babysit his little niece? (to be too young)
6. May we rent this house? (to be under reconstruction)
7. May I stay home tomorrow? (attendance / obligatory)
8. May the boy take that money? (to have little money left)
9. May the children feed animals in the zoo? (to be forbidden)
10. May we drive on this side of the road? (to be against the law)

Exercise 8. Give a piece of advice.

Model: – *I have a toothache. (to go to the dentist) – You must go to the dentist.*
– *He is always very tired. (to overwork) – He mustn't overwork.*

1. Bill's health is ruined. (to smoke)
2. The house is shabby. (to decorate it)
3. It's very cloudy. (to take an umbrella)
4. John is very thirsty. (to drink mineral water)
5. She is angry with me. (to make much noise)
6. She is always very sleepy. (to go to bed earlier)
7. I have too much work to do. (to ask sb for help)
8. My watch is slow. (to take it to the watch-maker)
9. Little time is left before the train's departure. (to take a taxi)
10. The museum is a long way from the railway station. (to take a bus)

Exercise 9. Answer the following questions.

Model: – *Must I call on you tomorrow? (to ring up) – No, you needn't. You can ring me up.*

1. Must I take my umbrella? (to leave it at home)
2. Must I put on an overcoat? (to wear a jacket)
3. Must Phil take a bus to get to school? (to go on foot)
4. Must the sick child stay at home? (to walk in the park)
5. Must we stay for dinner? (to have dinner at the canteen)
6. Must I clean the carpet with a vacuum cleaner? (to sweep)
7. Must he read the book in the original? (to read the adapted story)
8. Must they answer the question immediately? (to consult a teacher)
9. Must we go to the library to get ready for the report? (to surf the Internet)
10. Must the pupils start early in the morning? (to leave the hostel in the evening)

Exercise 10. Answer the questions.

1. Can you stay awake all night?
2. Must you attend all the lectures?
3. May you go out bareheaded in winter?

4. Can your group-mates speak English fluently?
5. Can you watch English films in your English class?
6. Can you read English books without a dictionary?
7. Must you wash the floor in the kitchen every day?
8. May you leave the classroom whenever you want?
9. May the students come to the hostel any time they want?
10. Must the students inform their parents of all the marks they get at the lessons?

Exercise 11. Respond to the following statements as in the model.

Model: *I can drive a car. (to ride a bike) – Can you ride a bike?*

– Yes, I can. (No, I can't)

1. Roy can run fast. (to jump high)
2. You must go to bed early. (to get up early)
3. Alec can play the guitar. (to play the violin)
4. We may wear jeans at the University. (to wear make up)
5. My mother can make delicious cakes. (to bake fruit pies)
6. He has a weak heart. He can't drink coffee. (to eat chocolate)
7. I may swim in the river on a hot sunny day. (to go on a walking tour)
8. The students may speak in a whisper in the reading hall. (to make telephone calls)
9. Victor must make a speech at the conference. (write an article for the scientific journal)
10. We can practise English pronunciation at the language laboratory. (to work at Grammar)

Exercise 12. Put questions to the underlined words.

1. Bill must go home now.
2. Rose can lend me 10 dollars.
3. You can make yourself comfortable in the drawing room.
4. Simon must study hard for his examination.
5. You mustn't dust the furniture with a wet duster.
6. Pete can play the piano.
7. I may invite my group-mates to the party.
8. We can borrow text-books from the library.
9. The students must read this text without a dictionary.
10. You can park the car here.

Exercise 13. Fill in the blanks with *can (can't)*, *may*, *must (mustn't)*, *needn't*.

1. –... he go out? – No, he He has a sore throat.
2. – My pen is out of ink. – ... I borrow yours?
3. You ... drive without license.
4. Everybody ... leave the building. It is on fire.
5. The bag is so heavy. ... you help me?
6. –... you buy vegetables at the market? – No, we We have our own allotment.
7. He ... climb the trees with ease.

8. Jane ... run in the race tomorrow. Her leg is broken.
9. My aunt loves music. She ... play the violin.
10. Hurry up. We ... be late.

Exercise 14. Paraphrase the sentences using *can, may, must*.

1. Kevin is good at windsurfing.
2. Is Michael a good guitarist?
3. Is John a keen photographer?
4. It's necessary for us to attend lectures.
5. No smoking in the University building.
6. It's important to train your memory as well as your body, isn't it?
7. Do you allow me to leave the classroom now? My composition is ready.
8. Will you let me go to Paris with you? I'll be useful because I know French.
9. The junior pupils are not allowed to leave the school at break without their teacher's permission.
10. It is the students' duty to take the dishes away and to clear the table after a meal in the students' canteen?

Exercise 15. Translate the sentences from Ukrainian into English.

A.

1. Відкрий, будь ласка, вікно. У кімнаті задушливо.
2. – Можна зайти до класу? – Так, але більше не запізнюйтеся.
3. Олена повинна наполегливо працювати над своєю вимовою. Вона не вмє вимовляти деякі голосні.
4. – Мені важко перекласти це речення. – Чим я можу тобі допомогти?
5. – Не можна тут палити. – Хіба ти не бачиш це попередження?
6. Тут дуже шумно. Я тебе не чую. Повтори її адресу, будь ласка.
7. – Ми повинні написати цю вправу письмово? – Ні, не потрібно. Зробіть її усно.
8. – Можна мені купити морозиво? – Ні, у тебе хворе горло.
9. – Гадаю, Ганна не вмє говорити англійською, чи не так? – Вона володіє кількома іноземними мовами, зокрема англійською.
10. – Допоможіть мені піднести цю сумку. Вона занадто важка. – Із задоволенням.

B.

1. – Ви можете показати мені, де знаходиться місцевий музей? – Це далеко звідси. Гадаю, вам потрібно їхати туди автобусом.
2. – Я хочу попрацювати в Інтернеті. Можна мені включити комп'ютер? – Боюся, що ні. Ми не маємо доступу до Інтернету.
3. – Нам необхідно фарбувати цей будинок? – Ні, він зроблений з цегли. Ви можете лише пофарбувати вікна та двері.
4. – Що ви повинні купити для кімнати в гуртожитку? – Нічого, вона повністю умебльована. Ти можеш допомогти мені зробити в ній ремонт?
5. – Мої друзі тільки-но приїхали до цього міста, а тому не мають, де жити.

- Не турбуйся. Вони можуть орендувати квартиру в моєї тітки за низьку ціну.
6. – Давай вийдемо на вулицю на п'ятнадцять хвилин прогулятися. – Іншим разом. Я повинна допомогти мамі робити генеральне прибирання.
7. – У тебе такі гарні сукні. Ти вмієш шити? – Так, але зараз моя швейна машинка зламана. Я не можу її відремонтувати.
8. – Як мені зробити дитячу затишною? – Не купуй багато меблів, кімната повинна бути просторою. На підлогу поклади м'який килим, а стіни пофарбуй ілюстраціями до казок.
9. Не можна кидати сміття на підлогу. У кутку кімнати є кошик для сміття.

Exercise 16. Say that you or somebody else could do it at a certain age, too.

Model: My niece doesn't go to school but she can read. – I could also read before going to school.

1. I started walking at the age of ten months.
2. I made a chocolate cake for my 16th birthday.
3. Listen to that fresher. His English is so fluent.
4. Listen to that first-former. His singing is so nice.
5. Bill runs very fast and often wins school competitions.
6. This is a collection of poems he wrote in his childhood.
7. Look at the picture my brother drew at the age of seven.
8. Junior pupils learn to knit scarves at the labour training lessons.
9. My six-year-old nephew often plays the piano at the family parties.
10. My nine-year-old daughter presented me with an embroidered towel on my birthday.

Exercise 17. Say that you or somebody else couldn't do it and explain why.

Model: I mastered English at school. And you? (to study German) – I couldn't master my English at school. I studied German.

1. The students of our faculty read books by English and American writers in the original. And your fellow students? (not to have a well-stocked library)
2. The scientists discussed the results of the experiments at the meeting. And your supervisor? (not to be present at that discussion)
3. My group-mate lent me money to pay for the taxi yesterday. And your neighbour? (to be short of money)
4. Your class went on a guided tour last week. And you? (to get ready for the international competitions)
5. My friends enjoyed the paintings by modern artists at the gallery on Tuesday. And you? (to be out of town)
6. The physician always examines his patients in the morning. And the surgeon? (to perform a serious operation)
7. Your colleagues returned back home after the conference before it was dark. And you? (the car/ to be stuck in the mud in the countryside)
8. My sister brought a lot of presents when she returned from her business trip to Great Britain. And yours? (not to have any time to do the shopping)
9. We took a lot of pictures when we were on a sea voyage. And your parents? (camera/ not to work)
10. I always send my former class mistress a post card by e-mail on her birthday. And you? (not to have any access to the Internet)

Exercise 18.

A. Ask and answer questions as in the model.

Model A: Could Sid write letters when he was 5? – No, he could not.

Could Sid count till 10? – Yes, he could.

B. Work in pairs. Let your friend guess what you could/ couldn't do at the age of 5?

Model B: You could write letters at the age of 5, couldn't you? – Yes, I could./ No, I couldn't.

C. Work in pairs. Find out what your friend could do at the age of 5 by asking him/ her questions.

Model C: Could you write letters when you were 5?– Yes, I could./ No, I could not.

	Sid/ 5	You/ 5	Your friend/ 5
to write letters	–		
to count	+		
to spell the name	–		
to do simple sums	+		
to recite rhymes	+		
to tie shoelaces	+		
to wash dishes	–		
to make the bed	–		
to fold the clothes neatly	+		
to play computer games	+		
to sew on a button	–		

Exercise 19. Say that you (or somebody else) were (was) allowed to do it some time ago, too.

Model: I may stay in bed a bit longer on Sunday morning. – I was allowed to stay in bed a bit longer in the morning last Sunday, too.

1. My father may go fishing on Saturday.
2. We may watch TV all day on Saturday.
3. The students may stay at the hostel in summer.
4. I may take a nap in the afternoon at the weekend.
5. I may go on a picnic in warm weather at the weekend.
6. My niece may go to the water park without her parents.
7. My friends and I may have tea at the local caf? at the weekend.

8. My daughter may invite her friends for tea on Saturday evening.
9. My younger brother may play computer games as long as he wishes on Saturday.
10. The participants of the conference may ask questions after the speaker finishes his report.

Exercise 20. Ask questions to get some additional information about the situation. Use the suggested words.

Model: The students wrote a test in English yesterday. (to use a dictionary/ to consult fellow students) – Were you allowed to use a dictionary? You were allowed to consult your fellow students, weren't you?

1. My sister kept to a diet last year. (to have a meal after 6 pm/ to eat meat)
2. She was ill with pneumonia last month. (to have a walk/ to have fizzy drinks)
3. His uncle had problems with his heart. (to smoke/ to go jogging in the morning)
4. They went to the night club yesterday. (to come home after midnight/ to have a drink)
5. When I was a student I lived in the hall of residence. (to cook meals in the room/ to invite guests)
6. Our class was on an excursion at the weekend. (to do the shopping/ to choose what sights to see)
7. My classmates had a rehearsal yesterday afternoon. (to miss classes/ to rehearse in the assembly hall)
8. The history teacher gave us the task to make a report. (to surf the internet/ to consult the tutor)
9. My neighbour participated in the reality-show in his youth. (to call relatives/ to go home for a short period)
10. She took up the post of secretary in the firm. (to have coffee breaks/ to leave the office when her work is done)

Exercise 21. Answer the questions using the suggested words. Develop the situation.

Model: Why didn't you join us when we went on an excursion on Friday? (to go anywhere) – I was not allowed to go anywhere then. I had a bad cold.

1. Why didn't you order the meat salad? (to eat meat)
2. Why did the singer cancel the concert? (to sing live)
3. Why did you leave the party so early? (to come home late)
4. Why did your mother stay in shade on the beach? (to lie in the sun)
5. Why did the visitors of the cafe go out to smoke? (to smoke in the caf?)
6. Why didn't your friend answer your telephone call? (to take a mobile phone)
7. Why didn't the junior pupils play in the school yard after classes? (to go out)
8. Why didn't your sister participate in the performance? (to perform on the stage)
9. Why did the passengers wait for the train in the waiting room? (to go out onto the platform)
10. Why didn't the monitor speak with the headmaster at break? (to enter the headmaster's office)

Exercise 22. Say that you or somebody else had to do it some time ago, too.

Model: The pupils regularly go through medical examination. (yesterday) – The pupils had to go through medical examination yesterday, too.

1. I clean my room every day. (the day before yesterday)
2. She always washes her clothes on Saturday. (last Saturday)
3. The sportsmen train regularly at the stadium. (last weekend)
4. We must attend the language laboratory regularly. (on Friday)
5. The teacher often gives tutorials to her students. (two days ago)
6. My Granny waters the flowers three times a week. (on Monday)
7. My parents plant fruit trees in the orchard every spring. (last spring)
8. I cook breakfast for my family every morning. (yesterday morning)
9. Betsy often helps her younger brother with Biology. (yesterday evening)
10. Wendy often looks after her little niece when her elder sister is at work. (the day before yesterday)

Exercise 23.

A. Ann and Jane were very busy yesterday though it was their day off. Say what they had to do.

Model: Ann and Jane's room was in a mess. (to do a considerable turn out) – That's true. They had to do a considerable turn out.

1. Their clothes were dirty. (to wash)
2. Jane spilt some coffee on the carpet. (to clean)
3. There was some dust on the furniture. (to dust)
4. They expected their friends to come in the evening. (to cook some dishes)
5. There were piles of dirty dishes in the sink. (to wash up)
6. There were some grease spots on the floor. (to scrub and mop)
7. They had so much homework for Monday (to do a lot of exercises)
8. Their printer didn't work. (to take it to the computer service center)
9. There was no food left in the fridge. (to go shopping)
10. Their Saturday was so busy. (to go to bed late)

B. Tell you friend what you had to do last weekend.

Exercise 24. Ask questions to get some additional information about the situation.

Model: The boy was extremely rude with his neighbour. (to apologize) – Did he have to apologize?

1. He put on weight. (to go to the gym)
2. My mom had a birthday yesterday. (to bake a cake)
3. I failed Mathematics last week. (to retake the exam)
4. He needed some extra money. (to get a part-time job)
5. They had hardly any bread at home. (to go to the baker's)

6. My classmates arranged a party last month. (to help them)
7. We are going on a trip to Kaniv. (to reserve a room in the hotel)
8. We wanted to become exchange students. (to attend language courses)
9. Jane wanted to buy a new dress but it was very expensive. (to borrow money from a friend)
10. The dishwasher I bought at the supermarket didn't work. (to make a complaint to the manager)

Exercise 25. Find out some more details about the events using the verbs in brackets.

Model: Kristy did a lot of exercises yesterday. (in writing) – She had to do them in writing, didn't she?

1. Bill didn't do well in the exam. (to retake)
2. We had too much work for the next day. (to sit late)
3. The weather was so rainy yesterday. (to stay indoors)
4. I was at a loss doing that exercise. (to explain the rule)
5. We took part in project work in Linguistics. (to do research)
6. Mike made a lot of spelling mistakes in his essay. (to re-write)
7. The first-year students held a concert yesterday. (to participate in the meeting)
8. On Monday the Dean made a report about the coming exams. (to attend)
9. While reading the text he came across many unknown words. (to look up)
10. Roger worked by fits and starts at the beginning of the term. (to catch up with)

Exercise 26. Answer the questions. Develop the situation using the suggested words.

Model: Did you go to work yesterday? (to have a day off) – I didn't have to go to work yesterday. I had a day off.

1. Did you call a doctor yesterday? (to feel much better)
2. Did the tourists carry the heavy equipment around? (to leave it in the camp)
3. Did you buy tickets for the concert yesterday? (to participate in the concert)
4. Did your parents book a holiday trip independently? (to book a package tour)
5. Did Max borrow the reference book from the library? (to have it in the home library)
6. Did your father park the car on the parking lot which is behind the house? (to have a garage)
7. Did the students of your group attend yesterday's lecture in Physics? (not to major in Physics)
8. Did you get enrolled on an English course before going on a business trip to the UK? (to be good at English)
9. Did your neighbour take a bus when going to school yesterday? (to live within a walking distance of the school)
10. Did your elder sister do any cooking while your mother was away? (to have meals at the canteen)

Exercise 27. Get more information about the events by asking special questions.

Model: Yesterday I had to learn a poem by heart. – Why did you have to learn it? – I had to recite it at the concert.

1. They had to set off very early.
2. Louise had to miss classes last Tuesday.
3. My friend and I had to join a scientific society.
4. We had to consult our teacher in Culture Studies.
5. We had to work at that text for a very long time.
6. Samuel had to make an appointment with the doctor.
7. My group-mates had to do a lot of transcribing yesterday.
8. Sandy had to get down to her project work at the weekend.
9. Minnie had to borrow some text-books in History from the library.
10. The undergraduates had to instruct the first-year students before the presentation.

Exercise 28.

A. Last weekend Ann and Pete organized a party. Say what each of them had or didn't have to do.

Ann		Pete
✓	make Russian salad	
	grill mushrooms	✓
	fry fish	✓
	roast meat	✓
✓	stew potatoes	
✓	bake a cherry pie	
✓	fill pancakes with fruit	
✓	stuff eggs with minced meat	
	make tea	✓
✓	set the table	
	clear the table	✓
	decorate the flat	✓
✓	wash up	

B. Imagine that you organized a party last weekend. What were your and your friend's responsibilities?

Exercise 29.

A. Practising good table manners while abroad or while hosting a foreign guest is a vital part of life. Read and say what table manners you must observe visiting different countries.

- In **Tanzania**, it is impolite to get in time to dinner. It is preferable to be 15-30 minutes late.
- When in **Russia**, leave a bit of food on your plate to show the host that there was plenty to eat.
- In **Afghanistan**, a good host has to ask at least three times if the guests want another serving, and these have to refuse at least three times also. If someone drops bread on the floor, this should be lifted, kissed and only after put somewhere else.
- If you are ever invited to have dinner in **Japan**, you need to wait for the host to invite you three times before you start eating.
- In **Germany** do not sit down at the table before the host or hostess has shown you your seat and has sat down.
- If you receive a home invitation to lunch or dinner in **Turkey**, bring flowers, but never bring wine or any other alcoholic beverage.

B. Imagine that you visited these countries. Tell your friend what you had to do, didn't have to do when you were invited to dinner.

Exercise 30.

A. Yesterday your friend cooked mushroom risotto. Below you see the ingredients of that dish. Find out what your friend did with them using the verbs in the box.

Model: Did you have to slice cheese or grate it? – Well, I had to grate it.

Butter, onion, mushrooms, rice, vegetable stock, cheese.

melt, boil, pour, grate, slice, chop, heat, fry

B. Say what your friend had to do to cook mushroom risotto.

C. Say what you had to do when you cooked your favourite dish for the first time.

Exercise 31.

A. Mrs Billstone is a slim woman but some years ago she started to put on weight. So, she had to keep to a diet. Using the suggested expressions say what she had to do, could do, wasn't allowed to do.

To have regular meals, to eat on the run, to have fruit for dessert, to cut down on sweets, to drink skimmed milk, to go jogging, to have a meal after six, to have

much coffee, to drink Coca Cola, to keep off alcohol, to eat fast food, to cook whole-grain cereal, to buy whole-meal bread.

B. Have you or your friends ever been on a diet? What did you/ they have to do, could do, weren't allowed to do?

Exercise 32.

A. Home Magazine decided to conduct a survey to find out if young people were ready for independent life without their parents' care. One of the questions that young people were to answer was if they could do the cooking before they started living independently. Read Mary Smith's answer and fill in the table. Put "+" if she could do it and "-" if she could not.

No! I didn't know how to cook at all before I started living in the dormitory. Though I knew nothing of boiling, stewing, frying or baking my mom never really let me into the kitchen much other than to chop vegetables and maybe peel some potatoes. So, no wonder that when I was cooking rice for the first time, even the top portion was burned to a crisp. My roommate swears I was the only person in the world who was able to burn the rice cooked in a rice cooker. The only things that I coped with were an omelet and coffee. Besides them I also survived on yogurt and pickles and ate out a lot. Actually, I didn't start cooking in the kitchen on a regular basis, until I got married. I wanted to provide my husband with healthy and nutritious meals. So, I got into the kitchen and learned! I read lots of cooking how-to books, watched cooking shows and did tons of experiments. Now I'm pretty good at cooking!

Could	Mary	You
boil		
stew		
fry		
bake		
cook rice		
make an omelet		
cook healthy and nutritious dishes		
peel potatoes		
chop vegetables		
make coffee		

B. Fill in a similar table for yourself. Be ready to answer the same question.

Exercise 33. Translate into English.

A.

1. Він не вмів кататися на велосипеді, але дуже хотів навчитися.
2. Вам можна було користуватися конспектом під час семінару?
3. Пішов сильний дощ, і нам довелося взяти парасольку.
4. Мені непотрібно було вставати рано того дня, то був мій вихідний день.
5. Ти вмів писати до школи? – Ні, але я знав усі літери.
6. Їм довелося рано почати працювати.
7. Хоча мої батьки не вміли говорити англійською мовою, вони добре розуміли нашого гостя з Великої Британії.
8. Чому Вашому однокурснику довелося робити доповідь з географії? Він же зовсім не знається на цьому предметі.
9. Ви не повинні були робити ту вправу письмово. То була усна вправа.
10. Він не вмів водити машину, і йому довелося взяти таксі.

B.

1. Я не міг чути його слів. Я був далеко від нього.
2. Мама була хворою, і мені довелося самій робити покупки.
3. Він повинен працювати наполегливіше, інакше йому доведеться перекладати екзамен.
4. Чому ви не змогли йому допомогти? – У нас не було достатньо досвіду у цій галузі.
5. Їй не треба було прибирати квартиру. То була черга її брата.
6. Мій батько зможе підвезти Вас до села, якщо Ви йому зателефонуєте. – У мене немає номера його телефону.
7. Можна мені скористатися Вашим комп'ютером? – Ні, я зараз готуюся до важливої доповіді.
8. Ви вмієте пірнати? – Ні, я боюся. Я не вмію плавати.
9. Ми повинні перейти в іншу аудиторію? – Ні, не потрібно. На цьому поверсі достатньо вільних аудиторій.
10. Вам можна буде піти додому раніше за умови, якщо Ви виконаєте Ваше завдання вчасно.

Exercise 34. You are a pupil of the 11th form who wants to enter the Foreign Languages Faculty.

A. Say what you will be able to do if you become a student of this faculty.

Model: I can read adapted books in English. (to read English books in the original) – But I'll be able to read English books in the original if I study at the Foreign Languages Faculty.

1. I'm pressed for money. (to combine work and study)
2. I make a lot of Grammar mistakes. (to develop Grammar skills)
3. It's difficult for me to express my thoughts in English. (to speak English fluently)

4. I have only two lessons of English a week. (to spend much more time on English)
5. I can't find a good job. (to have a well-paid job after graduating from the University)
6. I usually spend my summer holidays with my parents. (to have a rest in the students' camp with your friends)
7. I don't have an opportunity to take part in international projects. (to participate in an exchange programme)
8. I have some difficulty in understanding English speech. (to communicate with Englishmen without any difficulty)
9. I can translate sentences from English into Ukrainian with the help of a dictionary. (to do a translation without any dictionary)
10. I am a good mixer. (to take part in extra-curricular activities)

B. Say what you will have to do if you become a student of this faculty.

Model: Pupils don't conduct any research. – I will have to conduct research if I study at the Foreign Languages Faculty.

1. Pupils don't attend lectures.
2. Pupils live with their parents.
3. Pupils don't listen to the BBC news.
4. Pupils don't take exams twice a year.
5. Pupils don't study Linguistics at school.
6. Pupils don't attend the language laboratory.
7. Pupils don't work much in the reading hall.
8. Pupils don't have any teaching practice at school.
9. Pupils don't spend much time on doing homework.
10. Pupils don't have individual research tasks in each subject.

Exercise 35. Explain to the British pupils when they will be allowed to do these things.

Model: 17 – to drive a car – You will be allowed to drive a car at the age of 17.

1. 11 – to study in secondary school
2. 13 – to have a part-time job
3. 16 – to have a full-time job
4. 16 – to buy cigarettes
5. 17 – to ride a motorbike
6. 16 – to ride a moped
7. 18 – to drink alcohol in pubs
8. 18 – to get married
9. 18 – to get a tattoo
10. 18 – to own land and buildings

Exercise 36. Give negative answers to the following questions. Develop the situations as in the model.

Model: Will you participate in tomorrow's concert? – No, I won't be able to take part in it. I have a sore throat.

1. Will you indulge in amateur-art activities?
2. Will he borrow this book from the library?
3. Will your teacher be satisfied with this task?
4. Will your family set out on a journey in summer?
5. Will your group-mates cope with this research soon?
6. Will he achieve good progress in German?
7. Will your fellow students go on an excursion on holiday?
8. Will your group-mates hand in their research papers tomorrow?
9. Will your sister become a student of the extra-mural department?
10. Will the students make a presentation of their project work at tomorrow's lesson?

Exercise 37. Respond to the following sentences using the expressions in brackets.

Model: The University is within walking distance of the hostel. (to take a bus) – So, I won't have to take a bus to get there.

1. Our University has a canteen. (to cook meals)
2. There are several hostels on campus. (to rent an apartment)
3. The lecture attendance is optional. (to attend all the lectures)
4. Pat is determined to work hard at all subjects. (to retake exams)
5. There is a well-stocked library at our University. (to buy text-books)
6. Susan has a profound knowledge of English. (to take additional lessons)
7. You know all Grammar rules perfectly well. (to revise the rules before the exam)
8. The students of the Foreign Languages Faculty study in the second shift. (to get up early)
9. There is a well-equipped language laboratory at our faculty. (to buy a CD-player to work at Phonetics)
10. He always listens to the teachers' explanations very attentively at the lessons. (to explain the rules to him again)

Exercise 38. Say what you will (won't) have/ be able to do in the following situations.

Model: if you fall behind the group – If I fall behind the group I'll have to catch up with it. (If I fall behind the group I won't be able to achieve good progress.)

1. if you skip classes;
2. if you fail at the exam;
3. if you indulge in sports;
4. if you work by fits and starts;

5. if you attend classes regularly;
6. when you are in your first year;
7. if you mispronounce some words;
8. when you graduate from the University;
9. if you want to enlarge your vocabulary;
10. if you have some difficulty in studying English.

Exercise 39. Ask questions to find out some more details. Use *to have to, to be able to*.

Model: Tomorrow I'm going to help Nick with English. – 1. What will you have to explain to him? 2. How long will you have to work with him? 3. When will you be able to finish your work?

1. I think I'll sit up late tonight.
2. Soon the classes will be over.
3. She wants to be a top student.
4. We have too much work for tomorrow.
5. Pete is going to take his exam tomorrow.
6. It's a pity but he works by fits and starts.
7. I want to enter the Foreign Languages Faculty.
8. The teacher wants us to stay after classes today.
9. Clare is eager to participate in the running competitions.
10. If the weather is fine we'll go on a picnic at the weekend.

Exercise 40. Fill in the blanks using *will (won't) have/ be able*.

1. – I think I _____ to enter the University next year though the competition for the places will be fierce. – Then you _____ to work hard.
2. The students _____ to correct the mistakes if they don't revise the rules.
3. I can't understand the task. Perhaps, I _____ to ask the teacher to explain it to me again.
4. I'm afraid we _____ to go camping at the weekend. Mother says it's out of the question.
5. They _____ to promote you to the next year if you fail at one of your exams.
6. – Tomorrow you _____ to get up early. We are setting off on a trip to London. – _____ we _____ to go sightseeing about the city?
7. We _____ to find the answer to this question in our reading hall. There are a lot of reference books at our disposal there.
8. It is the end of the term. Soon the students _____ to take exams.
9. _____ we _____ to go on a picnic at the weekend if the weather is fine?
10. You _____ to graduate from University if you work by fits and starts.

Exercise 41. Translate the sentences from Ukrainian into English.

1. Ви неправильно вживаєте дієслово “to attend”. Вам доведеться подивитися це слово у словнику і написати декілька прикладів з ним.

2. Ти зможеш значно розширити свій словниковий запас, якщо будеш читати англійські книжки в оригіналі.
3. – Пішли з нами на прогулянку. – Боюся, що я не зможу приєднатися до вас. Я зараз готуюся до екзамену з мовознавства. – Сподіваюся, тобі не доведеться його перекладати.
4. – Скільки часу тобі доведеться витратити на підготовку домашнього завдання з історії? – Не більше двох годин. Я думаю, я зможу підготувати доповідь до семінару за цей час.
5. – У студентів буде десять хвилин на те, щоб прочитати цей текст та поставити до нього десять запитань у письмовій формі. – Вони не зможуть виконати це завдання за такий короткий час. У тексті є багато незнайомих слів. Студентам доведеться часто дивитися у словник.
6. Якщо ти хочеш, щоб тебе перевели на наступний рік, ти повинен наполегливо працювати. Тобі доведеться регулярно відвідувати лекції та готуватися до семінарів.
7. Я нічого не бачу на дошці. Відійди, будь-ласка.
8. Він уміє вільно говорити англійською, але йому важко писати цією мовою. Він робить багато орфографічних помилок. Як він може їх позбутися?
9. – Чому Алекс відсутній на уроці? – Мабуть, він погано себе почуває. – Ви зможете відвідати його після занять?
- 10.– Тобі дозволять вирушити у цю подорож під час навчального року? – Думаю, що так. Я зможу легко наздогнати групу.

THE PASSIVE VOICE

Exercise 1. Read the sentences with the verbs in the *Passive Voice*, pay attention to the auxiliary verb *to be* in stressed and unstressed positions and Participle II.

1. [ˈðɪs ˈbʊk ɪz ˈrɪtn baɪ əˈʋerɪ ˈfeɪməs əˈmerɪkən ˈraɪtə || ˈjes | ɪts ˈrɪtn baɪ ˈmɑ:k ˈtweɪn əz fɑ:r əz aɪ rɪmembə ||]
2. [ˈwen wɜː ˈðʊz ˈskɑ:skreɪpəz bɪlt || ðeɪ wɜː ˈbɪlt ˈnɒt ˈlɒŋ əˈŋɡʊ || ðeɪ ɑː ˈmeɪd əv ˈsti:l ənd ˈglɑ:s ||]
3. [ˈðɪs ˈrekrɪˈeɪʃn ˈpɑ:k wɪl biː ˈvɪzɪtɪd baɪ ʌˈmeni ˈsɪtɪ dweɪləz | ˌwɜːnt ɪt || ˈjes ɪt ˈwɪl || ˈnʊz ˌdaʊt | ɪt wɪl biː ˈveri ˈpɒpju:lə wɪð ðəm ||]
4. [ðə ˈmæɪnɪdʒə rɪˈmaɪndɪd ðə ˈmi:tɪŋ wʊd biː ˈheld ðə ˈfɒlʊɪŋ ˈwi:k ||]
5. [ˈdʊnt ˈspi:k ɪn ə ˈlaʊd ˈvɔɪs || ðə mju:ˈzɪəm ɪz biːɪŋ ˈvɪzɪtɪd baɪ ə ˈgru:p əv ˈtværɪsts | ənd ðeɪ ˈwɜːnt biː ˈeɪbl tə ˈhɪə ðə ˈɡɑ:dz ˈstɔ:rɪ ||]
6. [wen aɪ ˈkeɪm ˌhʊm | aɪ ˈsmelt ˈsʌmθɪŋ ˈbɜ:nɪŋ || ðə ˈnju: ˈdɪʃ wəz biːɪŋ ˈkʊkt baɪ maɪ ˈsɪstə ||]
7. [ðiː ˈɑ:tɪkl ˈhæznt biːn trænˈsleɪtɪd tə ðiː ˈend ˌjet | bət ə ˈɡreɪt ˈdi:l əv ˈwɜ:k hæz ɔ:lˈredɪ biːn ˈdʌn ||]
8. [ˈhæv juː ˈfɪnɪʃt ʃɔː rɪˌpɔ:t || ɪt həd biːn ˈfɪnɪʃt baɪ ðiː ˈend əv ðə ˈlɑ:st ˈwi:k ||]
9. [ˈɔ:l ðə ˈterɪtəri əraʊnd əvə ˈsku:l wɪl həv biːn ˈpeɪvd baɪ ðə ˈfɜ:st əv səpˈteɪmbə ||]
10. [maɪ ˈfrendz ˈdaʊtɪt ɪf ðə ʌˈbest ˈsaɪts əv ˈrʊm wʊd həv biːn ˈsi:n baɪ ˈfraɪdɪ ˈmɔ:nɪŋ||]

Exercise 2. Express your agreement as in the model.

Model: *They call their dog Spickey, don't they? – Just so. The dog is called Spickey.*

1. Thousands of people all over the world play football, don't they?
2. They speak English and French in Canada, don't they?
3. The nanny looks after the twins, doesn't she?
4. They usually pack eggs in boxes of ten, don't they?
5. They always serve jelly for dessert at this restaurant, don't they?
6. They sell milk either in bottles or cartons, don't they?
7. They grow a lot of oranges in Egypt, don't they?
8. They buy organic food at this shop, don't they?
9. A lot of people visit this castle every year, don't they?
10. Students write tests at the end of each module, don't they?

Exercise 3. Comment on the situation as in the model.

Model: *I wanted to have a talk with my new roommate from Austria but he didn't understand me. (to speak Italian) – No wonder. Italian isn't spoken in Austria.*

1. I can't find any meat dishes on the menu. (to serve / at a vegetarian restaurant)

2. It is impossible to find Italian mobile phones in Ukrainian shops. (to produce)
3. I have never seen a wooden skyscraper. (to make of wood)
4. There are no horror films on the program. (to show / in the morning)
5. These pills don't help me. (to use for toothache)
6. I was not allowed to enter. (to wear jeans / a cocktail parties)
7. I can't find Stylistics in the timetable. (to teach / in the first year)
8. I couldn't find ballet shoes at the sports shop. (to sell)
9. I didn't see any orange trees while travelling in Ukraine. (to grow / oranges)
10. There is no cricket national team in Ukraine. (to play)
11. My granny didn't like the rock concert. (to play / classical music)
12. The hall is dirty. (to clean / every day)

Exercise 4. Ask questions as in the model.

Model: You want to know if you can use a credit card at this supermarket. (to accept) – Are credit cards accepted at this supermarket?

You want to know if you can:

1. buy Japanese books at this book shop; (to sell)
2. order lobsters at this cafe; (to serve)
3. ask for a loan at this bank; (to give)
4. propose a new plan at the meeting; (to discuss)
5. use a pencil to write your essay; (to write)
6. buy these leather shoes by phone; (to order)
7. get the answers to all your questions there; (to answer)
8. rent one of these flats; (to let)
9. borrow a big sum of money there; (lend)
10. take singing lessons at this school; (to give)
11. bring your personal things to the camp; (to take)
12. organize a party in this hall. (to hold)

Exercise 5. Express your agreement as in the model.

Model: The police questioned the young man yesterday, didn't they? – Just so. The young man was questioned by the police yesterday.

1. Somebody stole her bag yesterday, didn't they?
2. Somebody hit Nick last night, didn't they?
3. They presented her with a diamond ring last Sunday, didn't they?
4. They earthquake destroyed the city, didn't it?
5. They found some golden coins in the cave, didn't they?
6. Her scream frightened you, didn't it?
7. Somebody broke the window in her house last night, didn't they?
8. They built this shopping center five years ago, didn't they?
9. Mother cooked dinner long ago, didn't she?
10. They drew the picture at night, didn't they?

Exercise 6. Answer the questions as in the model.

Model: They didn't organize their party last week, did they? – No, the party wasn't organized last week. It was organized two days ago.

1. The students didn't read the book on holidays, did they?
2. They didn't cut down all trees in that park last autumn, did they?
3. She didn't hide the money in the wardrobe, did she?
4. He didn't send the letter in the morning, did he?
5. The dog didn't eat the sandwiches, did it?
6. They didn't throw away the litter in the morning, did they?
7. They didn't produce this film in India long ago, did they?
8. She didn't invite her relatives to her yesterday's party, did she?
9. They didn't pay Simon any money for his work, did they?
10. They didn't ask a lot of difficult questions at the exam, did they?
11. The snake didn't bite you in the forest, did it?
12. They didn't sing that song at the concert, did they?

Exercise 7. Ask questions as in the model.

Model: The castle is ancient. (when / to build) – When was it built? – It was built in the 14th century.

1. The film is interesting. (who...by / to direct)
2. The ground in the flowerbed looks dry. (when / to water)
3. The documents are ready. (when / to print)
4. Your ex-boyfriend is here. (why / to invite)
5. We have a new shopping centre in the town. (where / to build)
6. You can enter the house through that door. (how / to open)
7. The accident was terrible. (how many people / to kill)
8. Peter is in prison. (why / to arrest)
9. My grandpa had a lot of such tools at home. (what...for / to use)
10. This souvenir is unique. (where / to buy)
11. The city is in ruins. (when / to destroy)
12. This device is very useful. (who...by / to invent)

Exercise 8. Express your agreement as in the model.

Model: They'll paint the house soon, won't they? – Just so. The house will be painted soon.

1. They'll send the letter tomorrow, won't they?
2. They'll deliver the purchase to your house, won't they?
3. They'll meet the children at the station, won't they?
4. They'll make this dish out of healthy ingredients, won't they?
5. They'll name their son after their grandpa, won't they?
6. They'll eat the sandwiches after the lesson, won't they?

7. They'll close the shop at midnight tomorrow, won't they?
8. They'll spend a lot of money on books, won't they?
9. They'll take the thief to the police, won't they?
10. They'll laugh at the joke, won't they?

Exercise 9. Express your agreement as in the model.

Model: They have invited more than 50 people to the party, haven't they? – *Just so. More than 50 people have been invited to the party.*

1. Mother has just cooked pizza, hasn't she?
2. They have served the chicken with rice, haven't they?
3. They've made this sauce with lemon juice, haven't they?
4. They've already built the house, haven't they?
5. They've sold all candy bars, haven't they?
6. They've just visited the patient, haven't they?
7. He has written the story, hasn't he?
8. They've read the novel to the end, haven't they?
9. They've hidden the money, haven't they?
10. Somebody has eaten her sandwich, haven't they?

Exercise 10. Answer the questions as in the model.

Model: *Are they still writing their essays? – No, the essays have already been written.*

1. Is she still marking her students' tests?
2. Are they still choosing a present?
3. Is she still writing a letter?
4. Are they still weeding the flower beds?
5. Is he still sweeping the yard?
6. Are they still polishing the shoes?
7. Are they still making a report?
8. Is he still delivering a speech?
9. Are they still considering new proposals?
10. Is she still signing the contracts?
11. Are they still ordering fast food?
12. Is he still decorating the Christmas tree?

Exercise 11.

A. Answer the questions as in the model.

Model: *Have they discussed the question? – No, the question hasn't been discussed yet.*

1. Have they built a new metro station?
2. Have they taken their exam?
3. Have they cleaned the hall?

4. Have they reconstructed the church?
5. Have they read the book?
6. Have they painted the walls?
7. Have they arranged the furniture?
8. Have they cooked dinner?
9. Have they printed the documents?
10. Have they washed the cars?
11. Have they planted the bushes?
12. Have they translated the article?

B. Paraphrase the questions as in the model.

Model: Have they discussed the question yet? – Has the question been discussed yet?

Exercise 12. Express your agreement as in the model.

Model: They are building a new bridge over the river, aren't they? – Just so. A new bridge is being built over the river.

1. They are laughing at Tom, aren't they?
2. Everybody is looking for the key, aren't they?
3. Granny is looking after the children today, isn't she?
4. They are listening to the teacher attentively, aren't they?
5. She is designing a new wedding dress, isn't she?
6. They are choosing the presents at the moment, aren't they?
7. They are still teaching the children how to use the device, aren't they?
8. They are laying the table in the dining-room, aren't they?
9. They are doing the most difficult part of the work, aren't they?
10. He is leading the team to the victory, isn't he?

Exercise 13. Answer the questions as in the model.

Model: Have they discussed the question? – No, the question is still being discussed.

1. Have they built a new metro station?
2. Have they taken their exam?
3. Have they cleaned the hall?
4. Have they reconstructed the church?
5. Have they read the book?
6. Have they painted the walls?
7. Have they arranged the furniture?
8. Have they cooked dinner?
9. Have they printed the documents?
10. Have they washed the cars?
11. Have they planted the bushes?
12. Have they translated the article?

Exercise 14. Respond to the statements as in the model.

Model: The guests will come soon. (to set the table) – Don't worry! The table will have been set before (by the time) they come.

1. The taxi will arrive any minute now. (to pack the luggage)
2. It is going to rain. (to repair the roof)
3. Parents will come soon. (to clean the house)
4. The boss will be here any minute now. (to type the documents)
5. The customer is going to be angry. (to serve the order)
6. His birthday is in two days. (to buy presents)
7. The party starts in two hours. (to bring snacks and drinks)
8. Parents will return in the evening. (to do homework)
9. The shop closes at 7 pm. (to make a purchase)
10. I am leaving the capital in two days. (to sign the contract)
11. I leave for work at 7.30. (to deliver letters)
12. I am meeting the delegation later this afternoon. (to prepare everything)

Exercise 15. Express your agreement as in the model.

Model: They had left the house by the time the earthquake hit the town, hadn't they? – Just so. The house had been left by the time the earthquake hit the town.

1. They had ordered pizza before Jack arrived at the caf?, hadn't they?
2. The children had broken the toy before the nanny returned to the room, hadn't they?
3. He had cut the grass before it began to rain, hadn't he?
4. He had paid his bills by the 20th of December, hadn't he?
5. They had done their homework by midnight, hadn't they?
6. They had sold the furniture before they moved house, hadn't they?
7. They had known the news for some days before one of them decided to spread it, hadn't they?
8. The police had caught the thief by noon, hadn't they?
9. They had fed the children by the time it got dark, hadn't they?
10. They had chosen the present by that time, hadn't they?

Exercise 16. Express your agreement as in the model. Add some details.

Model: The ancient furniture is still used. – Exactly so. The ancient furniture is still used. Granny's favorite old cups are used, too.

1. The car engine is broken.
2. The kittens have been fed.
3. French is spoken in Canada.
4. The letter will be sent immediately.
5. The twins are looked after by a nanny.
6. The shop will be closed for Christmas.
7. The money was stolen by a pickpocket.
8. Music was heard from the disco nearby.
9. The compositions are being marked now.

10. The manager was asked lots of questions.
11. The Picture Gallery has already been opened.
12. The writer has been invited to sign the books.
13. The lecture will be given by Professor Forest.
14. A new gymnasium is being built near our hostel.
15. The parcels were delivered the day before yesterday.
16. The speaker was being listened to from 10 till 12 am.
17. Mother had been told everything before Dan came home.
18. When new guests arrived, tea was being served on the terrace.
19. The flowers were planted near the University building in April.
20. The question of famine in Africa had been discussed by the time the press conference began.

Exercise 17. Express your disagreement as in the model.

Model: Mary is always forgiven by her family – Oh, no, Mary is not forgiven by all the members of her family. She is not always forgiven by uncle Rodger.

1. The hall is being repaired.
2. The letter will be sent by fax.
3. Dad's bicycle has been stolen.
4. All the paintings have been sold.
5. Bad news had been told by dinner time.
6. The child is often left alone in the house.
7. Fruit and vegetables are kept in the basement.
8. The symphony was being listened to attentively.
9. The flight to New York was cancelled an hour ago.
10. Two new hotels are being built opposite the stadium.
11. We had been noticed before we approached the gates.
12. The basketball match will be postponed till next Wednesday.
13. When the secretary entered the conference room the questions were being discussed.
14. The negotiations were interrupted yesterday because of some complications.

Exercise 18. Choose the correct form of the verb.

1. Cotton *wears/ is worn* well.
2. We *wore/ were worn* our raincoats.
3. The office *is cleaning/ is being cleaned*.
4. Soft drinks *serve/ are served* in the lounge.
5. A new terminal *has built/ has been built* in the city.
6. Professor Martin *sent/ was sent* for several minutes ago.
7. The train to Kyiv *will cancel/ will be cancelled* tomorrow.
8. The roads *are repairing/ are being repaired* after severe winter.
9. Many flights all over the world *sell/ are sold* by British Airways.
10. The monument *has damaged/ has been damaged* by the vandals.
11. Passengers *gave/ were given* their boarding passes at the check-in desk.
12. The suit-case *had left/ had been left* at the baggage reclaim before Christmas.

Exercise 19. Complete the sentences with the passive form of the verbs in brackets. Use the correct tense.

Model: Millions of SMS messages (to send) every day. – Millions of SMS messages are sent every day.

1. We shall wait until the departure platform (to announce).
2. You (to take) to the railway station tonight by taxi.
3. The water pipe (to repair) now so there is no running water.
4. The first mobile phone (to demonstrate) in New York.
5. A lot of money (to invest) already into the project.
6. Many people think that books (to replace) by computers.
7. Coffee beans (to sell) in South America.
8. Dinner (to serve) in the lounge near the swimming-pool.
9. The house (to renovate) next summer.
10. After the windows (to wash) yesterday the curtains (to hang).
11. The books (to return) to the library in two days.
12. The Sydney Opera House (to include) in the National Heritage List in 2005.

Exercise 20 Answer the following questions according to the model.

Model: How was the information sent? (by e-mail). – The information was sent by e-mail.

1. Who was the vase broken by? (the kitten)
2. Who is the floor being polished by? (the maid)
3. Where can he be seen on Sundays? (in the club)
4. When will the party be organized? (after the show)
5. Who was the film directed by? (Steven Spielberg)
6. What have the holidays been spoiled by? (rainy weather)
7. How many books are kept in the library of the British Museum? (millions)
8. What subjects are taught in the first semester? (English, Linguistics, History)
9. Who will the furniture be delivered by? (the workers from the furniture shop)
10. How often is the medicine given to the child? (three times a day before meals)
11. Why haven't the students been taken to the laboratory? (the key from the laboratory was lost)
12. What pyramids are visited most frequently by the tourists? (several of the Giza pyramids in Egypt)

Exercise 21. Put questions to the words in bold type.

*Model: The children will be taken to **the aquarium** on Thursday. – Pardon. Where will the children be taken to?*

1. He hasn't been offered any **promotion**.
2. **His achievement in research work** is much spoken about.
3. The mountains are covered **with snow** till late May.
4. The ticket for the **rock** concert was bought beforehand.
5. **Hundreds** of people were arrested after the demonstration.
6. Everything was destroyed **by the earthquake** within five minutes.

7. You are being waited for **at the entrance** to the University.
8. The film **about prehistoric creatures** was being discussed when Ben turned up.
9. The picture **will be sold** at the exhibition if the artist agrees.
10. The treaty will be signed **as soon as the President agrees**.
11. The girls haven't been invited to the **birthday party**.
12. The report had been written by detective Cooper **by midnight**.

Exercise 22.

A. Mrs Dexter was having her office done up. Write what she saw when she went to inspect the work. Use the suggested prompts. Pay attention to the tense form of the verbs in the passive voice.

Model: The windows/ clean (already) – The windows have already been cleaned.

1. The new curtains/ put up (already);
2. The walls/ paint (already);
3. The floor/ polish (already);
4. Some furniture/ deliver (still);
5. Light fittings/ install (still);
6. New carpets/ not buy (yet).

B. Make up some sentences of your own.

Exercise 23. You are a tourist. Look at the hotel information table. Ask the manager questions about the hotel facilities. Use the suggested prompts. Let your partner/ manager answer them.

Model: Breakfast/ serve/ Where?/ When?

Where is breakfast served? – It is served in Aloha Restaurant

When is breakfast served? – It is served from 7 till 9 am.

HOTEL INFORMATION

Breakfast	In Aloha Restaurant 7 – 9 am
Dinner	In Main Restaurant 6 – 8:30 pm
Newspapers	At the Reception desk
Telephone calls	At the Reception desk
Currency Exchange	At the Reception desk
Hotel Cinema	Film every evening at 9 pm
Rooms	Maid service daily
Hot water	24 hours daily

1. Dinner/ serve/ Where?/ When?
2. Newspapers/ sell/ Where?

3. Telephone calls/ make/ Where?
4. Currency/ exchange/ Where?
5. Film/ show/ Where?/ When?
6. Rooms/ clean/ Who by?/ How often?
7. Hot water/ supply/ When?

Exercise 24. Translate into English.

1. Правил вуличного руху не дотримуються у деяких країнах Азії.
2. Тебе обманули. Студентам пояснили, коли вживається неозначений артикль.
3. Роман Миколи Гоголя “Мертві душі” так ніколи і не було опубліковано.
4. Усі фотографії та описи будуть перевірені редактором.
5. Не шуміть. Тигрів зараз годують, тому вони можуть бути агресивні.
6. Закладаюся, що молодятam подарували новий автомобіль.
7. Після того, як їй показали змонтований фільм, дівчина вирішила запросити родичів на перегляд.
8. Де ти ходиш? За тобою послали ще півгодини тому.
9. Твір вже написано і зараз його ретельно перевіряють.
10. Щойно буде подано вечерю, тебе покличуть.
11. Туристам допомогли місцеві жителі, перш ніж прибули рятувальники.
12. Це потрібно тримати все в секреті. Обіцяй!
13. На Дена завжди можна покластися. Він – надійна людина.
14. Ким було зроблено ці знімки? Це – шедевр!

Exercise 25.

A. Read the text and answer the questions.

THE STATUE OF LIBERTY

The Statue of Liberty, one of New York’s most popular tourist attractions, has captivated travelers from every corner of the world for over one hundred years. It is a huge sculpture that is located on Liberty Island in New York Harbor.

The Statue of Liberty is almost as American as apple pie, but the iconic New York monument was actually given to the United States as a gift from France in honor of the Centennial of American Independence.

The formal name of the statue is “Liberty Enlightening the World.” It pictures a woman who has escaped the chains of tyranny (the broken chains lie at her feet). Liberty’s right hand holds a torch that is a symbol of liberty. The statue is a symbol of freedom and of the United States. For the many immigrants who flocked from Europe to New York, the Statue of Liberty was the first image they saw of the USA.

The Statue of Liberty, the most famous symbolic statue of a woman, was designed by the French sculptor Frederic Auguste Bartholdi, and was modeled after Marie Bartholdi, the sculptor’s mother. Bartholdi was inspired by French law professor and politician ?douard Ren? de Laboulaye, who commented in 1865 that any monument raised to American independence would properly be a joint project of the French and American peoples. The hollow copper statue was constructed in Paris, France. It took nine years before it was completed in 1884. It was shipped

overseas to New York in 350 pieces on a French ship called the “Isere” (in June, 1885).

It was decided to erect the statue at a small island in the harbor of New York City. Today the island is known as Liberty Island. The statue was re-assembled on the completed pedestal on October 28, 1886. The 150-foot pedestal was designed by Richard M. Hunt and built by Gen. Charles P. Stone, both Americans. The statue’s steel framework was made by the French engineer Gustave Eiffel, better known as the man behind the Eiffel Tower in Paris. The Statue of Liberty is 46,5 meters tall and together with the pedestal it reaches a height of 93 meters. Total weight of the Statue of Liberty is 225 tons.

The Statue of Liberty has towered above the New York Harbor since 1886 and was designated as an American National Monument in 1924 and a World Heritage Site in 1984. On September 26, 1972, President Richard M. Nixon dedicated the American Museum of Immigration, housed in structural additions to the base of the statue. In 1984 it needed major restoration and the torch was extinguished on July 4. It was relit with much ceremony on July 4, 1986, to mark its centennial. The Statue of Liberty was closed to visitors following September 11, 2001, but Liberty Island was reopened on December 20, 2001. The Promenade and Observatory were reopened to visitors beginning August 3, 2004 by reserved ticket only. On July 4, 2009 the Crown was once again made accessible to visitors. The 25 windows are located in the crown which comprises the jewels beneath the seven rays of the diadem. You can take the staircase inside the statue and walk all the way up the 354 steps to the crown from where you have a nice view over New York City.

People across the world are inspired by the Statue of Liberty. It might just be one of your favorite attractions while you’re in New York City.

1. Where is the Statue of Liberty located?
2. Was the Statue of Liberty given to the United States as a gift? Who from?
3. Who was the Statue of Liberty designed by?
4. Who was the Statue of Liberty modeled after?
5. Who was the sculptor Frederic Auguste Bartholdi inspired by?
6. Where and when was the Statue of Liberty constructed?
7. How was the Statue of Liberty transferred to New York?
8. When was the Statue of Liberty re-assembled?
9. Does the Statue of Liberty in New York have anything in common with the Eiffel Tower in Paris?
10. Why was the torch of the Statue of Liberty extinguished? When was it relit?
11. Why do you think was the Statue of Liberty closed to visitors following September 11, 2001? When was it reopened?
12. Where in the Statue of Liberty are 25 viewing windows located?
13. Is the Crown accessible to visitors?
14. What are the monuments/ sights/ places you are inspired by?

B. Describe one of the sights in your home town. Use the Passive Voice where possible.

REPORTED SPEECH

Exercise 1. Read the statements in direct and indirect speech with the author's words at the beginning of the sentence.

1. a) [hi· \sez | wi· 'præktis 'iŋɡlɪ] 'saʊnds ət 'evrɪ \lesn ||
b) [hi· 'sez ðeɪ 'præktis 'iŋɡlɪ] 'saʊnds ət 'evrɪ \lesn ||
2. a) [ðeɪ \seɪ | ðeər α· 'ʒʊnlɪ \fɔ: sʌbdʒɪkts ɒn ðə kəri:kjʊləm ||
b) [ðeɪ 'seɪ ðeər α· 'ʒʊnlɪ \fɔ: sʌbdʒɪkts ɒn ðə kəri:kjʊləm ||
3. a) [mɪstə 'hæmptən \sez | /sju:zɪ | ju· həv ən ↑eksələnt ,ɒpə'tju:nɪtɪ tə 'lɜ:n ə 'fɔrɪŋ \læŋɡwɪdʒ ||
b) [mɪstə 'hæmptən 'telz 'sju:zɪ | jɪ· həz ən ↑eksələnt ,ɒpə'tju:nɪtɪ tə 'lɜ:n ə 'fɔrɪŋ \læŋɡwɪdʒ ||

Exercise 2. Read the imperatives in direct and indirect speech.

1. a) ['megən \sez | \pɔ:l | 'traɪ tə 'kʒʊp wɪð ↑ɔ:l ðə \tɑ:sks ||
b) ['megən 'telz 'pɔ:l tə 'traɪ tə 'kʒʊp wɪð ↑ɔ:l ðə \tɑ:sks ||
2. a) ['dʒʊnt bi· ət ə \lɒs | 'ɑ:sks 'bɒb hɪz 'jʌŋɡə /sɪstə ||
b) ['bɒb 'ɑ:sks hɪz 'jʌŋɡə 'sɪstə 'nɒt tə bi· ət ə \lɒs ||
3. a) ['lets 'gʒʊ ɒn ə \pɪknɪk | 'ɒfəz 'dʒeɪn tə hɜ· \frendz ||
b) ['dʒeɪn 'ɒfəz hɜ· 'frendz tə 'gʒʊ ɒn ə \pɪknɪk ||
4. a) [ðə 'ti:tʃər \ɑ:sks | 'ʒʊpn jɔ· 'bʊks ət 'peɪdʒ 'θɜ:\ti:n ||
b) [ðə 'ti:tʃər 'ɑ:sks tə 'ʒʊpn əvə 'bʊks ət 'peɪdʒ 'θɜ:\ti:n ||

Exercise 3. Read the general questions in direct and indirect speech.

1. ['mʌðər \ɑ:sks | /wendɪ | 'ɪz jɔ· 'sæləd dɪ\lɪʃəs ||
['mʌðər 'ɑ:sks wendɪ ɪf hɜ· 'sæləd ɪz dɪ\lɪʃəs ||
2. ['mæks \ɑ:sks | 'ɑ: ðə 'næpkɪnz ɪn ðə /kʌpbɔ:d ||
['mæks 'ɑ:sks ɪf ðə 'næpkɪnz α:r ɪn ðə \kʌpbɔ:d ||
3. [hi· \ɑ:sks | 'dʌz jɔ· 'ni:s həv ə 'θri:kɔ:s /dɪnər əz ə ru:l ||
[hi· 'ɑ:sks ɪf maɪ 'ni:s həz ə 'θri:kɔ:s \dɪnər əz ə ru:l ||
4. ['kʌmɪŋ 'ʌp tə ðeə /teɪbl | ðə 'weɪtər \ɑ:sks æn | 'du: ju· 'laɪk jɔ· 'kɒfi /blæk ||
['kʌmɪŋ 'ʌp tə ðeə /teɪbl | ðə 'weɪtər 'ɑ:sks 'æn ɪf jɪ· 'laɪks hɜ· 'kɒfi \blæk ||

Exercise 4. Read the general questions, change them into indirect speech, transcribe and intone them.

1. Margaret asks us: “Can I offer you some roast beef?”
2. One of them says: “Is there any special dish for the main course?”
3. Mother asks her daughter: “Will you help me to lay the table?”
4. He wonders: “Have you put the mustard-pot, the salt-cellar and the pepper-box on the table, Jane?”

Exercise 5. Read the special questions in direct and indirect speech.

1. [ʃiː ˈɑːsks | ˈwɛər ɪz ðə ˈteɪblɪkɒθ lɪndə ||]
[ʃiː ˈɑːsks ˈlɪndə wɛə ðə ˈteɪblɪkɒθ ɪz ||]
2. [ˈlæri ˈɑːsks | ˈwɒt ˈels məst aɪ ˈpʊt ˈaʊt ||]
[ˈlæri ˈwʌndəz wɒt ˈels hiː məst ˈpʊt ˈaʊt ||]
3. [ˈemɪli ˈsɛz | ˈwɒt dɪd juː ˈsprɪŋkl ʒʊvə ðə ˈkeɪk steɪsɪ ||]
[ˈemɪli ˈɑːsks wɒt ˈsteɪsɪ ˈsprɪŋkld ʒʊvə ðə ˈkeɪk ||]
4. [hiː ˈɑːsks | ˈwen wɪl juː həv ʃɔː ˈsnæk denɪ ||]
[hiː ˈɑːsks ˈdenɪ wen hiː wɪl həv hɪz ˈsnæk ||]

Exercise 6. Read the special questions, change them into indirect speech adding the author's words, transcribe and intone them.

2. How many meals do you have a day?
3. Why hasn't she bought fresh vegetables for the picnic?
4. When are they going to lay the table?
5. When will you teach me to cook stuffed peppers?
6. What dish did she have for the first course at the cafe?

Exercise 7. Read the sentences in reported speech.

1. [aɪ ˈnjuː ðeɪ ˈlʌvd ˈsɪtɪŋ ɪn ˈfrʌnt əv ðə ˈfaɪəpleɪs | ɒn ˈgluːmɪ ˈɔːtəm ˈdeɪz ||]
2. [ˈtʊməs ˈtɔːld miː hiː wəz ɪn ˈdʒɔːɪŋ ə ˈbjuːtɪfʊl ˈwɪntə ˈlændskeɪp | aʊt əv hɪz hɜːtəlruːm ˈwɪndzʊ ||]
3. [hiː əˈnʌvnt hiː həd ˈfɪnɪʃt ðə əksˈperɪmənts wɪð ˈeksələnt rɪˈzʌltz ||]
4. [ˈevrɪbɒdi wəz ˈʃʊə ðə ˈweðə wʊd ˈtʃeɪndʒ fə ðə ˈbetə | əz ɪt wəz ˈkliərɪŋ ˈʌp ˈræpɪdlɪ ||]
5. [ˈlets ˈgɜːv tə ðə ˈpɪktʃəz təmɔːrɜː nɑːt || ˈduː juː ˈθɪŋk ˈkeɪt wɪl ˈdʒɔːn əs ˈtuː || ˈnɜːv | ʃiː ˈsed ʃiː wʊd biː ˈwɜːkɪŋ ɪn ðə ˈlaɪbrəri ðə ˈhɜːv ˈiːvniŋ ||]

Exercise 8. Change the quoted speech to reported speech.

Model: Sam says, "I broke Jim's mobile phone." (to confess) – Sam confesses that he broke Jim's mobile phone.

1. The tourists say, "We can't afford to stay in this hotel." (to complain)
2. Mother says, "It is dangerous to play with this dog." (to warn)
3. The passer-by says, "There is not much traffic in this street." (to remark)
4. The woman says, "I have some new furniture in my room." (to say)
5. My cousin says, "Mom, we can die of boredom in this village." (to tell)
6. My friend says, "I will join you with pleasure if I have free time." (to promise)
7. Mary says, "Ok, I will help you with your homework if you have any problems with it." (to agree)
8. Alice says, "I spend much time on books." (to admit)
9. My niece says, "Dad, this computer doesn't work." (to inform)
10. My elder brother says, "You are always asking me stupid questions!" (to exclaim)
11. The pupil says, "I never cheat in class. (deny)
12. The girl says, "Canada is one of the biggest countries in the world." (to know)

Exercise 9.

A. Use an appropriate introductory verb from the box to report the instructions that the Mother is giving to her son who lives in the hall of residence.

Model: Make your bed every morning. – Mother tells her son to make his bed every morning.

to advise, to ask, to order, to remind, to warn, to tell, to forbid

1. No girls in the room.
2. Clean your room regularly.
3. Don't forget to phone me every evening.
4. Come home before it gets dark.
5. Don't order fast food.
6. Be polite with your room-mates.
7. No smoking in the room.
8. Keep food in the fridge.
9. Don't read far into the night.
10. Change your bed linen every week.
11. Don't forget to write a letter to your Granny every week.
12. Don't start playing computer games until you finish your homework.

B. Report the instructions that 1) your teacher usually gives you before writing a test; 2) librarians give students in the reading-room.

Exercise 10. Turn the following dialogues into reported speech.

A.

Steve: – I'm at a loss when it comes to my rest. I can't relax after a long working week because even at the weekend I'm under a mountain of work.

Jack: – It's because your time management is not effective enough. You leave too much work for the weekend when you have plenty of time to do it during a week.

Steve: – It's easy for you to give advice when you are not a first-year student.

B.

Lena: – I study English at University. It's not easy to learn it, you know.

Sally: – I quite agree with you. I also find it difficult to master a foreign

Lena: language.

– True, true ... I'm doing my best to develop the reading, writing, speaking and listening skills, but it seems to me I will never succeed.

Sally: – Don't be pessimistic about your progress. If you are persistent enough, you'll see the results of your work sooner or later.

C.

Miss Harris: – Class, hand in your essays.

Henry: – Wait a bit, Miss Harris. I'm not ready with my conclusion.

Miss Harris: – You are too slow, Henry. Your time is up. Leave your essay as it is.

Henry: – Be merciful. I need only 5 minutes to wind up.

Miss Harris: – OK, Henry. You can go on writing, but never let it happen again.

Exercise 11. Translate into English.

A.

1. Декан говорить, що відвідування лекцій є обов'язковим.
2. Я рідко прошу свою подругу допомогти мені з англійською мовою.
3. Викладачі забороняють нам користуватися калькуляторами під час занять.
4. Студентка скаржиться, що у неї труднощі з орфографією.
5. Татко просить дітей не шуміти під час футбольного матчу по телевізору.
6. Хелен знає, що неможливо вивчити іноземну мову за короткий час.
7. Мама попереджає, що на вулиці холодно і необхідно тепло одягнутися.
8. Я знаю, що він уміє грати на гітарі.
9. Другокурсники радять нам регулярно працювати над лабораторними завданнями.
10. Він визнає, що жити в гуртожитку не дуже зручно, але весело.
11. Моя старша сестра часто нагадує, щоб я робила зарядку щоранку.
12. Куратор попереджає студентів не запізнюватися на заняття.

B.

1. Мама скаржиться, що я часто запізнююсь у школу, бо я люблю поспати вранці.
2. – Диктор телебачення інформує глядачів, що водіям необхідно бути обережними на дорогах взимку. – А я взимку користуюся лише громадським транспортом.
3. – Він – єдина дитина у родині? – Так, він говорить, що у нього немає братів і сестер.
4. Мама забороняє мені гуляти після 9 години вечора на вулиці. А тобі можна гуляти, коли стемніє?
5. – Я знаю, що Олег – найкращий спортсмен у групі. Повідомте його, що в університеті є декілька спортивних секцій.
6. Попросіть його допомогти Вам з математикою. Він знає цей предмет найкраще з усіх одногрупників.
7. – Ріелтер говорить, що цей котедж дуже зручний. – А скільки в ньому кімнат?
8. Я раджу Вам взяти таксі. Парк відпочинку знаходиться далеко звідси.
9. Вчителька часто скаржиться, що я неуважна на уроках біології. А мені просто нецікавий цей предмет.
10. Тітка каже, щоб я приїхала до неї улітку. Я із задоволенням відвідаю її. Я дуже люблю бувати в неї.

Exercise 12. Complete the sentences in reported speech.

Model: “I have a lot of free time now”. – *She said (that) she had a lot of free time then.*

1. ‘We aren’t leaving tomorrow’. – They said ... weren’t leaving
2. ‘We’ll call you back in a couple of days’. – ... said would call back in a couple of days.
3. ‘I’m going to change my work place next month’. – ... said ... was going to change ... work place
4. ‘I can’t remember the numbers well now’. – said couldn’t remember the numbers well
5. ‘See you tomorrow’. – said would see
6. ‘We went hiking last year’. – ... said ... had gone hiking
7. ‘We had a school reunion party last Friday’. – ... said ... (had) had a school reunion party
8. ‘You must work hard to achieve progress these days. – ... said ... had to work hard to achieve progresses
9. ‘I don’t like it here’. – ... said ... didn’t like it
10. ‘This is your choice’. – ... said ... was ... choice.

Exercise 13. Turn Present Simple statements into reported speech.

Model: “I work as an interpreter“, he said. – *He said he worked as an interpreter.*

1. “I’m a fan of a football team ‘Dynamo’ ”, my brother said.
2. “We like spending time in the countryside”, the children said.
3. “I’m interested in ancient history”, my fellow-student said.
4. “I appreciate your help”, she said.
5. “I’m never late for classes”, he said.
6. “We regularly participate in class tournament “, they said.
7. “We don’t understand Spanish”, they said.
8. “I don’t commute by the metro to my job”, she said.
9. “I’m not ready for the lesson”, he said.
10. “We aren’t afraid of spiders”, they said.

Exercise 14. Turn Present Continuous statements into reported speech.

Model: He said: “I’m reading an interesting book“.

He said (that) he was reading an interesting book.

1. Andrew mentioned, “I’m preparing for a very important event these days“.
2. Margaret told us, “I’m looking for a part-time job”.
3. Nick said, “I’m taking an exam in IT next week”.
4. The children told me, “We are going on a picnic at the weekend”.
5. My father said, “I’m planning to plant some fruit trees in the orchard this year”.
6. My neighbor mentioned, “I’m moving to the countryside for the summer”.

7. The teacher told us, “ We are writing a test next week“.
8. The CEO said, “ We’re establishing our branches in Warsaw and Prague”.
9. My colleague mentioned, “ They’re increasing our salaries next month”.
10. The breaking news reporter said, “ Waste food is becoming an environmental issue at a global scale“.

Exercise 15. Turn the following conversation into reported speech. Use ‘ said’, ‘told’, ‘ mentioned’, added’ , etc.

Model: Vika asked Alex if he had done the shopping. Alex answered (that) he had.

Vika: - Alex, have you done the shopping?

Alex: - Yes, I’ve bought some meat and fish, though I haven’t bought any fruit and vegetables yet.

Vika: - Let me know what meat you’ve bought.

Alex:- Oh, I’ve bought 2 kilos of mutton and 2 kilos of pork.

Vika: - What about fish? What sort of fish have you bought?

Alex:-I’ve bought some salmon. You’re sure to like it.

Vika: - Great, Alex. We’re going to have a tasty dinner today.

Exercise 16. Turn the following Past Simple story into indirect speech.

“I left school in 2007. I entered the university that year. I became a student of the Economics Faculty. It was pretty challenging for me as our teaching staff happened to be very demanding. However, I did my best and graduated from the university with A- and B- grades in 2012. Then I compiled a resume and sent it on *work.ua*. Although I had no experience I got some replies on my e-mail. In a fortnight I had my first interview. I was very anxious but I was lucky to get my first job. It was just the beginning of my career.

Exercise 17. Translate into English.

1. Мама сказала, що діти завжди прибирають свої кімнати самі. Вона думала, що на наступному тижні у них буде генеральне прибирання.
2. Алекс сказав, що він був у відрядженні 2 роки тому. Він також повідомив, що вони підписали угоду з їхніми партнерами на вигідних для них умовах.
3. Петро нічого не сказав про те, що вони приймали участь у престижних змаганнях з волейболу.
4. Учасники гуртку планували йти у похід. Проте їхній керівник сказав, що їм потрібно буде відкласти похід, у зв’язку з поганими погодними умовами. Він додав, що збирається йти дож увесь наступний тиждень.
5. Катерина виглядала такою щасливою. Вона розповіла нам, що склала екзамен з англійської мови на успішно і планує поїхати на стажування до Лондону влітку.
6. Як показали опитування, що все менше і менше людей читають книги сьогодні. Саме тому багато українських видавців книг заявили про наміри

провести ряд заходів по пропагуванню читання серед молоді у наступному місяці.

7. На жаль Андрій не склав екзамен з математики. Його куратор заявив, що він регулярно пропускав заняття, не займався самостійно і має перескласти екзамен на початку осені.

Exercise 18. Put the verbs in brackets into the correct form.

1. Nobody argued that English weather (to be) changeable.
2. My best friend told me that actions (to speak) louder than words.
3. The salesman assured that there (to be) good sales next July.
4. Mother admitted that she (to have) strong coffee every morning.
5. The coach said that we (to win) the game if we (to train) a lot.
6. The film director promised that Julia (to become) a famous actress soon.
7. The young cook assured the Chef that he never (to eat) such a tasty dish before.
8. The stewardess promised that the passengers (to feel) better in half an hour when the storm (to be over).
9. The students weren't certain if they (to manage) to cope with the tasks in time.
10. Helen said that she (to write) invitation cards for her wedding at the moment, that was why she (not to be ready) to go out yet.
11. She said she (to pack) her suit-cases at that time and (to leave) in an hour.
12. The Professor warned the committee that he (must) be in time for the conference.
13. The schoolchildren admitted that their favourite pastime (to be) surfing the net.
14. Father agreed that he didn't really care what colour of the car they (to buy) in two days.
15. Jason admitted that he (not to buy) anything for dessert as he (to run out) of money.

Exercise 19. Change the following sentences into indirect speech.

Model: "He always cheats at tests," warned Mrs. Brown.

1. "The food at our restaurant is excellent," promised the waiter.
2. "No news is good news," stated the nurse.
3. "They are not football fans," the captain assured.
4. "The child always behaves," admitted the headmistress.
5. "I'm sorry I can't accept your offer," whispered Sarah.
6. "Granny is cooking something delicious. I can smell it," said little Jane.
7. "The guide is instructing the tourists at the moment," warned Wendy.
8. "The football match was disappointing," the friends agreed.
9. "The service at the hotel was bad," complained the customer.
10. "The food during the trip was disgusting," exclaimed the tourist.
11. "The police were two minutes late," regretted the victim.
12. "Mike cheated at the exam," Celia pointed out.
13. "The boy learned to drive at the age of 12," boasted the instructor.
14. "The child was playing computer games," said the nanny.
15. "The kittens were playing with a toy," Margaret explained.
16. "I shall be late," Sam Jackson warned.

17. "I'll learn to cook," promised Christina.
18. "The hotel butler will open the door for you," assured Marion.
19. "My friend will get married in August," informed Jennifer.
20. "She has won the lottery," stated Michael.
21. "Father has reserved a room in the hotel for all of us," remarked mother.
22. "I've failed to get the job," admitted George.
23. "They have reached the North Pole," assured the Vice President.
24. "We haven't discussed the results yet," regretted the coach.

Exercise 20. Use the following phrases as a principal clause of a complex sentence: *I thought, they realized, he knew, we were sure, I found out, it was clear, it occurred to me, I came to understand, she assured, he admitted, I was interested.*

Model: *Something funny has happened. – They realized that something funny had happened.*

1. The average temperature in North Africa in winter is 18 degrees Centigrade.
2. Smoking is harmful for one's health.
3. Actions speak louder than words.
4. We cannot cross this bridge, it's too shabby.
5. If you drink a lot of coffee, you will sleep badly.
6. The Vikings first set foot in America.
7. The plane took off in time.
8. There were not enough lifeboats on the ship.
9. The child is sleeping soundly.
10. The bride is having her hair done; she can't answer the phone call.
11. In the kitchen Bess was reading the SMS-message aloud.
12. Garry was looking for something special to present Gill with.
13. I shall do my best to pass the exam successfully.
14. Parents will always be on your side.
15. The sun will shine tomorrow and the day after tomorrow.
16. It hasn't rained for a fortnight.
17. She has never been in love.
18. The first-year-students haven't taken part in the concert.

Exercise 21. Change the following sentences into indirect speech.

1. "Is the weather nasty in autumn in this location?" inquired the tourist.
2. "Are you engaged in research work?" the dean questioned Maggie.
3. "Do you do morning exercises every day?" asked Judy.
4. "Does he smoke?" wondered the yoga instructor.
5. "How do you spend your summer holidays?" asked Freddy.
6. "Was she in a hurry to the University?" asked the Professor.
7. "Were they at hospital?" wondered the girl.
8. "Did you go shopping with your twin yesterday?" asked father.
9. "When did the plane land?" inquired the manager.
10. "Who won that fight?" asked the fan of the boxer.
11. "Shall we be ready with the project for tomorrow?" wondered the students.
12. "Shall I have time for the video club?" the fresher inquired.

13. "Will you show me the way to the British Museum?" requested the pedestrian.
14. "Will the children have ice-cream for dessert?" asked Aunt Elizabeth.
15. "Who will the girl be happy with?" wondered Jane.
16. "Is George writing a report now?" inquired the Monitor.
17. "Am I playing a joke?" the teacher asked.
18. "Are they approaching the final point of their destination now?" wondered the instructor.
19. "Was she making the child's favourite dessert?" asked granny.
20. "Were they telling the truth?" the headmaster wondered.
21. "Has the weather changed for the better?" asked the reporter.
22. "Have you learned the grammar rules?" inquired the teacher.
23. "Have your grandparents told you anything about their youth?" asked Bob.
24. "Why has she got wet through?" inquired the father.
25. "What have they done with these photos?" wondered Ann.

Exercise 22. A tourist has some complains about the hotel accommodation. You are a receptionist. Report the complains to the manager using the following verbs *to complain, to notice, to declare, to state, to assure, to remark, to add, to think, to find out, to realize, to inquire* .

Model: There is dust everywhere! – The tourist complained that there was dust everywhere.

1. My room is much too small.
2. I can't sleep in an uncomfortable bed.
3. There are no clean towels.
4. It's dirty in the bathroom.
5. There is no hot water in my room.
6. The staff are very unhelpful!
7. The window doesn't open.
8. The view from the window is disgusting.
9. There is no balcony in my room.
10. The air conditioner doesn't work.
11. There is no extra bed for my child.
12. The maid hasn't cleaned my room.
13. There are too many mosquitoes!
14. I have noticed a cockroach!
15. There is a lot of noise from the disco!
16. There is no Wi-Fi in my room.
17. I shall never make a reservation at your hotel.
18. I shall write the feedback about your hotel in all social networks!

Exercise 23.

A. Tell your mother what the guests were talking about at your elder sister's wedding.

Model: "They will make a lovely couple," remarked Aunt Emily.

– Aunt Emily remarked that they would make a lovely couple.

1. "The bride is wearing a beautiful wedding dress," commented Sandra with envy.

2. "They are going to live in Edinburgh," supposed Jeremy.
3. "The groom's father has bought a house," boasted Paul.
4. "The couple's parents look happy," said Veronica.
5. "The bride and the groom are very nice young people," Granny commented.
6. "Sally will catch the bride's bouquet," whispered Angela.
7. "The music band is fantastic!" declared the best man.
8. "They will go to Italy for their honeymoon!" remarked Mrs. Finch.
9. "When will their first child be born?" wondered the neighbors.
10. "Who will be the child's godfather?" inquired Mr. Parker.

B. Make up some sentences of your own.

Exercise 24.

A. You went to the birthday party yesterday. Report to your friend who missed it what the guests spoke about.

Model: "The chicken is nice," said Emma.

– Emma said that the chicken was nice.

1. "I'm hungry. I had only sandwiches for breakfast," complained Harry.
2. "I'm going to start my diet tomorrow," promised Ann.
3. "Is there any more salad?" asked Martin.
4. "Does anyone want pasta?" inquired Mary.
5. "Don't talk with your mouth full," remarked Clair.
6. "I don't want anything else," declared George.
7. "What are we having for dessert?" asked Patrick.
8. "This is the best dinner I've ever had," announced Dannie.
9. "We'll have a picnic on Sunday," stated Mark.
10. "Shall we dance after a hearty meal?" wondered Julia.

B. Make up some sentences of your own.

Exercise 25. Turn the following dialogues into indirect speech. Use the following phrases as a principal clause of a complex sentence: *she asked, she wondered, he was interested, she inquired, he thought, she realized, he knew, he was sure, he complained, it was clear, he added, she assured, he admitted, she stated, she found out, he declared.*

A.

Tom: What was the weather like in London?

Mary: It was lovely almost every day.

Tom: Didn't it rain at all?

Mary: It was raining only when we decided to go to Hyde Park, so we had to cancel the walk. We went to the Picture Gallery instead.

B.

Jack: Where were you born?

Jane: I was born in Lviv, went to school there, graduated from Lviv Ivan Franko National University.

Jack: When did you move to Kyiv?

Jane: My family moved to Kyiv three years ago. And I've been in Kyiv since last year.

C.

Sally: What was your brother doing when you came home?

Cynthia: When I looked into Mark's room, he was practising the violin and didn't see me. So I left the house unnoticed.

Sally: That's great. Now we can follow our plan.

D.

Frank: When did you see Mary?

Jason: I haven't seen her since school time. Has she changed?

Frank: She has put on some weight as she has two daughters. But she is as merry as when she was 16.

Jason: I'm looking forward to meeting her.

E.

Tourist: Will you help us, please.

Policeman: What can I do for you?

Tourist: Can you show us the way to Khreschatyk Street?

Policeman: If you take the second turning to the right, you'll be there.

Tourist: Thank you ever so much.

F.

Billy: Uncle Sam has rung up.

Mother: Is he coming for lunch?

Billy: No, he is in trouble.

Mother: What happened?

Billy: He's got into a car accident. He is on the way to the hospital now.

G.

Veronica: Has your sister got married?

Ann: Yes, she has. She married Tom on Saturday. Now she is married to a doctor.

Veronica: Are they on their honeymoon now?

Ann: Not yet. They will go to Venice next week.

Veronica: She is so lucky!

H.

Manager: Why do you want a job with our newspaper?

Applicant: I want to become a newspaper reporter. I saw your job advertisement. So I filled in an application form.

Manager: What other jobs have you done?

Applicant: I was a sports reporter when I studied at the University. Now I've got a job in a sports shop.

Manager: Are you interested in sports?

Applicant: Yes, I like watching volleyball. I always watch our local team when they play at our gym. And I play table tennis.

Manager: Well, I'll tell you what this job involves.

Exercise 26.

A. Read the dialogue between the police officer and the suspect about the missed Mr. Barnes.

Police officer: Are you on easy terms with Mr. Barnes?

Suspect: I get on very well with him. I've known Mr. Barnes for 12 years. I work as his personal driver.

Police officer: When did you see him last?

Suspect: The last time I saw him was at 10:30 last night. I drove him to the theatre in town and left him there.

Police officer: When did you get home?

Suspect: On the way back I had a flat tyre. I think I arrived home at about midnight. You can check the information with my wife. I swear I haven't hurt Mr. Barnes!

B. You are the suspect. Tell your wife about the conversation with the police officer.

C. You are the detective. Write the report about the interrogation.

Exercise 27. Translate into English.

1. Вони сподівалися, що витівка хлопчика залишиться таємницею.
2. Гід поцікавився, чи хтось із групи вже бував у замку.
3. Вона зашарілася й зізналася, що не вміє ані читати, ані писати.
4. Ніхто не повідомив батьків, що діти спокійнісінько бавляться у парку і мати дуже нервувала.
5. Шеф-кухар запитав, чи я коли-небудь їв сиру рибу. Я відповів, що куштував сиру рибу під час поїздки до Японії у 2012 році.
6. Тітка скаржилася, що надворі не теплішає.
7. Доповідач спитав, чи його добре чують.
8. Дівчина заперечила, що коли-небудь бачила цього юнака.
9. Відвідувач кафе сказав, що помирає з голоду і попросив принести йому велику порцію м'яса.
10. Джейн обіцяла, що навідає дядька щойно складе вступні іспити.
11. Хлопець зауважив, що ставлення до нього змінилося.
12. Дитина вигукнула, що на небі з'являється веселка.
13. Я поцікавилася, де можна смачно попоїсти. Перехожий підказав, що за рогом є затишне кафе, де чудово готують.
14. Діти сказали, що увімкнули телевізор після того, як вони зробили всі уроки.
15. Мати обіцяла, що подарує доньці бабусине намисто, коли вона буде виходити заміж.
16. Ти можеш собі уявити? Він сказав, що Земля не обертається довкола Сонця. От невіглас!

THE NOUN

Exercise 1. Read the nouns, pay attention to the pronunciation of their endings in the plural.

d) [-z] after vowels and voiced consonants except [z], [ʒ], [dʒ].

[ˈstɔ:rɪ] – [ˈstɔ:rɪz]	[təˈmɑ:tʊ] – [təˈmɑ:tʊz]	[ˈlemən] – [ˈlemənz]
[pleɪ] – [pleɪz]	[ˈkæləndə] – [ˈkæləndəz]	[ˈteɪbl] – [ˈteɪblz]
[ˈkɒpɪ] – [ˈkɒpɪz]	[hɜvˈtel] – [hɜvˈtelz]	[ˈwɔ:drɜvb] – [ˈwɔ:drɜvbz]

e) [-s] after voiceless consonants except [s], [ʃ], [tʃ]:

[meɪt] – [meɪts]	[klɒk] – [klɒks]	[læmp] – [læmps]
[lɪst] – [lɪsts]	[kæmp] – [kæmps]	[nɜvt] – [nɜvts]
[sent] – [sents]	[pi:k] – [pi:ks]	[lɪp] – [lɪps]

f) [-ɪz] after [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

[fɒks] – [ˈfɒksɪz]	[keɪs] – [ˈkeɪsɪz]	[dʒʌdʒ] – [ˈdʒʌdʒɪz]
[wɪʃ] – [ˈwɪʃɪz]	[kɜvtʃ] – [ˈkɜvtʃɪz]	[ˈvɪlɪdʒ] – [ˈvɪlɪdʒɪz]
[ˈaɪləʃ] – [ˈaɪləʃɪz]	[tɔ:tʃ] – [ˈtɔ:tʃɪz]	[tʃeɪndʒ] – [ˈtʃeɪndʒɪz]

g) some changes of the consonants:

[ʃelf] – [ʃelvz]	[wu:lʃ] – [wu:lvz]	[bu:θ] – [bu:ðz]	[maʊθ] – [maʊðz]
[waɪf] – [waɪvz]	[laɪf] – [laɪvz]	[pɑ:θ] – [pɑ:ðz]	[bɑ:θ] – [bɑ:ðz]

Exercise 2. Read the words, pay attention to the pronunciation of the endings of the nouns in the plural, transcribe them.

pool – pools	potato – potatoes	tulip – tulips	box – boxes
leaf – leaves	photo – photos	institute – institutes	dress – dresses
bag – bags	city – cities	pet – pets	boss – bosses
lesson – lessons	letter – letters	desk – desks	bus – buses

Exercise 3. Write the given words in the plural. Read the words.

an umbrella, an elephant, a brother, a bath, an ostrich, a wish, a buzz, a lorry, a berry, a family, an enemy, a chef, a wolf, a calf, a holiday, a tomato, a bookshelf, a butterfly, a policeman, a blackboard, a tree

Exercise 4. Write the given words in the plural and arrange them into the categories.

Model: a city – cities

A.

I. cats,

II. cities,

B.

I. [s] – cats,

II. [z] – cities,

III. potatoes,

III. [ɪz] – buses,

IV. wolves,....

V. buses,

VI. cacti,

VII. men,

VIII. group-mates,

a pot, a safe, a cry, a porch, a half, a crisis, a child, a passer-by, a leaf, a zoo, a day, a party, a nest, a diagnosis, a quiz, a nucleus, a loaf, a hero, a piano, a chief, a toy, a case, a bath, a mosquito, a buzz, a goose, a person, a criterion, a life, a mouth, a kilo, a group, a vet, a country, a policeman, a mouse, a boss, a thief, a roof, a bacterium, a tooth, a house, a fly, an ox, a woman, a foot, a tomato, a donkey, analysis, a try, a medium, a wife, a mother-in-law, a louse, an oasis, a volcano, a church, a phenomenon, a forget-me-not, a stimulus, a lady, a bush, a baby, a photo, a pet, an echo, a knife, a boyfriend, a bookworm

Exercise 5. Arrange the words into three groups: 1 – words which are used only in the singular, 2 – words which are used only in the plural, 3 – have the same form in the singular and plural.

crossroads, scissors, advice, chewing gum, athletics, congratulations, sheep, news, knowledge, clothes, police, furniture, homework, species, equipment, information, binoculars, cattle, goods, means, series, fish, grass, deer, luggage, money, trousers, progress, outskirts, research, stairs, traffic, rubbish, scales, contents, luck, weather, surroundings, measles, mathematics, billiards, accommodation, bread, jeans, hair

Exercise 6. Put down the words into two columns: *Countable nouns* and *Uncountable nouns*.

Information, clothes, litter, milk, air, leaves, potatoes, knowledge, trees, laptops, grass, bushes, furniture, news, hair, people, goods, luggage, biscuits, butter, sand, problems, juice, page, ideas.

Exercise 7. Write the given words in the singular.

Model: *problems – a problem*

strawberries, peas, geese, children, duties, lice, sheaves, faxes, lies, radios, Germans, places, knives, teeth, feet, fish, people, languages, addresses, sandwiches, women, forget-me-nots, bases, nuclei, criteria, sisters-in-law, means, pence, proofs, species

Exercise 8. Write phrases as in the model

Model: *Peter/ a book – Peter's book*

birds/ a nest – a birds' nest

the roof/ the house – the roof of the house

Alice/ a friend, my colleague/ a file, his parents/ a farm-house, children/ toys, the hand/ the clock, John/ an address, the top/ the page, the beginning/ the story, Nick

and Ann/ a car, the Smiths/ a house, women/ dresses, yesterday/ a newspaper, the team/ victory, a mile/ a distance, the frame/ the picture, an hour/ a conversation, the title/ the book, a teacher/ a remark, cats/ tails, four hours/ delay.

Exercise 9. Complete the sentences.

1. I don't know ____ (the name/ your friend).
2. Look at ____ (the page/ the top).
3. I've never seen ____ (a boyfriend/ your sister). Is he handsome?
4. Mr Jones is sick and tired of ____ (silly questions/ his neighbours).
5. ____ (the chair/ the legs) are too short.
6. Is it true that ____ (a wife/ Simon) is pregnant?
7. He didn't follow ____ (advice/ his doctor).
8. When is ____ (birthday/ your best friend)?
9. What is ____ (the message/ the story)?
10. I can't understand ____ (his words/ the meaning).
11. We'll spend next two days at ____ (a place/ Peter).
12. Why did you decide to sell ____ (old furniture/ your parents)?

Exercise 10. Change the word-combinations as in the model.

Model: Mary's dress – her dress

the title of the book, pupils' tests, a friend of mine, the roof of the house, Simon's car, my and my sister's room, the Browns' flat, my family's cottage, the hand of the clock, Betty and Nelly's bicycle, Sally's and Betty's toys, the dog's kennel, the end of the story, your and your husband's photo, Joan's doll

Exercise 11. Translate into English.

1. Наш багаж невеликий. Ми можемо взяти його у літак.
2. Її знання з англійської граматики дуже глибокі.
3. Існує буклет, у якому прописані поради як створити свою власну справу.
4. На вітрині є великий вибір сонцезахисних окуляр. Приміряй ось оці.
5. Скільки у тебе є з собою грошей? – Небагато, але нам вистачить на проїзд.
6. Можна тобі дати порядку? – Не вдягай цей одяг. Він немодний.
7. Ці джинси відомого бренда, чи не так? – Так. Вони коштують досить дорого. Я не можу собі це дозволити.
8. У кімнаті прохолодно. Одягни піжаму. Вона не тепла.
9. У моїй кімнаті немає багато меблів, проте вони дуже зручні.
10. Більярд стає все більше і більше популярним серед молоді, чи не так? – Так, Ви маєте рацію.
11. Етика – це наука, яка вивчає суспільні правила та норми поведінки.
12. Скільки зараз дітей у класі? – Присутні двадцять вісім учнів. Одна дитина відсутня.
13. Великі успіхи чекають на цю спортсменку.
14. Цей товар дешевий, але й якість його є низькою.
Ця інформація дуже важлива для нашого проекту.

THE PRONOUN

Exercise 1. Read the sentences, pay attention to the *personal pronouns* and the verb *to be* in stressed and unstressed positions.

1. ['ɪz 'keɪt ɪn ðə 'klɑ:sru:m || 'nʊv ʃi: ɪz \nɒt || ʃi: 'ɪznt ɪn ðə 'klɑ:sru:m || ʃi:z ɪn ðə \laɪbrəri ||]
2. ['stefəni ænd 'megi α: \kreɪzi əbaʊt ðə kɒnsət | /ɑ:nt ðeɪ || 'jes ðeɪ \ɑ: ||]
3. ['ɑ: ju: /bɪzi tənait || 'nʊv aɪm \nɒt || bət aɪ əm əz 'bɪzi əz ə 'bi: ɒn \fraɪdi ||]
4. [ðeɪ 'ɑ:nt 'klʊs \frendz | /ɑ: ðeɪ || aɪ bɪ'li:v ðeɪ \ɑ: ||]
5. ['hu: ɪz ɒn \dju:ti tædeɪ || 'betɪ ænd \rʊvz α: ||]
6. [hi:z 'kɑ:m ænd rɪ\z:vd | ænd hɪ: ɪz 'veri 'gʊd ət \fɪzɪks ||]

Exercise 2. Read the sentences with the *demonstrative pronouns*, pay attention to their pronunciation in stressed and unstressed positions.

1. ['ðɪs ɪz ə 'dɑ:k \kɑ: | /ɪznt ɪt || \jes | ɪt \ɪz || 'ɪz ðɪs 'kɑ: /bɪg || \nʊv | ɪts \smɔ:l ||]
2. ['ɑ: ði:z 'tju:lɪps /bju:tɪfl || \jes | 'ði:z 'tju:lɪps α: \bju:tɪfl || 'ɑ: ðə 'tju:lɪps /pɜ:pl || ði:z 'tju:lɪps α: 'braɪt \jelzəv ||]
3. ['ðɪs 'bʊk ɪz /θɪn | ænd 'ðæt 'bʊk ɪz \θɪk || 'dʊvnt \teɪk ðəm || 'teɪk ðə 'nju: 'kʊkərɪbʊk frəm ðə \desk ||]
4. ['ɑ: ðʊvz 'penz ɪn ðə / bæg || \nʊv | ðə 'penz 'ɑ:nt ɪn ðə \bæg || ðʊvz 'penz α:r ɒn ðə \desk ||]

Exercise 3. Read the sentences, pay attention to the *possessive pronouns* in stressed and unstressed positions.

1. ['ɪz ðɪs 'bʊk /jɔ:z || \nʊv | ɪts 'nɒt \maɪn || ɪts \hɪz ||]
2. ['hu:z \dres ɪz ðɪs || 'ɪznt ɪt /hɜ:z || 'jes ɪt \ɪz || ɪts hɜ: 'nju: 'dres fə ðə \pɑ:ti ||]
3. [hɪz 'sɪstər 'ɒfn 'mi:ts ə 'frend əv \hɜ:z ||]
4. ['ɑ: hɜ: 'bʊks ɒn ðə /teɪbl | ɔ: r ɒn ðə \self || 'hɜ:z α:r ɒn ðə \teɪbl | bət 'jɔ:z α:r ɒn ðə \self ||]

Exercise 4. Read the sentences, pay attention to the verb *to have* in stressed and unstressed positions. Mind the absence of reduction in the words *any* [eni] and *many* [meni].

1. ['hæv ju: enɪ /relətɪvz ɪn frɑ:ns || 'jes aɪ \hæv sʌm || aɪ hæv ən 'ɑ:nt ænd hɜ: \fæmɪli ɪn pæris ||]
2. ['nænsɪ 'hæznt enɪ \kʌznz | /hæz ʃi: || \nʊv | ʃi: hæz \nɒt || ʃi: hæz ə 'ni:s ænd 'tu: \nevju:z ||]
3. ['hæv ðeɪ 'gɒt enɪ 'bʊks ɒn /kemɪstri ɪn ðə laɪbrəri || \jes | ðeɪv 'gɒt \meni ||]

4. ['betsɪ hæz 'nɜv 'red \pensɪlz ɪn hɜː penslɒks | /hæz ʃiː || 'jes ʃiː \hæz || ʃiː hæz ə \fjuː ||]
5. ['maɪkl hæz menɪ mɪs\teɪks ɪn hɪz test | /hæznt hiː || 'nɜv hiː hæz \nɒt ||]
6. ['hæv menɪ ɪg'zæmz hæv ðeɪ 'gɒt ət ðiː end əv ðə \tɜːm ||]

Exercise 5. Read the sentences, mind the absence of reduction in prepositions before pronouns after the nuclear tone.

1. [ʌlʌk æt ɪt pliːz ||]
2. [ɪts 'nɒt 'sɜv \iːzɪ fɔː miː||]
3. [aɪ 'gɜv tə ðə \laɪbrəri wɪð hɜː||]
4. ['gɪv maɪ 'best rɪ\ŋɑːdz tuː ðəm ||]

Exercise 6. Use pronouns instead of the words and phrases in bold.

Model: Jack and Mary are so happy together. – They are so happy together.

1. **Physics** is boring.
2. **The dog** is so cute.
3. Where is **my luggage**?
4. **Uncle Jack** is busy today.
5. **Peter** is my bosom friend.
6. **The children** are in the park.
7. **My sister** is interested in music.
8. Let's go home. **People** are tired.
9. **These tables** are very expensive.
10. **My friend and I** are fond of poetry.
11. **My parents and I** are late for the concert.
12. **Your brother and you** spend too much time watching TV.

Exercise 7. Put the correct object pronoun into each gap.

1. My bosom friend has got a lot of new dresses but she likes none of ____.
2. Give ____ the newspaper, please. I want to know the latest news.
3. Don't look at _____. She is so shy.
4. Nick is constantly asking me silly questions. I can't stand _____.
5. Are they in the office? Did you tell _____ the news?
6. I can't understand _____. Be more specific.
7. It's a snake. Don't touch _____.
8. We are going to play a game of tennis. Will you join _____?
9. As for _____, it's just what you need.
10. We'll take the cat with _____.
11. Stay at home. I'll call for _____ at about 5 o'clock.
12. Where are my glasses? I can't find _____.

Exercise 8. Read the text. Make it sound natural replacing some of the nouns with pronouns.

Mary Mason is my best friend. Mary is in her late thirties but my friend doesn't look her age. My friend is a librarian and Mary likes what she is doing. Mary is fond of reading. Give Mary an interesting book to read and you'll make Mary the happiest person in the whole world. Sometimes it seems to me that Mary lives in a fictional world of her books.

The good thing is that it is never boring with Mary. Mary is a brilliant storyteller. Mary can amuse her friends for hours telling interesting stories. The stories are about lives of famous and not very famous people.

Mary's husband Jack is a well-known writer. Mary and Jack are a perfect match. Mary and Jack are both bookworms and when Mary and Jack are tired of each other Mary and Jack spend time with books. Mary and Jack never fail to find an interesting topic for discussion.

Mary and Jack live in New York. New York is a monster city of towering skyscrapers, rushing here and there people, severe traffic jams and rude taxi drivers but Mary and Jack never complain. Mary and Jack don't let the surrounding world interfere with their family happiness.

Exercise 9. Open the brackets using the possessive pronouns in the Absolute form.

1. Is this umbrella (you)?
2. Give me a pen. (I) is broken.
3. Don't touch the book. It is (I).
4. My dress is short. (She) is longer.
5. My computer is old. (He) is modern.
6. My broth is not ready. Let's eat (your).
7. Our story is interesting. (They) is boring.
8. My laptop is on the desk. Where is (she)?
9. They are not our keys. The keys are (they).
10. I don't like my room. It's rather dark. (He) is much lighter.
11. Bill and Kate's mother is a journalist. (We) is an interpreter.
12. Our dog likes rubber toys. Don't touch those ones. They are (it).

Exercise 10. Fill in the gaps with possessive pronouns.

1. – Give me __1__ umbrella. – Don't you have __2__? – __3__ is broken.
2. Pete's room is clean, isn't it? He likes to spend time in __4__ room. __5__ is dirty. They seldom clean it.
3. __6__ dog is clever. She trains it regularly. Do you teach __7__?

4. – What is the time? – It is 5 pm. – Isn't __8__ watch slow? – No, __9__ is just right.
5. The Smiths are fashionable. __10__ clothes are expensive. We can't say the same about __11__.
6. My friend Tom is a top student. __12__ tests are always excellent.
7. Take my hands in __13__. __14__ are cold. __15__ are warm.
8. Don't enter __16__ room. She is busy with __17__ report. Are you ready with __18__?
9. __19__ colleagues are friendly. They help me a lot. __20__ are not so helpful. He never asks them for help.
10. Look at this costume. Do you like __21__ colour?
11. __22__ house is comfortable. They look after it carefully. Does your brother take care of __23__ the same way?
12. Help yourself to this exotic fruit. Do you like __24__ taste?

Exercise 11. Fill in the gaps with pronouns.

1. My husband and __1__ live in the country. __2__ house is not big but __3__ is comfortable and well-planned.
2. Peter likes __4__ new bicycle. __5__ spends hours riding __6__.
3. This is __7__ cat Boss. I found __8__ in the street when __9__ was a kitten. __10__ are good friends now.
4. What is __11__? – I don't know. Let's ask Mary. __12__ is Mike's cousin.
5. I saw __13__ test results. __14__ are so poor. Did you see __15__?
6. Jack and Jill have never seen __16__ grandchildren. __17__ quarreled with __18__ daughter long ago. __19__ promised never to talk to __20__ parents.
7. – How are __21__ today? – Never better. Thank __22__. – How is Mr Thomson? – __23__ is fine. – Remember __24__ to __25__.
8. – Where is __26__ dictionary? I can't find __27__ anywhere. – You may take __28__.
9. It's __29__. Don't touch __30__. She'll be angry with you.
10. – Why are __31__ crying, Alice? – __32__ have a reason but please don't ask me about __33__.
11. These jeans are so fashionable. Let __34__ buy __35__.
12. The police will come soon. Feel free and tell __36__ everything __37__ know.

Exercise 12. Fill in the blanks using reflexive pronouns.

1. The child liked the new toy so much that it could amuse _____ for hours playing with it.
2. Mary excused _____ and left the party early.
3. John blamed _____ for that quarrel.
4. We were lucky. We didn't hurt _____ in the accident.
5. Peter and Mary introduced _____ to the committee.
6. Be careful. Don't cut _____ while shaving.
7. The film _____ was very interesting but the acting left much to be desired.

8. Did your parents and you enjoy _____ at that celebration?
9. He took a shower and dried _____ on the towel.
10. They do it to prepare _____ for the adult life.
11. I can't believe she has cooked it _____.
12. If you continue teasing me, I will complain to the headmistress _____.

Exercise 13. Fill in the blanks using personal pronouns in the Objective Case or reflexive pronouns if necessary.

1. He loves his nephew so much that he bought __1__ a car.
2. He has enough money to buy __2__ a car.
3. I'm not an early riser, so when I have to get up early, it is difficult for me even to dress __3__.
4. Though being physically challenged she can dress __4__.
5. I couldn't concentrate __5__ that day, I didn't feel __6__.
6. I feel __7__ betrayed. I didn't expect him to behave __8__ like that.
7. She felt ashamed. Her children couldn't behave __9__ in public.
8. He is young enough to shave __10__.
9. A famous actor dropped in at the beauty centre and every barber was ready to shave __11__.
10. The test results were excellent and we were pleased with __12__.
11. He is the teacher's pet and whatever he says in class, the teacher is always pleased with __13__.
12. Take my dog with __14__ if you are going for a walk.

Exercise 14. Paraphrase the sentences using the reflexive verbs in the box.

to make the most of oneself, to feel oneself, to enjoy oneself, to pull oneself together, to make sth of oneself, to find oneself, to make oneself at home, to behave oneself, to push oneself forward, to help oneself to, to be oneself, to amuse oneself, to bring oneself to.

1. She doesn't know how to show herself in the best possible way.
2. John didn't live a long life but he was successful.
3. He was happy and got pleasure from the party.
4. Feel free to taste everything you see on the table.
5. I want you to be polite and respectful.
6. Everything was strange for Peter in that house and he couldn't feel comfortable there.
7. I don't like when you put on airs. Behave naturally.
8. I'm not quite well today.
9. She was surprised to discover herself in that mysterious place.
10. I'm leaving you for a couple of hours. Will you find what to do?
11. Don't be nervous. Take control of your feelings and behave in a calm way.
12. She did her best for her boss to notice her to get a promotion.
13. He had to force himself to tell the truth.

Exercise 15. Translate the sentences into English.

1. Він позичив ці гроші для себе.
2. Не дозволяйте дитині брати гарячий чайник, вона обпечеться.
3. Не гнівайтесь на нього: він вміє сміятися не тільки над іншими, але й над собою.
4. Її зовуть Анастасія, але вона називає себе Ася.
5. Зроби каву собі й мені. Не чекай на мене.
6. Діти, поведіть себе гарно.
7. Я обпеклася, коли розливала чай.
8. Можливо, він купив цей капелюх для себе.
9. Він сам тобі все пояснить.
10. Я знаю себе, я не зможу цього зробити.
11. Зберися з думками. Це ж іспит.
12. Студентка зробила помилку, але виправилася, і викладач поставив їй гарну оцінку.
13. Ти думаєш, вони впораються з цим завданням самі?
14. Боюся, ти застудишся. Як тільки прийдеш додому, зроби собі чашку чаю.
15. Тобі нічого не доведеться їм пояснювати: вони самі знають, що робити.

Exercise 16. Change into the plural.

Model: this lady – these ladies

that photo – those photos

this girl, that ball, that car, this horse, this pot, that mole, that foot, this tooth, that rose, this map, that book, this cook, this pet, that tin, this park, that pillow

Exercise 17. Fill in the gaps with **this/ these, that/ those**.

1. Who's ____ over there?
2. Get ____ cat off my knees.
3. I like ____ music. Who is the composer?
4. Who said ____?
5. ____ cake is so tasty. Can I have some more?
6. ____ was horrible. How could you?
7. ____ ear-rings are so beautiful. May I put them on?
8. I even don't want to speak about ____ friends of yours.

Exercise 18. Make up sentences using the verbs, the nouns, the adjectives as in the model.

Model 1: Take this ball. That one is flat.

Model 2: Pass me those scissors. These are blunt.

Verbs: to take, to look at, to give, to read, to pass, to bring, to fetch, to go to, to open, to buy.

Nouns: ball, story, apple, book, umbrella, picture, pen, exercise-book, scissors, juice, magazine, café, museum, jeans, knives, clothes, furniture, equipment, carpet.
Adjectives: boring, sour, thick, old, ugly, blunt, old-fashioned, long, cheap, sweet, short, expensive, thin, flat, broken.

Exercise 19. Fill in the blanks using *some, any, no, a (an)*.

1. I don't eat __1__ meat. I'd like __2__ fruit instead.
2. What colour shall we paint the walls? – __3__ colour will do.
3. Let's buy __4__ sweets. – I have hardly __5__ money.
4. Don't go out without __6__ umbrella. It's raining.
5. The teacher doesn't like __7__ talking in class. – What does he do if __8__ of his students break the rule?
6. She asks if we have __9__ questions. Of course, we have __10__, but we are not sure if she can answer __11__ of them.
7. I can give you __12__ paper if you want. – No, thank you. I have __13__ paper in the drawer, but I have __14__ ink.
8. __15__ doctor will tell you alcohol is bad for your health.
9. Would you like __16__ milk in the coffee? – No, I don't want any.
10. Every dress looks nice on you. You can buy __17__ of them.
11. We need more sugar. There isn't __18__ left.
12. I need __19__ napkins. Are there __20__ in your bag?
13. Fancy a drink? – There is __21__ champagne in the bottle.
14. Have __22__ more vegetables. – No, thank you. I don't want __23__ more vegetables. Is there __24__ steak left?
15. __25__ people find learning foreign languages more difficult than others.
16. I like __26__ modern art.
17. Is there __27__ juice left? – You'll find __28__ in the fridge.
18. Have you __29__ spare pen? – I have __30__ pens at all. I have only pencils.
19. I have __31__ new camera. – Have you taken __32__ interesting photos? – Not yet. I have __33__ film.
20. We haven't __34__ plump tree in our garden. We have __35__ apple trees.

Exercise 20. Fill in the blanks using *somebody, something, anybody, anything, nobody, or nothing*.

1. Is there __1__ in the room? – It is dark there. I think there is __2__ there.
2. There is __3__ about this place that frightens me.
3. __4__ has left the umbrella behind. Do you know __5__ about its owner?
4. I'm so thirsty. I'll drink __6__.
5. Can I help you? – No, thank you. There is __7__ you can do for me now.
6. I'm so bored. Give me __8__ to do.
7. We've invited only our group-mates to the party. Does __9__ else want to come?

8. There is never __10__ worth buying in this shop.
9. Why was everybody silent at the meeting? – __11__ knew what to say.
10. I was at the exhibition of modern art. – Did you see __12__ you know?
11. There is __13__ wrong with my computer. Do you know __14__ who can put it right?
12. I'm sure there is __15__ upstairs. Can you hear __16__?
13. If you find out __17__ about her, let us know.
14. The task is so easy that almost __18__ can cope with it.
15. All doctors say there is __19__ wrong with me. But I feel __20__ is wrong with my lungs.
16. I don't want __21__ to join me. There is __22__ to do there together.
17. __23__ can participate in the exhibition.

Exercise 21. Translate the sentences into English.

1. – У Вас є якісь домашні тварини? – Так, ми маємо декілька курчат та корову.
2. – Давай приготуємо щось перекусити. У нас є якісь продукти у холодильнику? – Ми маємо декілька яєць та сир.
3. У тебе є щось цікаве почитати? Мені так нудно, бо нема чого робити.
4. Це пальто занадто дороге. У Вас є щось дешевше?
5. – Вищий трохи кави. Ти дуже сонний. – Я нічого зараз не хочу.
6. Вибирай будь-яку сукню. У мене їх багато.
7. Якщо щось не так із твоїм комп'ютером, попроси мого старшого брата його відремонтувати.
8. У нього є декілька картин цього художника, але він нічого не знає про їхню історію. У тебе є якась інформація про них?
9. – У мене є декілька цікавих фільмів. Давай заїдемо до мене та переглянемо один із них. – Шкода, але в мене немає часу.
10. Вам немає про що хвилюватися. Вона – талановита акторка.

Exercise 22. Ask questions as in the model.

Model: I have some English books in my home-library. – How many English books have you in your home-library?

There is some cheese in the fridge. – How much cheese is there in the fridge?

1. I have some pence in my purse.
2. There are some students in the room.
3. There is some garbage in the waste bin.
4. We have some relatives in Australia.
5. There are some goods on the counters.
6. The farmer has some sheep in the barn.
7. Our Zoo has some rare species of birds.
8. She has some savings in her bank account.

9. The boy has some chewing gum in his pocket.
10. We have some difficult homework for tomorrow.
11. They have some new equipment in the laboratory.
12. The soldiers have some binoculars in their rucksacks.

Exercise 23. Fill in the blanks using *much, many, a lot of*.

1. Peter doesn't have __1__ money left. Can you lend him some more? – Yes, but not __2__.
2. __3__ students understand that the test will be difficult.
3. __4__ of those present noticed the thief.
4. How __5__ milk do you need for your omelette?
5. __6__ people like Italian food.
6. Did you manage to get __7__ experience from your journeys?
7. We don't have very __8__ biscuits left.
8. I like classical music and go to __9__ concerts.
9. There is so __10__ traffic that we are going to be late.
10. I admire __11__ his ideas.
11. How __12__ cousins on your Mother's side do you have?
12. There are so __13__ dresses in the shop-window. How __14__ are they?
13. There are too __15__ mistakes in his test.
14. It was one of __16__ companions.
15. __17__ time is needed to learn Chinese.

Exercise 24. Paraphrase the words in the italic type using *little, a little, few, a few*.

2. She is so untidy. She has *hardly any* clean plates left.
3. We are working at *several* projects at the same time.
4. I have *not much* interest in show business.
5. *Almost no* student understood the rule.
6. We've got *some* bacon and *a small number of* potatoes.
7. I have *two or three* sandwiches left. Let's have a bite.
8. Our director has *almost no* real power.
9. *Not many* children like this game.
10. There is *hardly any* doubt. Our team will win the game.
11. Could I taste *some* cake?
12. Only *several* friends of mine stay in town for summer.
13. The plant needs *almost no* water.

Exercise 25. Fill in the blanks using *little, a little, few, a few*.

1. ____ of my colleagues understood the significance of this agreement. That's why it was cancelled.
2. I need ____ photographs from your family album. We are going to organize a photo exhibition.

3. There is ____ doubt that he won't cope with this task. He is so persistent.
4. ____ of us can say that we always tell the truth.
5. You can ask your question. I have ____ time to spare.
6. He was quick at translating the text. There were ____ unknown words.
7. I have ____ or no choice in this situation.
8. Give your dog ____ love and it will be your best friend.
9. There is nothing to see in that village, so ____ tourists visit it.
10. I understood ____ of what he said.
11. I'm not bored here. I have ____ friends and we often meet together.
12. You can have a nap. We have ____ time before the taxi comes.

THE ADJECTIVE

Exercise 1. Read the sentences, mind the word-stress in compound adjectives.

1. [ʃi:ɪz 'veri 'æbs(ə)nt\maɪndɪd || ʃi:ɪz ə 'veri 'æbs(ə)ntmaɪndɪd \gɜ:l ||]
2. [hi:ɪz 'kaɪnd\hɑ:tɪd || hi:ɪz ə 'kaɪndhɑ:tɪd 'jʌŋ \mæn dʒu:lɪ ||]
3. [ˌdʒeɪn | ʔeɪ α· 'nɒt ət 'ɔ:l 'wel\bred || ʔeɪ α·r 'ɪlbred \tʃɪldrən ||]
4. ['ɑ:r 'æɪsn ənd 'sju:zɪ 'hɑ:d/wɜ:kɪŋ || 'ɑ: ʔeɪ 'hɑ:dwɜ:kɪŋ /stju:d(ə)nts ||]
5. [wi·α·r 'i:zɪ\gɜvɪŋ | /ɑ:nt wi· || 'jes wi·\ɑ: || wi·α·r 'i:zɪgɜvɪŋ \pi:pl ||]

Exercise 2. Give the comparative and superlative forms of the following adjectives.

pleasant, careful, clear, polite, clever, big, heavy, little, far, serious, funny, old, good, important, difficult, high, fast, early, short, thick, narrow, enjoyable, easy, loud, late, near, expensive, slow, cheap, thin, dangerous, cold, bad, bold, pretty, calm, attractive, thick, sour, convenient, strong

Exercise 3. Complete the sentences using the comparative forms of the adjectives from the box.

<i>clean</i>	<i>distinct</i>	<i>cold</i>	<i>comfortable</i>	<i>enjoyable</i>	<i>good</i>	<i>legible</i>
	<i>difficult</i>	<i>thin</i>	<i>sharp</i>	<i>nervous</i>	<i>important</i>	

1. I like to sleep in the bed. It's much _____ than the sofa.
2. My Granddad prefers to live in the countryside. He says it's _____ than in the city.
3. It's a good day to lie in the sun and swim in the river. Yesterday the weather was _____.
4. I can't cut tomatoes with this knife. It is blunt. – Take that one. It's _____.
5. It took me two hours to do Physics yesterday. – Is it _____ for you than other subjects?
6. Can you give me your notes of the lecture? Your handwriting is _____ than Pete's.
7. This dress is tight on you but it will fit Lucy perfectly. She is _____ than you.
8. Today you seem to be _____ than ever. What's up?
9. I don't like this concert. I expected it to be _____.
10. I think Bill can't recite this poem. Let Jim do it. His speech is _____.
11. Now he understands that good health is _____ than money.
12. I think Vicky can explain this process to you. She is _____ at Chemistry than I am.

Exercise 4. Support or challenge the statements.

Model: *Ukrainian is easier than Latin. – I don't agree. Ukrainian is more difficult than Latin.*

1. English is more interesting than Latin.
2. Linguistics is more difficult than Computer Studies.

3. Foreign Literature is more boring than English.
4. Theory of Education is more important than Life Protection.
5. History is the most enjoyable of all the subjects.
6. Physical Training is the most exciting of all the subjects.

Exercise 5. Give your opinion about the hobbies. Use the adjectives from the box.

Model: Playing computer games is more boring than rollerblading. Watching films is the most boring of all.

interesting boring exciting important easy difficult boring enjoyable

Playing computer games, dancing, surfing the Internet, rollerblading, listening to music, partying, doing sports, watching films.

Exercise 6. Complete the sentences using the superlative forms of the adjectives from the box.

*short happy boring good popular near expensive
cheap tall silly long difficult*

1. I will never forget that day. It was ____ day of my life.
2. I can't afford to stay at this hotel. It's ____ in the town.
3. Which is ____ month of the year?
4. I'm very ashamed. It's ____ thing I have ever done.
5. This young man has a great future. He is ____ football player in the team.
6. Though it is ____ restaurant in the city, the dishes are very tasty here.
7. The Congo River is ____ river in the world.
8. It is necessary to take a taxi. The ____ shop is a long distance from here.
9. Let Paul gather some cherries from the tree. It will be easy for him. He is ____ of us.
10. Was it easy for you to take that decision? – No, it was ____ decision I had ever had to make.
11. I don't want to see that film. Mike says it is ____ film of all he has seen.
12. What is ____ sport in the world?

Exercise 7. Open the brackets using the adjectives in the comparative or superlative form.

1. I think they will lose without her. She is (fast) runner in their team.
2. Though she is (young) than her sister, she is much (tall).
3. We can't afford even (cheap) computer in this shop. Its price is too high for us.
4. Is Everest (high) mountain in the world?
5. This test seems to be (easy) than the previous one. The students made (few) mistakes.
6. It's much (quiet) to live in the suburbs than in the centre.

7. What is (short) way to get from the railway station to your place?
8. You'll never get bored with him. He is (witty) student in our group.
9. We need a (big) room than this one. There are not enough desks for all the pupils.
10. Be (careful) next time or you will hurt yourself easily.
11. I'm afraid we can't offer you a (small) size. That's (small) we have.
12. The lemon is much (sour) than the tangerine.

Exercise 8. Open the brackets using the adjectives in the comparative or superlative form.

1. She was (late) to come to the party.
2. We waited for (far) explanation.
3. My (old) sister is 5 years (old) than me.
4. What is (far) planet from the Sun?
5. Today the boss is (late) than usual.
6. Can you tell me where (near) bus stop is?
7. Betty is (old) of us. She is already 16.
8. What is (late) news?
9. Which hostel is (near) to the university: Hostel 3 or Hostel 4?
10. I seldom buy vegetables and fruit at the green grocer's. It is (far) from my house than the market, so I usually go there.
11. Our country is rich in oil and coal. The (late) is mined in the Eastern part.
12. Get off at (near) bus stop but two.

Exercise 9. Paraphrase the following sentences.

Model: Margaret is more intelligent than Paula. – Paula is not so (as) intelligent as Margaret.

1. John is friendlier than Joan.
2. My friend is taller than me.
3. Phil is more serious than Pete.
4. The cat is smaller than the dog.
5. Our teacher is stricter than theirs.
6. She is more creative than her friend.
7. The students are busier than the pupils.
8. They are more experienced than we are.
9. This book is more interesting than this one.
10. My younger brother is more careless than me.
11. The film is more boring than the performance.
12. The green dress is more expensive than the blue one.

Exercise 10. Agree with the statements. Use the suggested words.

Model: He and his cousin are the same age. (old) – Yes, he is as old as his cousin is.

1. I can trust both Bill and Kate. (trustworthy)
2. My cousin and I each weigh 50 kg. (heavy)
3. The cottage and the flat are the same price. (expensive)
4. Both mother and father work hard. (hard-working)
5. Betsy and Mary have both excellent marks in Maths. (good at)
6. I enjoyed both: the detective story and the historical novel. (exciting)
7. I am usually bored at the lectures in Geometry and Algebra. (boring)
8. My uncle and my aunt have been working at the same plant as engineers for 15 years. (experienced)
9. These two patients are seriously ill. (weak)
10. The students and their teachers have too much work today. (busy)
11. Susan and Kate have just been working in the kitchen-garden. (tired)
12. These two buildings are both five-storied. (high)

Exercise 11. Compare the following using the adjectives from the box.

Model: This shop is as far from our house as this supermarket.

popular dangerous tall famous expensive difficult high big heavy long

- 1) the History exam/ the Biology exam
- 2) Nick/ father
- 3) our school/ our block of flats
- 4) the hotel room/ the lodging
- 5) her hair/ his hair
- 6) your bedroom/ their living room
- 7) the bag/ the suitcase
- 8) football/ hockey
- 9) the wolf/ the lion
- 10) the singer/ the artist

Exercise 12. Agree with the statements using one of the suggested expressions.

Model: They just can't get on well. They are very different. – Yes, they are as different as chalk and cheese.

1. The facts are quite clear.
2. He is cruel to his staff.
3. The man is happy and content.
4. Sandy has gained much weight.
5. She can deceive anybody easily.
6. He will never betray my secrets.
7. My uncle never loses his temper.
8. He can't see anything without his glasses.
9. The children haven't eaten anything since morning.

10. He always does something and seldom takes a rest.
 11. The child is very awkward and often breaks things unintentionally.
 12. Though the man is 50, he is in an excellent state of health and physical condition.

Expressions: as big as a barn, as blind as a bat, as cunning as a fox, as hard as nails, as clumsy as a bull in a china shop, as busy as a bee, as plain as day, as dumb as an oyster, as happy as a clam, as different as chalk and cheese, as fit as a fiddle, as cool as a cucumber, as hungry as a bear.

Exercise 13. Compare these people.

Model A: Chris is younger than Simon. He isn't so young as Adam, though. Adam is the youngest of all.

Name	Chris	Adam	Simon
Age (old)	24	23	27
Height (tall)	1,77 m	1,80 m	1,85 m
Weight (heavy/light)	76 kilos	70 kilos	73 kilos

Model B: Adam is happier than Simon. Adam is as happy as John. But they are not as happy as Chris. He is the happiest of all.

	Adam	Simon	Chris	John
Happy	**	*	***	**
Hard-working	*	**	***	**
Smart	***	**	**	*
Polite	***	**	*	**
Cheerful	*	***	**	**

Exercise 14.

A. Fill in the gaps using the suitable form of the adjectives.

We are a company of 4. I'm 18 years old and I'm (young) of my friends. Sally is as (old) as Jill. Cathy is (old) but she is (short) of us.

We are the members of the same class. We study foreign languages: French and German. For me French is (easy) than German but it's (difficult) for Sally. Jill is (good) at languages. It's a pity, Cathy is not so (good) at these subjects as we are but she is (hard-working) and her marks are getting (good) and (good).

I'm fond of my class-mates. We are (friendly) of all.

B. Make up a similar story about your small company.

Exercise 15. Translate the sentences into English.

A.

1. Хто у Вашій родині найталановитіший?
2. Допоможи мені нести зелену сумку. Вона важча, ніж чорна.
3. Давай купимо котедж. Правда, він дорожчий, ніж квартира, але він більш комфортабельний.
4. Лютий – найкоротший місяць у році.
5. З Кейт цікавіше, ніж із Елізабет. У неї чудове почуття гумору. Елізабет трохи нудна.
6. 21 червня – найдовший день у році. А який найкоротший?
7. Я впевнена, що ця справа легша, ніж попередня.
8. Візьми цю книжку. Вона найзахоплююча з усіх, що є у моїй домашній бібліотеці.
9. Сьогодні діти спокійніші, ніж завжди. Що трапилося?
10. Дешевші речі справді гірші, ніж дорожчі?
11. З ним дуже легко спілкуватися. Він найбільш комунікабельний з моїх друзів.
12. Це найстаріший замок у країні, чи не так?

Б.

1. Він – найвищий з нас усіх, але за віком ми однакові.
2. На скільки років твоя старша сестра за тебе старша?
3. Де найближчий комп'ютерний центр?
4. Ця сукня – останній писк моди. Чому вона найдешевша з усіх?
5. Яка подальша інформація щодо цієї проблеми?
6. Гуртожиток № 5 знаходиться найдалі від усіх інших гуртожитків, але він найбільш комфортабельний.
7. Олена та Марія дуже схожі. Олена така ж струнка, як і Марія. Вони обидві світловолосі. Вони сестри?
8. Я боюся робити це. Я не такий сміливий, як ти.
9. Мої найкращі друзі – Біл та Стів. Останній є моїм одногрупником.
10. Він часто запізнюється на уроки і завжди останній заходить до класу перед дзвінком.
11. Це завдання менш складне, але більш цікаве.
12. Це – останній вечірній потяг. Наступний буде уранці.

THE NUMERAL

Exercise 1. Read the words, pay attention to the word-stress in numerals.

[θri:] – [θɜ:tɪθri:] – [θɜ:'ti:n]
 ['sevn] – ['sevntɪ'sɪks] – ['sevn'ti:n]
 ['fɔ:] – ['fɔ:tɪ'fɔ:] – ['fɔ:'ti:n]
 ['eɪt] – ['eɪtɪ'tu:] – ['eɪ'ti:n]

['faɪv] – ['fɪftɪ'faɪv] – ['fɪfti:'n]
 ['naɪn] – ['naɪntɪ'wʌn] – ['naɪn'ti:n]
 ['sɪks] – ['sɪkstɪ'sevn] – ['sɪks'ti:n]
 ['tu: 'hʌndrɪd] – ['θri: 'θʌvz(ə)nd]

Exercise 2. Write the numbers in words.

11, 56, 4, 40, 44, 8, 59, 95, 100, 23, 33, 67, 19, 18, 15, 80.

Exercise 3. Say the next number.

40 ____, 66 ____, 43 ____, 25 ____, 17 ____, 12 ____, 98 ____, 14 ____.

Exercise 4. Ask and answer about the letters.

Model: What's A? – Twenty-two.

	one	two	three	four	five	six	seven	eight	nine
twenty		A				J		H	
thirty	M			E		Z		Q	
forty			T		F				C
fifty			K				P		
sixty	X			U		D		V	
seventy		L			O				W
eighty				D		Y		S	
ninety	G		N				I		R

Exercise 5. Answer the questions. Write the numbers in full.

Model: How old are you? – Seventeen.

- How old is your mother?
- How many students are there in your group?
- How much is your bag?
- How much are your note-books?
- How much money have you got on you now?
- What size shoes do you wear?
- What size jeans do you wear?

8. How many tables are there in your classroom?
9. What's your home telephone number?
10. What's your mobile telephone number?
11. What's the zip code of your city/ town/ village?

Exercise 6. Write down the corresponding ordinal numerals.

One – _____

Two – _____

Three – _____

Four – _____

Five – _____

Six – _____

Seven – _____

Eight – _____

Nine – _____

Ten – _____

Twelve – _____

Seventeen – _____

Twenty – _____

Twenty-two – _____

Thirty-six – _____

Exercise 7. Say these dates.

Model: September 25, 1993. – The twenty-fifth of September, nineteen ninety-three or September the twenty-fifth, nineteen ninty-three

1. May 28, 1974
2. April 12, 1993
3. June 21, 1965
4. Sepetember 1, 2013
5. July 9, 2010
6. January 12, 2005
7. March 30, 2007
8. August 7, 2000
9. October 18, 2004
10. February 28, 2006

Exercise 8. Answer the questions.

Model: When is your birthday? – On the seventh of August.

1. When is your mother's birthday?
2. When is your best friend's birthday?
3. When is Constitution Day?
4. When is Independence Day?
5. When is Victory Day?
6. When is Christmas Day?
7. When is Halloween?
8. When is the beginning of the school year?
9. When was your school leaving party?
10. When do your summer holidays usually start?

Exercise 9. What time is it?. Write in words.

3.10, 5.05, 7.45, 9.25, 10.30, 11.15, 8.30, 7.50, 2.35, 3.27, 12.44, 10.15

Exercise 10. Answer the questions.

Model: When do you usually get up? – At 7 am.

1. When do you usually have breakfast?
2. When do you usually have dinner?
3. When do you have supper?
4. When do you usually go to the University?
5. When do your classes begin?
6. When are your classes over?
7. When do you come home after classes?
8. When do you start doing your homework?
9. When does your favourite TV-programme start?
10. When do you go to bed?

Exercise 11.

A. Read the dialogue. Act it out.

- What time is it by your watch?
- It's *half past five*.
- I'm afraid your watch is *five minutes fast (slow)*.
- No, my watch keeps good time.

B. Make up similar dialogues.

THE ADVERB

Exercise 1.

A. Agree with the following statements according to the model.

Model: His writing is illegible. – That's true. He writes very illegibly.

1. Sam's pronunciation is not correct.
2. Joe's speech is slow.
3. Tom's translation is correct.
4. Karen's careless about her homework.
5. Kim is a quick learner.
6. Audrey is an attentive listener.
7. Bill is an active member of the English speaking club.
8. Betty's spelling is bad.
9. Larry is a fluent speaker of English.
10. My progress in learning foreign languages is satisfactory.

B. Say if it is true about you.

Model: His writing is illegible. – That's a pity. I write illegibly as well. Not everybody can understand my handwriting.

Exercise 2.

A. Match the adverbs and adjectives/ participles to fill in the blanks.

carefully	anxious
perfectly	unpopular
terribly	planned
incredibly	relaxed
completely	calm
fairly	easy
extremely	organized
well	sure
surprisingly	well
absolutely	quickly

In a few months you will take the exams. Exams are *extremely unpopular* with students. It really gives butterflies in your stomach and this is not surprising. In fact, it is quite normal to feel ... about exams.

To reduce any pre-exam stress you may talk to your course tutor or get help from your group-mates and remember your stress is not about the exam, but what you think about the exam. Think positively and concentrate on your strength. You can boost your confidence by mentally repeating: "I'm ... and I'm ... that I'll do ...".

Your routine should be Create a schedule so that you can track and monitor your progress. Make sure you allow time for fun and relaxation to avoid burning out.

If you prepare for the exam properly there is no need to worry much. With ... schedule your preparation time will pass ... and productively and the exam will seem

B. What do you feel about the coming exams? Share your feelings with your group-mates.

Exercise 3.

A. Match the adverbs and their definitions.

wide/ widely	a) to the full extent b) to a large extent
short/ shortly	a) abruptly b) in a short time; soon
last/ lastly	a) at the end or at the last point b) after all others; at or in the end
deep/ deeply	a) a long way from b) greatly
pretty/ prettily	a) in attractive way b) quite or very
high/ highly	a) at or to a height b) very much
late/ lately	a) in recent times; of late b) after the correct or expected time
hard/ hardly	a) scarcely; barely b) with great energy, force, or vigour
free/ freely	a) without payment b) willingly
sharp/ sharply	a) exactly b) in an aggressive manner
near/ nearly	a) not quite; almost; practically b) at or to a place or time not far away; close by

B. Complete the sentences with an adverb from the box.

<i>Last/ lastly near/ nearly short/ shortly deep/ deeply pretty/ prettily wide/ widely widely free/ freely sharp/ sharply late/ lately hard/ hardly high/ highly</i>
--

1. It is a ... developed industrial country.
2. The tower stands ... above the city.
3. I believe that ... I'll make good progress in teaching.
4. He comes home ... after work.
5. The academic year is ... over.
6. You did a ... good job.

7. He works ... to do well at the exam.
8. You can ... develop your language skills without working systematically.
9. Computer programs are ... used in teaching foreign languages.
10. It's so stuffy here. Open the door
11. Seeing her smile at me ... I can't help smiling in return.
12. ... I've been satisfied with his answers.
13. ..., put the sentences in the right order.
14. Can you work in your computer class ... ?
15. I never take a bus when going to the University as I live quite ... it.
16. What professions are ... respected in the society?
17. Your today's answer is ... good.
18. To find the lost necklace he had to dive ... into the river.
19. The driver stopped ... seeing a policeman ahead.
20. It is seven
21. He spoke about his past ... as if it didn't hurt him.
22. She looked ... at me.

Exercise 4. Choose the correct item.

1. As people became old they grow *slow/ slowly* at remembering dates.
2. The sky seems *dark/ darkly*. Storm must be coming again.
3. We looked *anxious/ anxiously* up the street.
4. The speaker sounds *hoarse/ hoarsely*. Let him drink some water.
5. The car looked exceptionally *good/ well* for its age.
6. The moon appeared *slow/ slowly* from behind the cloud.
7. I usually become *impatient/ impatiently* when I have to wait.
8. Carl appears *sad/ sadly* today.
9. I went over to comfort him and he looked at me *sad/ sadly*.
10. The weather turned *cold/ coldly*.
11. She turned *cold/ coldly* away from the salesman.
12. The milk smells *rotten/ rottenly*. Isn't it sour?
13. The doctor felt my leg *careful/ carefully* not to hurt me.
14. How *sweet/ sweetly* that voice sounds.
15. I remain *calm/ calmly* whatever happens.
16. The sea turned *rough/ roughly*.
17. The negotiations proved *pointless/ pointlessly*.
18. The newly baked cake smelt so *delicious/ deliciously*.
19. He smelt the substance *careful/ carefully* to make sure what it was.

Exercise 5.

A. Read some foreign language learning tips. Choose the correct item.

1. Remember that learning a language is a *gradual/ gradually* process – it does not happen overnight.
2. Make learning a habit. It's necessary to study a little bit every day to become and stay *proficient/ proficiently*.

3. Choose your materials *careful/ carefully*. You will need reading, grammar, writing, speaking and listening materials.
4. Find friends to study and speak with. Learning English together can be very *enjoyable/ enjoyably*.
5. You should practise what you are learning by employing it *actively/ active*.
6. Move your mouth! Understanding something doesn't mean the muscles of your mouth can produce the sounds. Practise speaking what you are learning aloud. It may seem *strange/ strangely*, but it is very *effective/ effectively*.
7. Be *patient/ patiently* with yourself. Remember learning is a process – speaking a language well takes time. It is not a computer that is either on or off!
8. Communicate! There is nothing like communicating in English and being *successful/ successfully*. This is vital, as this person can correct you, and teach you more colloquial tricks to help you sound like a native.
9. Use the Internet. It is a valuable resource, because it spans the *entire/ entirely* world and it is right at your fingertips.

B. What is your strategy to master the language?

GRAMMAR REFERENCE

The Verb

IMPERSONAL SENTENCES

It	is was will be	dark. November. warm in the house. easy to understand it.
----	----------------------	--

IMPERATIVE SENTENCES

Hurry! Wait! Stop!	Don't hurry!
--------------------------	--------------

THERE IS/ ARE

When a noun representing an indefinite person or thing is the subject of the verb *be* we normally use a **there** + **be** + **noun** construction:

- e.g. There is a mistake in this sentence.*
There is no mistake in this sentence.
There aren't any mistakes in this sentence.
Is there a mistake in this sentence?

Note that, though **there** appears to be the subject, the real subject is the noun that follows the verb, and if this noun is plural the verb must be plural too:

- e.g. There are some mistakes in this sentence.*

THE PRESENT INDEFINITE TENSE

I. The Present Indefinite Tense is formed with the help of the infinitive without the particle *to*. In the third person singular it has the suffix *-s/ -es*. The interrogative and the negative forms are built up by means of the auxiliary verb *to do* in the Present Indefinite Tense and the infinitive of the notional verb without the particle *to*.

- e.g. I work hard.*
I don't work hard.
Do you work hard?
He works hard.
He doesn't work hard.
Does he work hard?

The suffix *-s/ -es* is pronounced:

- [s] – after voiceless consonants – *cooks, wants*;
- [z] – after voiced consonants and vowels – *brings, answer*;
- [ɪz] – after sibilants [s, z, ʃ, ʒ, tʃ, dʒ] – *dresses, closes, washes, catches, judges, fixes*.

Spelling Rules

In spelling most verbs have the ending *-s* in the third person singular. The ending *-es* is added in the following cases:

- if the infinitive ends in *-s, -ss, -sh, -ch, -tch, -x* – *passes, wishes, teaches, boxes*;
- if the infinitive ends in *-y* preceded by a consonant in this case *-y* changes into *-i* before *-es* – *carries*;
- in the verbs *to go* and *to do* – *goes, does*.

II. The Present Indefinite Tense is used:

- to state simple facts, habitual actions in the present:
e.g. Cats catch mice.
I spend my summer in the country.
- to state laws of nature, universal truths, in proverbs and sayings:
e.g. It snows in winter and it rains in summer in Ukraine.
The sun rises in the east and sets in the west.
A barking dog doesn't bite.
Old love doesn't rust.
- to denote a succession of actions going on at the moment of speaking, when describing the action of a play, opera, etc., in sports commentaries:
e.g. She comes in, takes off her coat, flings it on the chair and walks over to the mirror.
France kicks off, Zidane passes to Henry, Henry cuts inside...
- to express a future action in adverbial clauses of time and condition after the conjunctions *when, till, until, as soon as, before, after, if, unless, in case, on condition that, provided, even if*:
e.g. If I get a good rest, I'll help you tomorrow.

Note: in object clauses introduced by the conjunctions *when* and *if* the Future Indefinite Tense is used to denote future actions:

- e.g. I don't know when she will come.*
I'm not sure if she will come at all.
 - to express an action going on at the moment of speaking with non-progressive verbs like *believe, belong, understand, need, realize, remember, prefer*:
e.g. I believe I understand her.
 - to express a future action which is certain to take place according to a timetable, programme, schedule or arrangement:
e.g. The ship sails tomorrow.
 - to express a past action in past-time contexts to make the narration more vivid, i.e. so called "historic present":
e.g. Listen to this. Yesterday I come into the kitchen and what do you think I see? My cat is sitting on the table and eating the fish. And she looks so innocent that I have no heart to say anything.
 - to denote past actions with the verbs *to forget, to hear, to be told*:
e.g. I forget your address. Will you say it again, please?
I hear you are getting married. We are told he bought a new house.
- Common adverbs with this tense are:** *always, occasionally, as a rule, often, ever, regularly, every day (week ...), seldom, generally, sometimes, never, usually.*

THE PAST INDEFINITE TENSE

I. The Past Indefinite Tense of regular verbs is built up by adding the suffix – *ed*.

e.g. He worked hard.

The suffix – *ed* is pronounced:

[t] — after voiceless consonants except *t* - *cooked, asked*;

[d] — after voiced consonants except *d* and after vowels – *cleaned, answered*;

[ɪd] — after *t, d, te, de* – *wanted, ended*.

Spelling Rules

- if the infinitive ends in *-e*, this *e* is dropped before the ending – *ed*: *love – loved*;
- if the infinitive ends in *-y* preceded by a consonant, the final *y* is changed into *i* before – *ed*: *envy – envied*;
- if the infinitive ends in one consonant preceded by a short stressed vowel, the final consonant is doubled before the ending – *ed*: *admit – admitted*;
- final *r* is doubled if the last syllable of the infinitive contains a stressed monophthong: *occur – occurred*;
- final *l* is doubled if it is preceded by a short vowel, stressed or unstressed: *quarrel – quarrelled*.

The Past Indefinite Tense of irregular verbs is formed in different ways, mostly by changing the root vowel.

e.g. He sang a new song.

The interrogative and the negative forms are built up by means of the auxiliary verb *to do* in the Past Indefinite Tense and the infinitive of the notional verb without the particle *to*.

e.g. Did he work hard? – No, he didn't. He did not work hard.

Did they do it? — No, they did not do it.

What did they cook for dinner? – They cooked borsch.

II. The Past Indefinite Tense is used to express:

- a single action completed in the past and in no way connected with the present. The time of the action is mostly given or may be implied in the situation.

e.g. He arrived yesterday.

They met in Germany in 2008.

- facts; habitual, recurrent actions in the past.

e.g. She lived alone.

We had no car then.

Every day we got up early in the morning and went to bed at eleven.

- a succession of actions in narration to describe the development of events.

e.g. She stood up, smiled and left the room.

- an action which occupied a whole period of time which is now over. The period of time is usually indicated in the sentence by means of adverbial phrases

with the preposition *for* or *during*.

e.g. He studied hard for ten years.

I waited for you for twenty minutes yesterday.

We stayed in the country for a long time.

Sometimes you can come across the cases of the so called “historic present”, when in past-time contexts present tenses are used to make the narration more vivid.

e.g. Just imagine what happened to me yesterday! I come home, open the door and hear...

THE FUTURE INDEFINITE TENSE

I. The Future Indefinite Tense is built up by means of the auxiliary verbs *shall* or *will* and the infinitive of the notional verb without the particle *to*.

e.g. I will visit him soon.

We shall stay here long.

The auxiliary verbs *shall* or *will* are also used to build up the interrogative and the negative forms.

e.g. Shall we see you tomorrow?

We won't see you tomorrow.

II. The Future Indefinite Tense is used to express:

- the speaker's opinions, assumptions, speculations, predictions about the future, an unplanned future action:

e.g. (I suppose) you will like it.

You will find him in the library.

I think I shall remain in love with you all my life.

Perhaps I will come.

- future habitual actions which we assume will take place:

e.g. Spring will come again. Birds will build nests.

- an intention or a decision made at the time of speaking, unpremeditated actions:

e.g. Someone is knocking on the door. – I'll answer it.

Don't worry. I'll lend you the money.

Common adverbs and word combinations with this tense are: *soon, in a day, tomorrow, the day after tomorrow, I think, maybe, perhaps.*

BE GOING TO

Be going to is usually used:

- to show a future action or event planned before the moment of speaking:

e.g. I am going to explain it once again.

- to talk about the future situation that is already developing:

e.g. Look at the sky! It is going to snow.

- to make a prediction, especially if there is evidence in the present to justify the prediction:

e.g. This singer is already very popular and he is going to be a star.

Avoid using *be going to* with the verbs *go* and *come*:

e.g. Are you coming to the party tonight?

I am going to the theatre on Saturday evening.

CONDITIONAL I

Note: Adverbial clauses of time and condition

In adverbial clauses of time and condition after the conjunctions *when, till, until, as soon as, before, after, if, unless, in case, on condition that, provided, even if* a future action is expressed by means of the Present Indefinite Tense:

e.g. If I get a good rest, I'll help you tomorrow.

Note: in object clauses introduced by the conjunctions *when* and *if* the Future Indefinite Tense is used to denote future actions:

e.g. I don't know when she will come.

I'm not sure if she will come at all.

THE PRESENT CONTINUOUS TENSE

I. The Present Continuous Tense is built up by means of the auxiliary verb *to be* in the Present Indefinite Tense and Participle I of the notional verb:

e.g. I am listening to you.

The same auxiliary verb is used in the interrogative and the negative forms.

e.g. Are you working? – We are not working.

Is he working? – He is not working.

Spelling Rules of Participle I:

- if a verb ends in a mute **-e**, this **-e** is dropped before the ending **-ing**:

e.g. argue – arguing

hate – hating

The exceptions are **age, dye** and **singe** – *ageing, dyeing, singeing*.

- if a verb ends in one consonant preceded by a short stressed vowel, the final consonant is doubled before the ending **-ing**:

e.g. run – running

begin – beginning

- a final **r** is doubled if the last syllable is stressed and has no diphthong:

e.g. refer – referring

- a final **-l** is doubled if it is preceded by a short vowel, stressed or unstressed, except in American English:

e.g. travel – travelling

- if a verb ends in **-ie**, **-ie** is changed into **-y** before the ending **-ing**:

e.g. die – dying

lie – lying

tie – tying

- **y** is not changed before **-ing**:

e.g. hurry – hurrying

II. The Present Continuous Tense is used to express:

- an action going on at the moment of speaking:

e.g. Look, how happily they are smiling!

- an action going on at the present period of time:

e.g. *Are you writing a new play?*

No sweets for me. I'm slimming.

- to describe things which are changing:

e.g. *The climate is getting warmer and warmer.*

- actions generally characterising the person denoted by the subject, bringing out the person's typical traits. Such sentences are emotionally coloured, expressing irritation, disapproval, praise, etc. In such sentences the adverbials *always* or *constantly* are obligatory:

e.g. *You're always grumbling!*

She's constantly complaining about her neighbours.

- actions which will take place in the near future due to one's previous arrangement. The action is regarded as something definitely settled. We usually find an indication of future time in this case:

e.g. *He is taking the children to the zoo on Saturday.*

She is getting married soon.

- an action in progress which is simultaneous with some other action or state denoted by the verb in the Present Indefinite Tense. It is used in adverbial clauses of time and condition after the conjunctions *when, while, as long as, if, in case, unless*.

e.g. *I never talk when I am working.*

Try not to make much noise when you are stirring your tea.

Common adverbs with this tense are: *now, just, still, at the moment.*

Note: There are a number of verbs in English which are rarely used in a continuous tense. The most common of these verbs are:

verbs denoting existing and being – *be, consist of, contain, exist;*

verbs denoting physical perceptions – *feel, hear, see, smell, taste;*

verbs denoting feelings and emotions – *adore, desire, despise, detest, dislike, fear, envy, hate, like, loathe, love, need, pity, prefer, respect, trust, want, wish;*

verbs denoting mental activity – *agree, assume, believe, doubt, expect (= think), feel (= think), forget, imagine, intend, know, mean, perceive, realize, recall, recognize, recollect, remember, suppose, think (= have an opinion), understand, trust (= believe);*

verbs denoting possession – *belong to, have (= own), include, lack, owe, own, possess;*

verbs of appearance – *appear, resemble, seem;*

other verbs – *concern, depend, deserve, fit, matter, measure, mind, weigh.*

The Present Indefinite Tense is used instead in this case:

e.g. *Do you understand me?*

I recognize you.

However, some of these verbs can be used in a continuous form when they have a different meaning or express a temporary action:

e.g. *They have a good shower in the bathroom.*

Where is Mary? – She is having a shower. (= taking)

I taste pepper in this dish. (= there is pepper in the dish; involuntary action)

I am tasting this dish. (= I am testing if there is enough pepper in it; intentional action)

I think it's interesting. (= my opinion)

I'm thinking of joining this club. (= am considering)

The fish weighs 5 kilos. (= a characteristic of the fish)

They are weighing the fish to put a price on it. (= action of weighing)

It appears they have not started the preparations yet. (= seem)

The rock group is appearing tonight. (= is performing)

The girl is very obedient. (= a permanent characteristic)

The girl is being obedient at the moment. (= a temporary characteristic, is behaving obediently)

The Present Continuous Tense is not usually used with performative verbs in the first person when they are used to “perform” the function they express, i.e. saying *I apologize* performs the action of apologizing:

e.g. On behalf of the company, I apologize for any inconvenience caused.

The company guarantees that your children will be safe.

However, if we use the verb to describe the action rather than to do it, we can use the continuous form:

e.g. The company's executive is apologizing for the inconvenience on TV now.

Common performative verbs are: *accept, agree, apologize, congratulate, declare, deny, disagree, forbid, forgive, guarantee, insist, invite, order, predict, promise, recommend, refuse, request, say, suggest, thank, and warn.*

THE PAST CONTINUOUS TENSE

I. The Past Continuous Tense is built up by means of the auxiliary verb *to be* in the Past Indefinite Tense and Participle I of the notional verb:

e.g. I was working hard.

They were reading in silence.

The same auxiliary verb is used in the interrogative and negative forms:

e.g. Were you working? – I was not working.

Were they reading? – They were not reading.

II. The Past Continuous Tense is used in the following cases:

- to express an action which was going on at a given moment in the past. In some cases, there is no indication of a given past moment. It is implied in the situation. Sometimes it is indicated with the help of another action in the Past Indefinite

Tense, or by stating the precise time:

e.g. You were taking a shower when I left.

At that moment she was sleeping.

- to express an action going on at a given period of time in the past. The indication of the past period of time is understood from the context or is given in the sentence:

e.g. What were you doing in London? – I was trying to find a job.

- to express a past action which was temporary, changing or developing:

e.g. I was living at my aunt's then.

The wind was changing.

The symptoms were getting more and more pronounced each day.

- to express an ongoing action which forms the background for past events; the Past Indefinite Tense is used for an action that happened against this background:

e.g. When I was returning home, I met my former classmate.

- to express two or more simultaneous actions in the past:

e.g. We were watching the river and listening to the birds.

- to describe past arrangements:

e.g. She had to leave early as she was taking the next flight to London.

- to express an action generally characterizing the person denoted by the subject, bringing out his (her) typical traits. Often, always, constantly are found in such cases in the sentence. Such sentences are emotionally coloured:

e.g. He was always grumbling and mumbling!

She was constantly suffering from headaches.

THE FUTURE CONTINUOUS TENSE

I. The Future Continuous Tense is built up by means of the auxiliary verb *to be* in the Future Indefinite Tense and Participle I of the notional verb:

e.g. We will be seeing each other often now.

In the interrogative form the first auxiliary verb is placed before the subject:

e.g. Shall we be seeing each other often now?

In the negative form the negative particle *not* is placed after the first auxiliary:

e.g. We won't be seeing each other often now.

II. The Future Continuous Tense is used to express:

- an action in progress at a definite future moment. The given future moment at which the action takes place is usually indicated by an adverbial modifier or is clear from the context or situation:

e.g. Don't come to my place at 7. I'll be packing.

- an anticipated (a matter-of-course) action which is supposed to take place in the future in the normal, natural course of events:

e.g. I will be working in the garden tomorrow.

She feels she'll be suffering all her life.

THE PRESENT PERFECT TENSE

I. The Present Perfect is built up by means of the auxiliary verb *to have* in the Present Indefinite Tense and Participle II of the notional verb.

e.g They have met at last.

She has finished her work already.

The same auxiliary verb is used to form the interrogative and the negative forms.

e.g Have you ever met?

He has not finished her work yet.

II. The Present Perfect is used in present time contexts, i.e. conversations, letters, newspapers and television and radio reports. It is not found in narration where reference is usually made to past events. The Present Perfect Tense may be **resultative (exclusive)** and **durative (inclusive)**.

I. The Present Perfect Resultative (Exclusive) is used to denote a completed action connected with the present through its result.

e.g I've bought a new TV set.

You can't see him here, he has gone away.

The Present Perfect Tense is used when the time of the action is usually indefinite.

e.g The Professor has arrived. He is in the staff room.

The Present Perfect Tense isn't used with a definite time in the past. The Past Indefinite Tense is used then.

e.g The Professor arrived half an hour ago.

The Present Perfect may be found with certain adverbs of indefinite time and frequency such as *ever, just, already, before, never, not ... yet, lately, of late, so far*.

e.g Have you seen him lately?

I haven't even had breakfast yet.

We have learned five tenses so far.

The Present Perfect Tense is possible with adverbial modifiers of time that denote a period of time which is not over yet: *today, this morning, this week, this month, this year*. But if the period is over, the Past Indefinite Tense is used.

e.g I haven't seen him today. (today is not over yet).

Did you see him this morning? (It is no longer morning)

In special questions introduced by *where, how, who, what, why, what ... for* both the Present Perfect and the Past Indefinite Tense are possible. The choice of tense in such cases is situational.

e.g Why have you done this to me? (I'm upset)

Why did you do this? (at a certain past moment)

In "when"-questions only the Past Indefinite Tense is used.

e.g When did you come?

When did it happen?

The Present Perfect Tense is used in adverbial clauses of time introduced by the conjunctions *when, before, as soon as, till and until* to stress the completion of the action of the subordinate clause before the action of the principal one.

e.g We'll talk about it when you've settled your problems.

II. The Present Perfect Durative (Inclusive) is used to express an action which began before the moment of speaking and continues into it. This grammatical meaning is mainly expressed by the Present Perfect Progressive. However, the Present Perfect Durative is found with verbs that cannot be used in the continuous form. The whole period of the duration of the action may be marked by prepositional phrases with *for*. The starting point of the action is indicated by *since*.

e.g. She has been sick since Monday.

I've known this man for many years.

They have had a car for as long as I can remember.

The Present Perfect Durative (Inclusive) may also express an action that began in the past, continued for some time and has just stopped.

e.g. I haven't seen you for ages!

THE PAST PERFECT TENSE

I. The Past Perfect is built up by means of the auxiliary verb *to have* in the Past Indefinite Tense and Participle II of the notional verb.

e.g. I had finished my work by that time.

The same auxiliary verb is used in the interrogative and the negative forms.

e.g. Had you finished your work by that time?

I hadn't finished my work by that time.

The Past Perfect Tense is mainly found in narration and in past-time contexts.

II. The Past Perfect Tense is used to express:

- an action completed before a given past moment. The time of the action may be indicated by a phrase or by another past action.

e.g. By 8 o'clock she had cooked breakfast and tidied the kitchen.

She looked tired. She had been up with the baby the whole night.

- an action which began before a given past moment and continues into it or up to it. In this case the Past Perfect Tense is found with the verbs not used in the continuous tense forms. Here *for* is used to indicate a whole period of duration of the action, *since* indicates its starting point.

e.g. He mentioned that he had known the teacher for three years.

She told me he had been badly ill since she (had) returned from Africa.

Note: In clauses of time introduced by *since* the Past Indefinite Tense is commonly used, though the Past Perfect Tense is also possible.

- the Past Perfect Tense is often used in combination with the Past Continuous Tense when both actions are viewed from the same past moment. One action is completed before that past implied moment while the other is still in progress.

e.g. It had stopped raining and the sun was shining again.

- the Past Perfect Tense is found in the principal clause of a complex sentence with a subordinate clause of time introduced by the conjunctions *scarcely... when, hardly... when, nearly... when, no sooner... than*. The action of the subordinate clause takes place when the action of the principal clause is hardly completed yet.

Such sentences are emphatic in meaning and the word order in them may be inverted.

e.g. I had hardly closed my eyes when I fell asleep.

Hardly had I closed my eyes when I fell asleep.

- the Past Perfect Tense is found in the principal clause of a complex sentence with *when*-clauses or *before*-clauses to express an unaccomplished action, the predicative verb is always in the negative form, there is always some indication of measure in such sentences.

e.g. We hadn't been in the house for twenty minutes when she got acquainted with everybody.

They hadn't covered five miles before it started raining.

Such sentences are translated into Ukrainian as *не пробув я там і двадцяти хвилин, як..., не пройшли вони і п'яти міль, як..., не встигли вони ... як, etc.*

- the Past Perfect Tense may be found in subordinate clauses of time to emphasize the completion of the action.

e.g. When he had left the room, I began my story.

I waited till she had calmed down.

THE FUTURE PERFECT TENSE

I. The Future Perfect Tense is built up by means of the auxiliary verb *to have* in the Future Indefinite Tense and *Participle II* of the notional verb:

e.g. I will have read the book by Friday.

In the interrogative form the first auxiliary verb is placed before the subject:

e.g. Will she have found the address by that time?

In the negative form the negative particle *not* is placed after the first auxiliary.

e.g. She will not have finished the work by that time.

II. The Future Perfect Tense is used to express an action completed before a given future moment which is usually indicated by an adverbial modifier of time:

e.g. You will have forgotten me by that time.

THE PRESENT PERFECT CONTINUOUS TENSE

I. The Present Perfect Continuous Tense is built up by means of the auxiliary verb *to be* in the Present Perfect Tense and the *ing-form* of the notional verb (*Participle I*):

e.g. I have been working here for ten years.

e.g. She has been reading the article for an hour.

In the interrogative form the first auxiliary verb is placed before the subject:

e.g. Have you been working here long?

e.g. Has she been reading the article for an hour?

In the negative form the negative particle *not* is placed after the first auxiliary verb:

e.g. We have not been reading this book long.

II. This tense is found in present time contexts, i.e. conversations, newspapers and radio reports, lectures and letters. It has two uses: the Present Perfect Progressive Durative (Inclusive) and the Present Perfect Progressive Resultative (Exclusive).

1. **The Present Perfect Progressive (Inclusive)** serves to express an action in progress which began before the moment of speaking and continues into it. In this case either the starting point of the action or the period of time during which it has been in progress is usually indicated:

e.g. It has been snowing for a week.

e.g. I've been translating the article since morning and so I shall soon stop.

2. **The Present Perfect Progressive (Exclusive)** serves to express an action which was in progress quite recently and which in one way or another affects the present situation, explains the state of things at the present moment. In this case, as a rule, there is no indication of time:

e.g. You look tired. Have you been working hard?

e.g. I'm sorry the room is such a mess. We've been decorating it.

Note: The Present Perfect Continuous Tense is not commonly found in the negative sentences, when it is the action itself that is completely negated. The Present Perfect Tense is preferred in this case:

e.g. I haven't read newspapers for the last three days.

However, the Present Perfect Continuous Tense is also found in negative sentences, in this case the negation does not refer to the action itself but to the circumstances attending the action:

e.g. He hasn't been working hard recently. (=He has been working recently but his work hasn't been hard)

MODAL VERBS

Modal verbs express the speaker's attitude towards the action in the sentence. We find the following modal verbs in English: *can, may, must, to have to, to be to, ought to, should, need*. Most of the modal verbs have more than one meaning. They all show that a certain action is represented as necessary, possible, desirable, doubtful, or obligatory from the point of view of the speaker.

Modal verbs have the following peculiarities:

- they are followed by the infinitive without the particle *to* (with the exception of *ought to, to have to* and *to be to*);
- their interrogative and negative forms are built up without the auxiliary verb (except the verb *have to*);
- they do not have many forms characteristic of regular verbs: no *-s* in the third person singular in the Present Indefinite Tense, no verbals, some of them have no form of the past tense.

THE MODAL VERB CAN

The modal verb **can** has two tense-forms: **can** (the Present Indefinite) – **could** (the Past Indefinite).

Can is used to express the following meanings:

1) *ability (mental, physical or circumstantial):*

e.g. He can count very quickly.

He could read when he was 5.

She can run very fast.

We can have much fun together.

The modal equivalent **to be able to** can be used in all tense forms:

e.g. Don't worry! I am quite able to take care of myself.

I am happy I was able to help you.

No doubt they will be able to support us.

2) *permission, request* in affirmative and interrogative sentences, *prohibition* in negative sentences:

e.g. Can I help you? – Yes, you can cut some sandwiches if you like.

You can't cross the street here.

Could expresses a more polite request:

e.g. Could you come a bit earlier?

THE MODAL VERB MAY

The modal verb **may** has two tense-forms: **may** (the Present Indefinite) – **might** (the Past Indefinite).

May can express the following meanings:

1) *permission, request* (more formal than **can**):

e.g. You may take my dictionary if you need.

May I stay here? – No, you mustn't.

2) *possibility due to circumstances* (only in affirmative sentences):

e.g. You may find a lot of rare books in this library.

THE MODAL VERB MUST

The modal verb **must** has only one tense-form – the Present Indefinite. It is used to refer an action to the present or future:

e.g. You must remember this rule.

You must do it tomorrow.

Must can express the following meanings:

1) *obligation, duty, necessity:*

e.g. We must help old people.

Must he help his siblings?

Note: absence of necessity is expressed by the verb **to need** or **have to**:

e.g. You needn't hurry. There is a lot of time.

You don't have to do it alone.

2) *prohibition* (in negative sentences):

e.g. You must not smoke in this room.

3) *strong advice:*

e.g. You must be more careful.

You really must take these pills.

THE PASSIVE VOICE

The Passive Voice is the form of the verb which shows whether the subject of the sentence is the doer of the action expressed by the verb or whether it is acted upon. There are two voices in English – the Active Voice and the Passive Voice.

The Active Voice shows that the person or thing denoted by the subject of the sentence is the agent (the doer) of the action expressed by the predicate verb.

It is common knowledge that the Passive Voice is more extensively used in English than in Ukrainian. As a general rule, *the Passive Voice* is used when there is no need to mention the agent of the action because it is either easily understood from the situation or context, or because it is not important.

e.g. Her brother was sacked.

The telegram had been delivered on time.

The Passive Voice is built up by means of the auxiliary verb *to be* in the required form and *Participle II* of the notional verb.

The interrogative form is built up by placing the (first) auxiliary verb before the subject of the sentence.

e.g. When was the window broken?

Has the room been done?

When will the fax be sent?

Where is the mall being built?

The negative form is built up by placing the particle *not* after the (first) auxiliary.

e.g. The work was not finished yesterday.

The room hasn't been aired yet.

The Passive Voice in English is found with different types of verb, but mostly with transitive verbs.

e.g. These trees were planted by my parents.

- There are a number of verbs in English which take two objects – a direct and an indirect object. These verbs may have two passive constructions. The most frequently used verbs of this kind are: *to tell, to give, to offer, to show, to pay, to live, to promise, to send, to teach, to allow, to ask, to answer, to forgive, to invite, to advise* and a few others.

e.g. A very good job was offered to my brother.

He was offered a well-paid job.

- There are a great number of verbs in English that require a prepositional object. These verbs may also be used in the Passive. The preposition retains its place after the verb. This construction may be called *the Prepositional Passive*.

e.g. The book is much spoken about.

The children will be looked after.

- The Prepositional Passive is not used with verbs which take two objects, direct and prepositional. Here belong such verbs as *to explain* (something to somebody), *to point out, to announce, to dictate, to describe, to mention, to repeat, to suggest, to propose*.

e.g. *The problem was explained to the staff.*
The mistake was pointed out to the students.

Note 1: The active forms of the verbs *sell, wash, peel, crease, wear, bake, burn* are used though the meanings are passive.

e.g. *This stuff washes and wears well and doesn't crease.*
Detective stories sell well.
Dry leaves burn well.

Note 2: There is a certain group of transitive verbs which are not used in the Passive Voice, as these verbs don't denote actions or processes, but states. They are: *to have, to belong, to seem, to lack, to become, to fit, to suit, to resemble*.

e.g. *Wendy resembles her father. (She looks like his father).*
He has become a professional.
They seem to know everybody here.

Note 3: In colloquial speech *get* is sometimes used instead of *be*.

e.g. *The egg got broken.*
How did she get hurt?

REPORTED SPEECH

STATEMENTS IN INDIRECT SPEECH

Direct Speech ⇒

Indirect Speech

Wendy says, "***I have*** a lot of problems". ⇒ Wendy says (that) ***she has*** a lot of problems.

The children say, "***Our*** classroom is very light". ⇒ The children say (that) ***their*** classroom is very light.

There are a number of introductory verbs which are used to report statements: *say, tell, add, continue, answer, reply, mention, remark, etc.*

IMPERATIVE SENTENCES IN INDIRECT SPEECH

Direct Speech ⇒

Indirect Speech

Helen said to me, "***Call*** me in the evening". ⇒ Helen asked me ***to call*** her in the evening.

She said to me, "***Don't worry*** over such a small thing". ⇒ She asked me ***not to worry*** over such a small thing.

There are a number of introductory verbs which are used to report commands: *tell, order, command and forbid* (negative).

GENERAL QUESTIONS IN INDIRECT SPEECH

Direct Speech ⇒

Indirect Speech

She often asks me, "Are you listening to me?" ⇒ She often asks me ***if*** I am listening to her.

They usually ask me, "Do you speak German well?" ⇒ They usually ask me ***whether*** I speak German well.

SPECIAL QUESTIONS IN INDIRECT SPEECH

Direct Speech ⇒

They often ask me, “What do you study at college?” ⇒

They often ask me, “Why do you want to be a teacher?” ⇒

They often ask me, “When are you going to give up smoking?” ⇒

They often ask me, “Where did you study English?” ⇒

They often ask me, “How will you help us?” ⇒

The most common verbs for reporting questions are *ask* and *want to know*.

Indirect Speech

what *I study* at college.

why *I want* to be a teacher.

when *I am going* to give up smoking.

where *I studied* English.

how *I will help* them.

THE RULES OF THE REPORTED SPEECH

When we report what someone said we need to show any changes in the situation, for example, in the speaker, the time or place. Here are some typical changes of time phrases in reported speech.

Direct statements	Reported statements
now	then, at that time
today	that day, last Tuesday etc.
yesterday	the day before, the previous day
tomorrow	the next day, the following day
this week	last week, that week
last year	the year before, the previous year
next month	the month after, the following month
an hour ago	an hour before, an hour earlier
here	there
this	that
these	those

! However, we often omit the time reference if it is not important.

e.g. ‘We are unable to announce the results **this** evening’.

The announcer said (that) they were unable to announce the results.

Here are some basic rules of reported speech to follow:

Reported Speech	
Direct statements	Reported statements
Present simple (I do)	Past Simple (I did)
Present Continuous (I am doing)	Past Continuous (I was doing)
Present Perfect (I have done)	Past Perfect (I had done)
Past Simple (I did)	Past Simple (I did) or Past Perfect (I had done)
Past Continuous (I was doing) (this frequently does not change in reported speech)	Past Continuous (I was doing) or Past Perfect Continuous (I had been doing)
Past Perfect (I had done)	no change possible
Past Perfect Continuous (I had been doing)	no change possible
will	would
is going	was going
can	could
might/may	might
must	had to

The Noun

THE PLURAL OF NOUNS

The plural of a noun is usually made by adding the ending *-(e)s* to the singular of nouns:

e.g. a day – days

a dog – dogs

a cat – cats

The ending *-s* is pronounced as

[s] – after voiceless consonants:

e.g. a book – books

[z] – after vowels and voiced consonants:

e.g. a bee – bees

a room – rooms

[ɪz] – after the sounds [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]:

e.g. a sentence – sentences

a pause – pauses

a dish – dishes

a garage – garages

a watch – watches

an orange – oranges

The ending *-es* is added to the nouns ending in:

- *-s, -ch, -tch, -sh, -ss or -x:*

e.g. a bus – buses

a dress – dresses

a torch – torches

a watch – watches

a wish – wishes

a fox – foxes

- *-y* following a consonant; the *y* is changed into *i*:

e.g. a city – cities

a fly – flies

Note: nouns ending in *-y* following a vowel form their plural by adding *-s*:

e.g. a boy – boys

a guy – guys

- *-o* following a consonant:

e.g. a hero – heroes

Note: words of foreign origin or abbreviated words ending in *-o* add *-s* only:

e.g. a kimono – kimonos

a piano – pianos

Twelve nouns ending in *-f* or *-fe* drop the *-f* or *-fe* and add *-ves*. These nouns are *calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wolf, wife*:

e.g. a wolf – wolves

a loaf – loaves

a wife – wives

Other words ending in *-f* or *-fe* add *-s* in the ordinary way:

e.g. *a cliff – cliffs*
a handkerchief – handkerchiefs

A few nouns form their plural by a vowel change:

e.g. *a foot – feet*
a goose – geese
a tooth – teeth
a louse – lice
a mouse – mice
a man – men
a woman – women

The plurals of *child* and *ox* are *children*, *oxen*.

Names of certain creatures do not change in the plural: *deer*, *sheep*, *swine*, *fish*.

Some words borrowed from Greek or Latin make their plurals according to the rules of Greek and Latin:

e.g. *a crisis* ['kraɪsɪs] – *crises* ['kraɪsɪ:z]
a phenomenon – phenomena
a radius – radii
a memorandum – memoranda
oasis [ɔʊ'eɪsɪs] – *oases* [ɔʊ'eɪsɪ:z]

Certain words are always plural and take a plural verb:

e.g. *clothes*, *police*, *arms* (weapons), *premises/ quarters*, *earnings*, *riches*,
goods/ wares, *savings*, *greens* (vegetables), *spirits* (alcohol), *stairs*, *outskirts*,
surroundings, *pains* (trouble/ effort), *valuables*;
garments consisting of two parts – *breeches*, *pants*, *pyjamas*, *trousers*;
tools and instruments consisting of two parts – *binoculars*, *pliers*, *scissors*, *spectacles*,
glasses, *scales*, *shears* etc.

A number of words end in *-s* but normally take a singular verb:

e.g. *sciences – ethics*, *mathematics*, *physics*, *politics*;
sports – athletics, *aerobics*, *gymnastics*;
diseases – mumps, *ricketts*;
games – billiards, *darts*, *draughts*, *bowls*, *dominoes* etc.
e.g. *news – The news is good.*

In compound nouns normally the last word is made plural:

e.g. *boy-friends*
break-ins
travel agents

But where *man* and *woman* is prefixed both parts are made plural:

e.g. *men drivers*
women drivers

The first word is made plural with compounds composed of noun + preposition + noun:

e.g. *ladies-in-waiting*
sisters-in-law

Initials can be made plural:

- e.g. MPs* (Members of Parliament)
- VIPs* (very important persons)
- OAPs* (old age pensioners)
- UFOs* (unidentified flying objects)

THE POSSESSIVE CASE OF NOUNS

The form of the possessive case 's is used with singular nouns and plural nouns not ending in -s:

- e.g. a child's voice*
- the children's room*

A simple apostrophe (') is used with plural nouns ending in -s:

- e.g. a girls' school*
- the students' hostel*

Classical names ending in -s usually add only the apostrophe:

- e.g. Pythagoras' Theorem*
- Archimedes' Law*

Other names ending in -s can take 's or the apostrophe alone:

- e.g. Mr Jones's house or Mr Jones' house.*

With compounds, the last word takes the 's:

- e.g. my brother-in-law's car*

Names consisting of several words take the 's :

- e.g. Henry the Eighth's wives*

The 's can also be used after initials:

- e.g. the PM's secretary*

The possessive case is chiefly used of people, countries or animals as shown above.

It can also be used:

- of ships and boats
 - e.g. the ship's bell, the yacht's mast*
- of planes, trains, cars and other vehicles, though here the *of construction* is safer:
 - e.g. a glider's wings or the wings of a glider*
 - the train's heating system or the heating system of the train*
- in time expressions
 - e.g. a week's holiday*
 - today's paper*
 - tomorrow's weather*
 - in two years' time*
 - ten minutes' break (or a ten-minute break)*
- with for + noun + sake
 - e.g. for heaven's sake, for goodness' sake*
- in a few expressions such as:
 - e.g. a stone's throw*
 - journey's end*
 - the water's edge*

Sometimes certain nouns can be used in the possessive case without the second noun:

e.g. a / the baker's / butcher's / chemist's / florist's etc. can mean a / the baker's / butcher's etc. shop

Names of people in the Possessive Case can sometimes be used to mean *sb's house*:

e.g. We had dinner at Ann's.

The Pronoun

PERSONAL PRONOUNS

The personal pronouns are used to refer to both people and objects. There are cases for personal pronouns – the nominative case and the objective case.

The personal pronouns *in the nominative case* are used instead of a noun as the subject of a verb:

Wendy works hard. She is a top student.

The personal pronouns *in the objective case* are used instead of a noun as a direct or indirect object:

e.g. I met Wendy and Paul yesterday. I saw them in the library.

There are some cases where we can use either personal pronouns in the nominative case or personal pronouns in the objective case. After *as* and *than* in comparative patterns, we use personal pronouns in the nominative case only in very formal English; personal pronouns in the objective case are more common in such sentences.

e.g. Formal: Wendy plays tennis better than I.

Informal: Wendy plays tennis better than me.

After *as* and *than* in comparative patterns, we can use personal pronouns in the nominative case with an auxiliary or modal verb:

e.g. Wendy plays tennis better than I do.

Wendy plays tennis better than I can.

Personal Pronouns	
The Nominative Case	The Objective Case
I	me
you	you
he	him
she	her
it	it
we	us
they	them

POSSESSIVE PRONOUNS

Possessive Pronouns	
The Conjoint Form	The Absolute Form
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs

The possessive pronouns are used to express “*belonging*”. There are two forms of possessive pronouns: *the conjoint form* and *the absolute form*.

The possessive pronouns *in the conjoint form* are used before nouns:

*e.g. I like **their** house.*

The possessive pronouns *in the absolute form* are used instead of the possessive pronouns in the conjoint form and the noun:

*e.g. I like their house. **Ours** is older and smaller.*

REFLEXIVE PRONOUNS

The reflexive pronouns are formed with *–self/selves*. They are used when the subject and object are the same person or thing.

e.g. Quick! The child has hurt himself.

Reflexive Pronouns
myself
yourself/ yourselves
himself
herself
itself
ourselves
themselves

Remember the idiomatic phrases: *enjoy oneself* (to have a good time), *help oneself* (to take food), *behave oneself* (behave well).

e.g. The boys behaved themselves while we were away.

Help yourself to some apples.

The phrase *by oneself* (*by myself, by yourself, etc.*) means “alone” or “without help”.

e.g. The flowerbed looks amazing. Did Wendy do it all by herself?

Remember the verbs which do not usually take reflexive pronouns – *wash, dress, feel, hurry*.

e.g. I feel well today.

The reflexive pronouns can be used to emphasize the subject or object of a sentence. The pronoun can come after the subject, after the auxiliary verb or the verb, after the object or at the end of the sentence.

e.g. I have checked the results several times myself. I myself checked the results several times.

DEMONSTRATIVE PRONOUNS

The demonstrative pronouns are **this – these, that – those**.

The general demonstrative meaning of these pronouns is “near and distant reference” in time and space.

This/ these identify something near to the speaker, they are associated with “here”.

That/ those identify something farther from the speaker; they are associated with “there”:

e.g. this house – that town

these students – those teachers

INDEFINITE PRONOUNS

Some and **any** mean “an indefinite number or amount”.

Some is used with affirmative verbs:

e.g. We bought some butter.

In interrogative and negative sentences **some** is changed into **any** or **no**. However, **some** remains unchanged in offers and requests or when the question or negation doesn't concern the part of the sentence containing **some**:

e.g. Would you like some tea?

Could you do some translating for me?

She couldn't understand some of my questions.

Any is used with negative verbs and in questions, with words **hardly, barely, scarcely, without (= with no)**:

e.g. Have you got any French books? – I haven't got any French books.

– I have no French books.

We have hardly any sugar in the house.

He translated the text without any difficulty/ with no difficulty.

In affirmative sentences **any** means “it doesn't matter who, what or which”:

e.g. You can take any book.

Some, any, every and **no** combine with nouns or adverbs to form compound pronouns or adverbs:

person	object	place	manner
someone/somebody	something	somewhere	somehow
anyone/anybody	anything	anywhere	anyhow
everyone/everybody	everything	everywhere	
no one/ nobody	nothing	nowhere	

THE PRONOUNS *MUCH* and *MANY*, *LITTLE* and *FEW*

The pronoun *many* means “a large number” and is used before countable nouns in the plural:

e.g. Paul hasn't many companions.

The pronoun *much* means “a large amount” and is used before uncountable nouns:

e.g. There isn't much cheese left.

Much and *many* are used mainly in interrogative and negative sentences and in object clauses introduced by “if” or “whether”:

e.g. Did you have much money on your holiday?

She hasn't very much information to give us.

Do you know if many students will participate in the competition?

A lot of, *lots of*, *plenty of*, *a great deal of*, *a large number of*, *a good many*, *a great many* are used instead of *much* and *many* in affirmative sentences:

e.g. There is a lot of information to discuss.

Lots of girls are fond of dancing.

They made a great many mistakes in the last test.

Much and *many* can be used in affirmative sentences:

a) when they are subjects or modify the subject of the sentence:

e.g. Much will depend on her decision.

Many people support this idea.

b) when *much* is used in the function of an object:

e.g. His support meant much to me.

c) when *much* and *many* are modified by *so*, *too*, *as* and *how*:

e.g. We've got too many questions to discuss today.

We've lost too much time.

The pronoun *few* means “a small number” and can be used with countable nouns in the plural:

e.g. I have few friends.

The pronoun *little* means “a small amount” and is used with uncountable nouns:

e.g. We know little information about his life.

Both *little* and *few* have a negative meaning – they mean “not enough”:

e.g. You have few mistakes. Your mark is “good”.

We have little sugar. Go and buy some.

A little and *a few* have a positive meaning – they mean “some, though not much/ many”:

e.g. She has a few relatives here.

We have a little time – let's write a short test.

The Adjective

DEGREES OF COMPARISON OF ADJECTIVES

There are three degrees of comparison:

Positive	Comparative	Superlative
<i>dark</i>	<i>darker</i>	<i>darkest</i>
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<i>useful</i>	<i>more useful</i>	<i>most useful</i>

We use comparative adjectives to compare two or more things or people, and superlative adjectives to distinguish one thing or person from a number of others:

e.g. Simon is taller than his three brothers.

Simon is the tallest of the four boys.

One-syllable adjectives form their comparative and superlative degree by adding **-er** and **-est** to the positive form:

e.g. bright brighter brightest

Adjectives of two syllables ending in **-er**, **-y**, **-e** or **-ow** usually add **-er**, **-est**:

e.g. clever cleverer cleverest

pretty prettier prettiest

silly sillier silliest

brave braver bravest

narrow narrower narrowest

The following spelling rules should be observed:

- adjectives ending in **-y** preceded by a consonant, change the **-y** into **-i** before the endings **-er** and **-est**:

e.g. heavy heavier heaviest

But adjectives ending in **-y** preceded by a vowel, remain unchanged:

e.g. gay gayer gayest

- monosyllabic adjectives with a short vowel double their final consonants:

e.g. big bigger biggest

thin thinner thinnest

But monosyllabic adjectives ending in a double consonant remain unchanged:

e.g. thick thicker thickest

fresh fresher freshest

- if adjectives end in **-e**, it is dropped before the ending **-er** and **-est**:

e.g. pale paler palest

Adjectives of three or more syllables form their comparative and superlative by putting **more** and **most** before the positive:

e.g. interested more interested most interested

frightening more frightening most frightening

Irregular comparisons:

<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther</i>	<i>farthest</i> (of distance only)
<i>further</i>	<i>furthest</i> (used more widely)	
<i>near</i>	<i>nearer</i>	<i>nearest</i> (of distance)
<i>nearer</i>	<i>next</i> (of order)	
<i>good</i>	<i>better</i>	<i>best</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>many/ much</i>	<i>more</i>	<i>most</i>
<i>old</i>	<i>elder</i>	<i>eldest</i> (of people only, chiefly)

		for comparisons within a family)
<i>older</i>	<i>oldest</i> (of people and things)	
<i>late</i>	<i>later</i> (refer to time)	<i>latest</i> (“most recent”)
<i>latter</i>	<i>last</i> (of order)	

If two equal things are compared, we use *as ... as* in the affirmative sentences and *not as/ not so ... as* in the negative sentences:

e.g. *The boy was as tall as his elder brother.*

The reference book isn't so expensive as the dictionary.

The Numeral

CARDINAL NUMERALS

1. <i>one</i>	11. <i>eleven</i>	21. <i>twenty-one</i>	31. <i>thirty-one</i>
2. <i>two</i>	12. <i>twelve</i>	22. <i>twenty-two</i>	40. <i>forty</i>
3. <i>three</i>	13. <i>thirteen</i>	23. <i>twenty-three</i>	50. <i>fifty</i>
4. <i>four</i>	14. <i>fourteen</i>	24. <i>twenty-four</i>	60. <i>sixty</i>
5. <i>five</i>	15. <i>fifteen</i>	25. <i>twenty-five</i>	70. <i>seventy</i>
6. <i>six</i>	16. <i>sixteen</i>	26. <i>twenty-six</i>	80. <i>eighty</i>
7. <i>seven</i>	17. <i>seventeen</i>	27. <i>twenty-seven</i>	90. <i>ninety</i>
8. <i>eight</i>	18. <i>eighteen</i>	28. <i>twenty-eight</i>	100. <i>a hundred</i>
9. <i>nine</i>	19. <i>nineteen</i>	29. <i>twenty-nine</i>	1000. <i>a thousand</i>
10. <i>ten</i>	20. <i>twenty</i>	30. <i>thirty</i>	1000000. <i>a million</i>

When writing in words, or reading, a number composed of three or more figures we place *and* before the word denoting tens or units:

e.g. 713 – *seven hundred and thirteen*

5,102 – *five thousand, one hundred and two* but

6,100 – *six thousand, one hundred* (no tens or units)

320,410 – *three hundred and twenty thousand, four hundred and ten*

303,000,000 – *three hundred and three million*

The words *hundred*, *thousand*, *million* and *dozen*, when used of a definite number, are never made plural:

e.g. *six hundred men*

ten thousand pounds

two dozen eggs

If these words are used merely to convey the idea of a large number, they must be made plural:

e.g. *hundreds of people*

thousands of birds

dozens of times

ORDINAL NUMERALS

<i>first</i>	<i>eleventh</i>	<i>twenty-first</i>	<i>thirty-first</i>
<i>second</i>	<i>twelfth</i>	<i>twenty-second</i>	<i>fortieth</i>
<i>third</i>	<i>thirteenth</i>	<i>twenty-third</i>	<i>fiftieth</i>
<i>fourth</i>	<i>fourteenth</i>	<i>twenty-fourth</i>	<i>sixtieth</i>
<i>fifth</i>	<i>fifteenth</i>	<i>twenty-fifth</i>	<i>seventieth</i>
<i>sixth</i>	<i>sixteenth</i>	<i>twenty-sixth</i>	<i>eightieth</i>
<i>seventh</i>	<i>seventeenth</i>	<i>twenty-seventh</i>	<i>ninethieth</i>
<i>eighth</i>	<i>eighteenth</i>	<i>twenty-eighth</i>	<i>hundredth</i>
<i>ninth</i>	<i>nineteenth</i>	<i>twenty-ninth</i>	<i>thousandth</i>
<i>tenth</i>	<i>twentieth</i>	<i>thirtieth</i>	<i>millionth</i>

Notice the irregular spelling of *fifth*, *eighth*, *ninth* and *twelfth*.

When ordinal numbers are expressed in figures the last two letters of the written word must be added (except in dates):

e.g. first = 1st

second = 2nd

sixty-third = 63rd

eightieth = 80th

twenty-first = 21st

forty-second = 42nd third = 3rd

fourth = 4th

The Adverb

A considerable number of adverbs are formed from adjectives by adding *-ly*.

e.g. calm – calmly, happy – happily.

The following spelling rules should be observed:

- adjectives ending in *-y* change it to *-i*:
e.g. gay – gaily, busy – busily, happy – happily, but: dry – dryly/ drily;
- adjectives ending in *-able/ ible* drop the final *-e* and add *-y*:
e.g. capable – capably, suitable – suitably, sensible – sensibly;
- adjectives ending in *-l* double it:
e.g. skilful – skilfully, final – finally, beautiful – beautifully.

But adverbs cannot be formed from adjectives ending in *-ly*, such as *manly, friendly, silly, lively, fatherly*, etc. An adverbial phrase is used in this case instead of an adverb.

e.g. in a silly way, in a friendly manner.

Some adverbs have the same form as the corresponding adjective – *close, dead, fast, fine, long, low, pretty, short, straight, wide, wrong.*

e.g. She ran very fast.

Some other adverbs have two forms – the adjective form and the form in *-ly*. In most cases the two forms differ in meaning.

<p>direct = without stopping late = not on time, not early high = to a great height hard = with a lot of effort, severely right = direction, correctly free = without paying deep = to a great depth, distance pretty = very close = not far away, near</p>	<p>directly = immediately, very soon lately = recently highly = extremely hardly = scarcely, almost not rightly = correctly in my opinion freely = without limitation or control deeply = thoroughly prettily = beautifully closely = very carefully</p>
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LIST OF IRREGULAR VERBS

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed

drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbad, forbade	forbid, forbidden
forecast	forecast, forecasted	forecast, forecasted
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled

knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit, quitted	quit, quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen

sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spread	spread	spread
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen

stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

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