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Учреждение образования
«Белорусский государственный университет
информатики и радиоэлектроники»

Практическая грамматика английского языка

В 2-х частях

Часть 1

Practical English Grammar

In two parts

Part 1

Рассмотрено УМО по образованию в области информатики и радиоэлектроники
для специальностей, закрепленных за УМО в качестве пособия

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Пособие представляет собой изложение нормативного курса грамматики английского языка для неязыковых вузов.

Составлено в соответствии с «Типовой учебной программой для высших учебных заведений (утвержденной Министерством образования Республики Беларусь 15 апреля 2008 г. Регистрационный № ТД-СГ.013/тип.).

Включены следующие грамматические темы: имя существительное, артикль, местоимения, глагол. Содержится иллюстрированный таблицами краткий теоретический справочник и обширная практическая часть в виде тренировочных и контролирующих заданий по изучаемым темам.

Объем приведенных упражнений достаточен для обеспечения эффективной отработки и закрепления навыков распознавания в тексте и употребления в речи изучаемых грамматических явлений.

Пособие предназначено для студентов БГУИР всех форм обучения.

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ПРЕДИСЛОВИЕ

Данное пособие предназначено для студентов учреждения образования «Белорусский государственный университет информатики и радиоэлектроники», а также для всех лиц, желающих углубить свои знания по грамматике английского языка. Пособие ставит своей целью систематизацию знаний по грамматике английского языка и совершенствование навыков практического использования основных грамматических явлений и конструкций.

Пособие состоит из четырех разделов: «Имя существительное», «Артикль», «Местоимение», «Глагол».

Разделы пособия содержат систематизированные сведения по образованию и употреблению грамматических форм и конструкций в виде таблиц либо кратких инструкций. В основу построения пособия положен принцип постепенного перехода от простого к сложному. После каждой темы даются упражнения для закрепления грамматического материала. Упражнения рекомендованы для выполнения как в аудитории под контролем преподавателя после введения нового материала, так и для самостоятельной внеаудиторной работы.

ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Имя существительное – часть речи, которая обозначает предмет или лицо и отвечает на вопросы *что? кто?*: *a computer, love, a man, an engineer*. Имена существительные обычно сопровождаются артиклями и часто сочетаются с предлогами. Артикль и предлог являются основными признаками существительного: *a book, the book, in the book*.

Функции существительного в предложении

Функции	Примеры	Перевод
1. Подлежащее	<i>Mike</i> works as an engineer.	<i>Майк</i> работает инженером.
2. Дополнение (прямое и косвенное)	He borrowed <i>money</i> from his <i>friend</i> .	Он занял <i>денег</i> у своего <i>друга</i> .
3. Именная часть составного сказуемого	He is a famous <i>scientist</i> .	Он известный <i>ученый</i> .
4. Определение*	This is my <i>brother's</i> computer.	Это компьютер моего <i>брата</i> .
5. обстоятельство	I went to the <i>swimming-pool</i> on <i>Sunday</i> .	Я ходил в <i>бассейн</i> в <i>воскресенье</i> .

*Существительное может служить определением к другому существительному, когда оно стоит перед ним в **общем падеже**: *coal production* добыча угля, *cane sugar* тростниковый сахар, *sugar cane* сахарный тростник, *a chemistry laboratory* химическая лаборатория.

Во многих случаях существительному предшествует не одно, а два или более существительных в роли определения. При переводе на русский язык одни определения могут переводиться прилагательными, а другие существительными в одном из косвенных падежей: *market research firm* фирма по исследованию рынка, *communication access method* коммуникационный метод доступа.

Существительное, служащее определением, обычно стоит в форме единственного числа, за исключением существительных, которые имеют форму только множественного числа: *a ten-year old girl* десятилетняя девочка, *a sales department* отдел сбыта, *a physics laboratory* кабинет физики.

Категория рода

Род имен существительных в английском языке определяется значением слова.

К мужскому роду относятся существительные, обозначающие лиц мужского пола и названия животных, если известен их пол. Существительные мужского рода заменяются местоимением *he*.

К женскому роду относятся существительные, обозначающие лиц женского пола и названия животных, если известен их пол. Существительные

женского рода заменяются местоимением *she*. Слово *ship* судно, корабль обычно относится к женскому роду.

К среднему роду относятся существительные, обозначающие неодушевленные предметы и названия животных, когда их пол не известен или не важен. Существительные среднего рода заменяются местоимением *it*.

Большинство имен существительных, обозначающих живые существа, могут относиться как к мужскому, так и к женскому роду: *teacher* учитель, учительница, *cousin* двоюродный брат, двоюродная сестра, *wolf* волк, волчица и др. Когда хотят указать пол, то к существительному прибавляют дополнительные слова. Например: *a boy-friend* друг, *a schoolgirl* ученица, *a she-wolf* волчица, *a Tom-cat* кот.

Иногда понятие рода вкладывается в значение слова. Например:

<i>actor</i> актер – <i>actress</i> актриса	<i>king</i> король – <i>queen</i> королева
<i>bachelor</i> холостяк – <i>spinster</i> старая дева	<i>landlord</i> домовладелец – <i>landlady</i> домовладелица
<i>barman</i> бармен – <i>barmaid</i> барменша	<i>lion</i> лев – <i>lioness</i> львица
<i>bridegroom</i> жених – <i>bride</i> невеста	<i>male</i> мужчина – <i>female</i> женщина
<i>brother</i> брат – <i>sister</i> сестра	<i>monk</i> монах – <i>nun</i> монахиня
<i>businessman</i> бизнесмен –	<i>nephew</i> племянник – <i>niece</i> племянница
<i>businesswoman</i> женщина-бизнесмен	<i>poet</i> поэт – <i>poetess</i> поэтесса
<i>chairman</i> председатель – <i>chairwoman</i> женщина-председатель	<i>policeman</i> полицейский – <i>policewoman</i> женщина-полицейский
<i>cock</i> петух – <i>hen</i> курица	<i>prince</i> принц – <i>princess</i> принцесса
<i>duke</i> герцог – <i>duchess</i> герцогиня	<i>son</i> сын – <i>daughter</i> дочь
<i>headmaster</i> директор – <i>headmistress</i> директриса	<i>uncle</i> дядя – <i>aunt</i> тетя
<i>hero</i> герой – <i>heroine</i> героиня	<i>waiter</i> официант – <i>waitress</i> официантка
<i>host</i> хозяин – <i>hostess</i> хозяйка	<i>widower</i> вдовец – <i>widow</i> вдова
<i>husband</i> муж – <i>wife</i> жена	

Категория числа

Существительные бывают **исчисляемыми** (*countable*) и **неисчисляемыми** (*uncountable*).

Исчисляемые существительные используются для обозначения предметов, которые можно сосчитать. Они имеют форму множественного числа и могут быть использованы с определенным (*the*) или неопределенным (*a/an*) артиклями.

Неисчисляемые существительные используются для обозначения предметов, которые нельзя сосчитать как отдельные единицы (вещества и материалы: *sugar* сахар, *beer* пиво, *wood* дерево, *iron* железо, *etc.*), для обозначения собирательных существительных (*furniture* мебель, *rubbish* мусор, *money* деньги, *etc.*) и абстрактных существительных (*love* любовь, *hope* надежда, *nonsense* вздор, *politeness* вежливость, *etc.*). Эти существительные

обычно имеют только форму **единственного числа** и не могут быть использованы с неопределённым артиклем (*a/an*).

Образование множественного числа имен существительных

Исчисляемые существительные имеют формы единственного и множественного числа.

1. Имена существительные образуют множественное число путём прибавления к слову в единственном числе окончания **-s**, которое произносится как /s/ после звуков /p/, /t/, /k/:

cat кот – *cats*

map карта – *maps*

После букв *ce*, *ge*, *se*, *ze* окончание **-s** произносится как /iz/:

cage клетка – *cages*

place место – *places*

В остальных случаях окончание **-s** произносится как /z/:

computer компьютер – *computers*

machine машина – *machines*

2. К существительным, оканчивающимся на буквы **-s**, **-ss**, **-x**, **-ch**, **-sh**, **-z**, добавляется окончание **-es**, которое произносится как /iz/:

box коробка – *boxes*

class класс – *classes*

Но:

epoch эпоха – *epochs*

stomach желудок – *stomachs*

monarch монарх – *monarchs*

3. К существительным, оканчивающимся на **-y**, добавляется окончание **-es**, причем **-y** меняется на **-i**, если ей предшествует согласная буква. Если перед **-y** стоит гласная буква, то **-y** не меняется и добавляется окончание **-s**. Имена собственные, оканчивающиеся на **-y** с предшествующей согласной, образуют множественное число добавлением окончания **-s**:

family семья – *families*

boy мальчик – *boys*

city город – *cities*

day день – *days*

Kennedy – *the Kennedys*

January январь – *Januarys*

4. К существительным, оканчивающимся на **-f** и **-fe**, добавляется окончание **-s**, за исключением некоторых существительных, у которых **-f** меняется на **-v** и добавляется окончание **-es**:

roof крыша – *roofs*

safe сейф – *safes*

Но:

calf теленок – *calves*

self собственная личность – *selves*

elf эльф – *elves*

sheaf сноп – *sheaves*

half половина – *halves*

shelf полка – *shelves*

knife нож – *knives*

thief вор – *thieves*

leaf лист – *leaves*

wife жена – *wives*

life жизнь – *lives*
loaf буханка – *loaves*

wolf волк – *wolves*

5. Существительные, оканчивающиеся на **-o**, образуют множественное число добавлением окончания **-es**:

hero герой – *heroes*

tomato помидор – *tomatoes*

Но: окончание **-s** добавляется:

а) к существительным на **-o** с предшествующей гласной:

zoo зоопарк – *zoos*;

б) к существительным на **-o**, которые являются аббревиатурой:

photograph/photo фотография/фото – *photos*;

в) к существительным на **-o**, которые являются названиями музыкальных инструментов и именами собственными:

piano пианино – *pianos*, *Eskimo* эскимос – *Eskimos*.

6. Некоторые существительные, оканчивающиеся на **-o** или **-f**, имеют две формы множественного числа:

buffalo буйвол – *buffalos/buffaloes*

hoof копыто – *hoofs/hooves*

cargo груз – *cargos/cargoes*

scarf шарф – *scarfs/scarves*

dwarf карлик – *dwarfs/dwarves*

volcano вулкан – *volcanos/volcanoes*

handkerchief носовой платок –

wharf пристань – *wharfs/wharves*

handkerchiefs/handkerchieves

7. В составных именах существительных, которые пишутся отдельно, форму множественного числа обычно принимает основное в смысловом отношении слово:

mother-in-law теща, свекровь –
mothers-in-law

passer-by прохожий – *passers-by*

Если первым словом составного существительного является слово *man* или *woman*, то оба слова принимают форму множественного числа:

woman-doctor женщина-врач – *women-doctors*

Особые случаи образования множественного числа имен существительных

Некоторые существительные образуют форму множественного числа не по правилу:

1. Изменением гласной в корне:

Единственное число	Множественное число
<i>foot</i> нога	<i>feet</i>
<i>goose</i> гусь	<i>geese</i>
<i>louse</i> вошь	<i>lice</i>
<i>man</i> мужчина	<i>men</i>

<i>mouse</i> мышь	<i>mice</i>
<i>tooth</i> зуб	<i>teeth</i>
<i>woman</i> женщина	<i>women</i>

2. Добавлением окончания **-en**:

Единственное число	Множественное число
<i>child</i> ребенок	<i>children</i>
<i>ox</i> бык	<i>oxen</i>

3. Сохранением во множественном числе формы единственного числа:

Единственное число	Множественное число
<i>aircraft</i> самолёт	<i>aircraft</i>
<i>crossroads</i> перекрёсток	<i>crossroads</i>
<i>deer</i> олень	<i>deer</i>
<i>fish</i> рыба	<i>fish</i> <i>fishes</i> (о различных видах рыб)
<i>fruit</i> фрукты	<i>fruit</i> <i>fruits</i> (о различных видах фруктов)
<i>headquarters</i> штаб-квартира	<i>headquarters</i>
<i>means</i> средство	<i>means</i>
<i>salmon</i> лосось	<i>salmon</i>
<i>series</i> серия	<i>series</i>
<i>sheep</i> овца	<i>sheep</i>
<i>spacecraft</i> космический корабль	<i>spacecraft</i>
<i>species</i> вид	<i>species</i>
<i>swine</i> свинья	<i>swine</i>
<i>Swiss</i> швейцарец, швейцарка	<i>Swiss</i>
<i>trout</i> форель	<i>trout</i>
<i>works</i> завод	<i>works</i>

4. Некоторые имена существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков. Многие заимствованные существительные имеют две формы множественного числа: одну, сохранившуюся из родного языка, и другую, образованную по правилам образования множественного числа в английском языке:

	Единственное число	Множественное число
-on → -a	<i>criterion</i> критерий	<i>criteria/criterions</i>
	<i>phenomenon</i> явление	<i>phenomena</i>
-u → -a	<i>addendum</i> добавление	<i>addenda</i>
	<i>curriculum</i> курс обучения	<i>curricula</i>
	<i>datum</i> данные, информация	<i>data</i>
	<i>erratum</i> ошибка, опечатка	<i>errata</i>

	<i>medium</i> средство	<i>media/mediums</i>
	<i>memorandum</i> меморандум	<i>memoranda</i>
-is → -es	<i>analysis</i> анализ, изучение	<i>analyses</i>
	<i>basis</i> базис, основа	<i>bases</i>
	<i>crisis</i> кризис	<i>crises</i>
	<i>diagnosis</i> диагноз	<i>diagnoses</i>
	<i>thesis</i> тезис	<i>theses</i>
	<i>hypothesis</i> гипотеза	<i>hypotheses</i>
-us → -i	<i>focus</i> фокус	<i>foci</i>
	<i>nucleus</i> ядро	<i>nuclei</i>
-a → -ae	<i>antenna</i> антенна	<i>antennae/antennas</i>
	<i>formula</i> формула	<i>formulae/formulas</i>

Имена существительные, употребляющиеся только в единственном числе

1. Неисчисляемые существительные, обозначающие вещественные и отвлеченные понятия, обычно употребляются только в единственном числе:

<i>accommodation</i> помещение, жилье	<i>progress</i> прогресс, успехи
<i>advice</i> совет, советы	<i>sugar</i> сахар
<i>air</i> воздух, атмосфера	<i>research</i> исследование
<i>applause</i> аплодисменты	<i>time</i> время
<i>behaviour</i> поступки, поведение	<i>money</i> деньги
<i>blood</i> кровь	<i>paper</i> бумага
<i>business</i> дело, работа	<i>iron</i> железо
<i>cheese</i> сыр	<i>permission</i> позволение, разрешение
<i>coffee</i> кофе	<i>knowledge</i> знание, знания
<i>cotton</i> хлопок	<i>rubbish</i> мусор
<i>damage</i> вред, повреждение	<i>machinery</i> машинное оборудование, машины
<i>education</i> образование	<i>traffic</i> движение; транспорт
<i>electricity</i> электричество	<i>mail</i> почта
<i>evidence</i> подтверждение, улика	<i>water</i> вода
<i>failure</i> неудача, провал	<i>work</i> работа
<i>furniture</i> мебель	<i>weather</i> погода
<i>gold</i> золото	<i>medicine</i> медицина
<i>hair</i> волосы	<i>wood</i> дерево (материал)
<i>information</i> информация, сведения	<i>intelligence</i> интеллект

Для уточнения количества неисчисляемых существительных употребляются следующие слова:

<i>an article</i> предмет (<i>of furniture</i>)	<i>a loaf</i> буханка (<i>of bread</i>)
<i>a bar</i> кусок (<i>of chocolate/soap</i>)	<i>a lump</i> кусок (<i>of sugar</i>)

<i>a box</i> коробка (<i>of chocolates</i>)	<i>a packet</i> пакет (<i>of biscuits/tea</i>)
<i>a cup</i> чашка (<i>of tea/coffee</i>)	<i>a pair</i> пара (<i>of trousers/gloves</i>)
<i>a game</i> игра, матч (<i>of soccer/basketball</i>)	<i>a tube</i> тюбик (<i>of toothpaste</i>)
<i>a glass</i> стакан (<i>of water/juice</i>)	<i>a pot</i> горшок, банка (<i>of tea/yoghurt</i>)
<i>an item</i> предмет, новость (<i>of news</i>)	<i>a slice</i> ломтик (<i>of lemon/bread</i>)
<i>a jar</i> банка (<i>of jam</i>)	<i>a piece</i> кусок, предмет (<i>of cake/information/advice/furniture/chalk/music</i>)
<i>a kilo</i> килограмм (<i>of meat/oranges</i>)	

2. Некоторые существительные, оканчивающиеся на *-s*, употребляются со значением единственного числа:

- названия наук, оканчивающиеся на *-ics*: *mathematics* математика, *physics* физика, *phonetics* фонетика, *politics* политика, *economics* экономика и др.;
- названия игр и видов спорта: *billiards* бильярд, *athletics* атлетика, *gymnastics* гимнастика и др.;
- названия болезней: *mumps* свинка, *measles* корь, *diabetes* диабет и др.;
- слова *news* новости, *gallows* виселица, *summons* вызов в суд;
- некоторые географические названия: *Athens* Афины, *Brussels* Брюссель, *Wales* Уэльс, *the United States of America* Соединенные Штаты Америки и др.;
- организации: *the United Nations* Организация Объединенных Наций и др.

3. Некоторые неисчисляемые существительные могут употребляться как исчисляемые (т. е. во множественном числе), но тогда их значение изменяется:

<i>chocolate</i> шоколад	<i>a chocolate/chocolates</i> шоколадные конфеты
<i>cheese</i> сыр	<i>a cheese/cheeses</i> разные сорта сыра
<i>glass</i> стекло	<i>a glass/glasses</i> стаканы
<i>tea</i> чай	<i>a tea/teas</i> порции чая
<i>scale</i> шкала	<i>scales</i> весы
<i>hair</i> волосы	<i>a hair/hairs</i> волоски
<i>custom</i> обычай	<i>customs</i> таможня
<i>paper</i> бумага	<i>a paper/papers</i> газеты, документы
<i>iron</i> железо	<i>an iron/irons</i> утюги
<i>room</i> пространство	<i>a room/rooms</i> комнаты
<i>experience</i> опыт	<i>an experience/experiences</i> события
<i>time</i> время	<i>a time/two times</i> два раза
<i>work</i> работа	<i>a work/works</i> произведения
<i>electronics</i> электроника	<i>electronics</i> электронная аппаратура

4. Собираательные существительные, обозначающие группу как единый коллектив, согласуются с глаголом в форме единственного числа. Если же такие существительные обозначают отдельных представителей группы, то глагол-сказуемое употребляется в форме множественного числа:

The *team was* the best in the country. (The team as *a group*.)

The *team were* all given medals. (Each member separately *as individuals*.)

Имена существительные, употребляющиеся только во множественном числе

1. Названия многих парных предметов употребляются, как и в русском языке, только во множественном числе:

compasses циркуль
glasses очки
jeans джинсы
pyjamas пижама
scales весы

scissors ножницы
shorts шорты
spectacles очки
trousers брюки
tongs щипцы

2. Следующие существительные, оканчивающиеся на *-s*, в отличие от русского языка употребляются только во множественном числе:

arms оружие
belongings вещи, имущество
clothes одежда
holidays каникулы
congratulations поздравления
contents оглавление
earnings заработок, заработки
good looks красота, миловидность
greens зелень
goods товар, товары

valuables ценности
looks вид, наружность
outskirts окраина, окраины
premises недвижимость, помещение
proceeds доход, доходы
riches богатство, богатства
stairs лестница, лестницы
surroundings окрестности
thanks благодарность
wages заработная плата

3. Следующие собирательные существительные употребляются со значением множественного числа:

cattle крупный рогатый скот
clergy духовенство
people люди

police полиция
poultry домашняя птица
the military военнослужащие

4. Некоторые имена собственные: *the Alps, the Netherlands*.

5. Субстантивированные прилагательные, обозначающие людей и национальности: *the rich* богатые, *the poor* бедные, *the Spanish* испанцы, *the Japanese* японцы.

КАТЕГОРИЯ ПАДЕЖА

В английском языке имеется два падежа: общий (*the Common Case*) и притяжательный (*the Possessive Case*). Существительные в общем падеже не имеют никаких окончаний.

Падежные отношения в английском языке передаются с помощью предлогов, которые обычно не имеют самостоятельного значения.

Существительное с предлогом *of* соответствует русскому родительному падежу.

He published the results *of* the experiment.

Он опубликовал результаты эксперимента.

Существительное с предлогом *to* соответствует русскому дательному падежу.

An interesting book was given *to* me.

Мне дали интересную книгу.

Существительные с предлогами *by* и *with* соответствуют русскому творительному падежу.

The house was built *by* my father.

Дом был построен моим отцом.

The window was broken *with* a stone.

Окно разбили камнем.

Притяжательный падеж (the Possessive Case)

Существительное в притяжательном падеже обозначает принадлежность предмета, отвечает на вопрос *whose? чей?*, употребляется в функции определения и стоит перед определяемым существительным. Как правило, в форме притяжательного падежа употребляются существительные одушевленные. Принадлежность к неодушевленным существительным выражается при помощи предлога *of*: *the roof of the house* крыша дома.

Образование притяжательного падежа

Существительные в единственном числе образуют притяжательный падеж путем прибавления *'s*: *my son's book* книга моего сына. Существительные, оканчивающиеся во множественном числе на *-s*, образуют притяжательный падеж путём прибавления *'*: *my sons' books* книги моих сыновей.

Существительные во множественном числе, не оканчивающиеся на *-s*, образуют притяжательный падеж прибавлением *'s*: *my children's books* книги моих детей.

Составные существительные образуют притяжательный падеж прибавлением *'s* к последнему слову: *my brother-in-law's car* машина моего шурина.

Группы слов образуют притяжательный падеж прибавлением *'s* к последнему слову, чтобы показать общую собственность: *Mike and Kate's flat* (*They live in the same flat*) квартира Майка и Кейт. (Они живут в одной квартире).

Чтобы показать отдельную собственность, *'s* прибавляется к каждому существительному: *Mike's and Kate's flats*. (*They live in different flats*) квартиры Майка и Кейт. (Они живут в разных квартирах).

Имена собственные, заканчивающиеся на *-s*, образуют притяжательный падеж с помощью *'s* или *'*: *Burns'/Burns's poems* стихи Бёрна. К именам греческого происхождения, оканчивающимся на *-s*, обычно прибавляется только апостроф: *Archimedes' Law* закон Архимеда.

В английском языке могут употребляться конструкции притяжательного падежа с предлогом *of*.

He is a friend of my brother's. = *He is my brother's friend.*

Кроме существительных одушевленных, форму притяжательного падежа могут принимать:

1. Слова, обозначающие время и расстояние: *Sunday's paper* воскресная газета, *today's newspaper* сегодняшняя газета, *two hours' delay* двухчасовая задержка;

2. Слова, обозначающие названия стран, городов: *Britain's industry* Британская промышленность;

3. Названия транспортных средств: *the plane's crew* экипаж самолета;

4. Слова, обозначающие местонахождение. Часто слова *house* дом, *office* офис, *shop* магазин, *etc.* опускаются: *at my friend's* у моего друга, *at the baker's* в булочной;

5. Названия газет: *the Times' editor* редактор Таймс;

6. Названия организаций и учреждений: *the University's history* история университета;

7. Существительные, обозначающие вес, стоимость: *a kilo's weight* весом в один килограмм, *a dollar's worth* стоимостью в доллар;

8. Собирательные существительные, обозначающие группы людей: *the committee's decision* решение комитета;

9. Существительные *brain* мозг, *city* город, *country* страна, *the earth* земля, *mind* разум, *the moon* луна, *nature* природа, *the ocean* океан, *region* область, *science* наука, *the sea* море, *the sun* солнце, *television* телевидение, *town* город, *the world* мир и другие слова, представляющие особый интерес для человеческой деятельности: *science's role* роль науки.

10. Существительные, обозначающие некоторых животных и птиц: *the tiger's tail* хвост тигра;

11. Существительные, обозначающие владельцев бизнеса: *Selfridge's*;

12. Некоторые устойчивые словосочетания:

for order's sake порядка ради;

for old acquaintance's sake ради старого знакомства;

for God's/Heaven's sake ради бога;

at a stone's throw в двух шагах;

at arm's length на расстоянии вытянутой руки.

EXERCISES

Exercise 1. Complete the following sentences using the nouns given before.

<i>actress</i>	<i>daughter</i>	<i>lioness</i>	<i>nuns</i>	<i>sister</i>
<i>aunt</i>	<i>goddess</i>	<i>nephew</i>	<i>prince</i>	<i>uncle</i>
<i>bridegroom</i>	<i>heroine</i>	<i>nieces</i>	<i>queens</i>	<i>waitress</i>

Model: Nick's brother is a programmer and his *sister* is an accountant.

1. My aunt is very nice and my ____ has a wonderful sense of humour.
2. My ____ is a little boy of five; my niece is a little girl of three.
3. Nowadays few men become monks and few women become ____.
4. Mike is an actor and his wife is an ____.
5. Tom and Ann work in a restaurant; he is a waiter and she is a ____.
6. In fairy tales the handsome ____ usually marries the beautiful princess.
7. Everyone expects the hero of the story to marry the ____.
8. We went to the circus and saw a lion and a ____.
9. I don't think that many people know the names of the kings and ____ of England.
10. I took a photo of the bride and ____ at the wedding.
11. My cousin has a son called David and a ____ called Kate.
12. My uncle and ____ went on holiday to Rome.
13. I enjoy being an uncle. I have two ____ and three nephews.
14. In mythology, Mars is the god of war; Nike is the winged ____ of victory.

Exercise 2. *Underline the noun in each sentence and write 'C' or 'U' to show whether the noun is countable or uncountable.*

Model: This is an excellent drawing. C

1. Would you like to see my photos?
2. I eat two apples every day.
3. I ran out of petrol.
4. Add a little more flour.
5. I need two clean glasses.
6. A lot of paper is wasted.
7. Hope keeps me going.
8. He has no hope of passing the examination.
9. How much milk did you buy?
10. Where are my two new shirts?
11. I'll put some more coal.
12. Too much cake isn't good for you.
13. I've bought some cloth.

Exercise 3. *Write the plural of the following nouns.*

address	datum	half	life	office	radio
beach	dictionary	handkerchief	light	ox	roof
boot	father-in-law	hotel	man	passer-by	sister-in-law
bottle	foot	island	medium	pen-friend	shelf
cinema	forget-me-not	knife	means	phenomenon	species
clock	formula	lake	month	photo	tape
crisis	guitar	leaf	mouse	potato	woman

Exercise 4. Rewrite these sentences in the plural making necessary changes.

Model: This cherry is very sour. – *These cherries are very sour.*

1. I've lost my key.
2. This knife is blunt.
3. The leaf has fallen from the tree.
4. The roof has been repaired.
5. We have a Henry in our family. – We have two ____.
6. Which volcano is active?
7. This tooth hurts me.
8. Can you see that sheep?
9. A policeman is busy all the time.
10. The farmer is going to sell that goose.
11. Which aircraft has just taken off?

Exercise 5. Use is, are, has or have.

1. The acoustics of the new concert hall ____ excellent.
2. This crossroads ____ dangerous.
3. There ____ several crossroads in this district.
4. Acoustics ____ a subject which studies sound.
5. Our organization headquarters ____ in the center of the city.
6. There ____ many series of books on animals.
7. The statistics in this report ____ inaccurate.
8. Many species of tigers ____ disappeared.
9. That species ____ new to me.
10. Our works ____ got a well-equipped laboratory.
11. My maths ____ improving.
12. There ____ a lot of people at the football match.
13. The police ____ interested in this case.
14. The military ____ called in to deal with the rioting.
15. The committee ____ meeting now.

Exercise 6. Complete the sentences with a singular or plural form of a word in the list.

<i>cloth</i>	<i>custom</i>	<i>expense</i>	<i>good</i>	<i>surrounding</i>
<i>compass</i>	<i>damage</i>	<i>glass</i>	<i>poultry</i>	<i>work</i>

1. It is our ____ to give presents at Christmas.
2. The ____ Officer opened my case at the frontier.
3. It will cost £80 to repair the ____.
4. Buying a new car is a great ____.
5. Illness, holidays, and other ____ reduced his bank balance to almost nothing.
6. I can't read without my ____.

7. Would you like a _____ of beer?
8. I've bought a pair of _____ to draw circles.
9. Sailors must have a good _____ to find their way.
10. Jane always wears beautiful _____.
11. He buys and sells leather _____.
12. You don't see animals in their natural _____ in the zoo.
13. The _____ are being fed.
14. Machines now do much of the _____ formerly done by man.
15. The steel _____ was closed for the Christmas holidays.

Exercise 7. Replace the of-phrase by the noun in the possessive case.

1. The wife of our professor.
2. The order of the commander-in-chief.
3. The novels of Dickens.
4. The ball of the boys.
5. The flat of my father-in-law.
6. The rights of women.
7. A distance of three miles.
8. The crew of the ship.
9. The theatres of Minsk.
10. An interval of three hours.
11. The rays of the sun.
12. The population of Scotland.
13. The father of Ann and John.
14. The children of my sister Mary.
15. The house of Mr. Smith.

Exercise 8. A. Only where possible, use an apostrophe to show possession in these sentences.

Model: That's the voice of a man. – *That's a man's voice.*

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

B. Join the two nouns. Sometimes you have to use -'s or -s'; and sometimes you have to use of.

Model: the owner/that car – *the owner of that car*

1. a delay/an hour
2. a journey/two days
3. the price/success
4. the surface/the earth
5. the shade/the tree
6. the children/Peter and Mary
7. the newspaper/yesterday
8. the economic policy/the government

Exercise 9. Put in seven missing possessive apostrophes.

No English author of the 19th century was more popular than the novelist Charles Dickens. With a reporters eye for the details of daily life Dickens created a body of work that brought him worldwide fame.

Charles Dickens was the second of eight children. In 1817 the family settled in the town of Chatham. These years were the happiest of Dickens childhood.

Charles Dickens father, a clerk in a navy office, earned enough to provide a middle-class lifestyle for his family, but he was a habitually poor manager of money. In 1824 he was sent with his family to prison for debt. Charles did not go to prison, but he was pulled from school and put to work in a factory. This period had a lasting impact on Dickens character and his art. His familys financial troubles and his unpleasant experience with factory life gave Charles a sympathetic knowledge of the lives and trials of the working class.

At the age of 15 he became a clerk in a solicitors office. Another influential event of this period was his rejection as suitor to Maria Beadnell, a bankers daughter, because his family and prospects were unsatisfactory.

Exercise 10. Make a noun + noun compound.

1. a strap you find on a watch
2. a hole where you put a key
3. a racket for playing tennis
4. change in the climate
5. a book you get from the library
6. fumes which come from exhausts
7. an engineer who knows how computers work
8. a directory which contains a list of telephone numbers
9. a bill you receive for your use of electricity

Exercise 11. Rewrite each phrase underlined as a noun + noun compound. You may have to change plural and singular forms.

Model: South of the Highlands are the Grampian Mountains, the highest range of mountains in the British Isles. – **mountain range**

1. Temperatures in areas of desert can reach 50°C in summer.
2. England's supplies of energy are used in a variety of industries.

3. Over a third of the country's income from exports comes from agricultural products.
4. Australia is the largest exporter of wool in the world.
5. The program of reforestation helped retain the population in the area by providing employment.
6. Crops are watered with systems of irrigation.
7. Great Britain is not very rich in resources of minerals.
8. Minerals produce high earnings from exports.
9. London is the largest city and has an important district for business.
10. The production of vegetables is often done in greenhouses.
11. In the early 21st century the Welsh government took steps to revitalize the economy and bring the standard of living in line with the rest of the country.

Exercise 12. Complete the dialogues using one of the words in the box. Sometimes you need the plural.

<i>chair</i>	<i>glass</i>	<i>information</i>	<i>money</i>	<i>problem</i>
<i>furniture</i>	<i>holiday</i>	<i>luggage</i>	<i>post</i>	<i>time</i>

1. – I wish I hadn't gone to see that film.
– Yes, indeed. That was a waste of ____ and ____.
2. – Which girl did you ask for ____?
– The young girl. I wish I'd seen Miss Smith about it.
– Yes, of course. She would have been informed.
3. – Did you have a nice ____?
– Not really. I often wished I'd brought my car to the Continent. If I had, it would have solved a lot of ____.
4. – They've bought one or two pieces of ____
– Have they got rid of that awful sofa?
– Yes. And they've bought some new ____ for the kitchen.
5. – Well, here we are. This is our hotel, isn't it?
– Yes, there's the name: Prince's Court Hotel. Shall I look after the ____, or will you?
6. – Has the ____ come yet, Jane?
– Yes, Peter, and there's been a letter from Helen.
– Have you read it?
– Yes, of course, I have.
– Well, just tell me what she says. I've left my ____ upstairs.

АРТИКЛЬ (THE ARTICLE)

Артикли являются основными определителями имен существительных. В английском языке имеются два вида артикля: определенный *the* и неопределенный *a/an*.

НЕОПРЕДЕЛЕННЫЙ АРТИКЛЬ

Форма *a* употребляется перед существительными, начинающимися с согласного звука: *a sister, a university, a yacht, a house, a one-way ticket*.

Форма *an* употребляется перед существительными, начинающимися с гласного звука: *an article, an hour, an uncle*.

Неопределенный артикль *a/an* употребляется с исчисляемыми существительными в единственном числе:

1. Когда впервые называется какой-то, неопределенный предмет или лицо:

When translating I usually use *a dictionary*. Переводя, я обычно пользуюсь *словарём*.
He bought *a bicycle* yesterday. Он купил *велосипед* вчера.

2. Когда существительное обозначает, кем или чем является предмет или лицо. Такое существительное служит именной частью составного сказуемого или приложением:

My father is *a programmer*. Мой отец – *программист*.
My friend, *a second-year student*, goes in for sports. Мой друг, *студент второго курса*, занимается спортом.

3. Когда имеется в виду всякий, любой представитель данного класса:
A square has four sides. *Квадрат* имеет четыре стороны.

4. После слов *such, quite, what, rather*:
What *a clever man*! Какой *умный мужчина*!

5. В значении числительного *one* *один*:
I'll come in *an hour*. Я приду через *час*.
He has won *a (one) thousand* dollars. Он выиграл *тысячу* долларов.

6. При указании скорости, цены, частоты и т. д. (*a/an = per*):
He goes to the gym four times *a week*. Он ходит в спортзал четыре раза *в неделю*.
He was driving 70 kilometres *an hour*. Он ехал со скоростью 70 километров *в час*.

7. Перед порядковыми числительными в значении еще *один, другой*:
I bought *a second book* on history. Я купил *еще одну книгу* по истории.

8. В устойчивых словосочетаниях:
a few несколько *to do a favour* оказать услугу
a great (good) deal of много *to do for a living* зарабатывать на жизнь

a great number of много
a little немного
a lot of много
all of a sudden внезапно
as a consequence в результате
as a matter of fact фактически,
 на самом деле
as a result в результате
as a rule как правило
at a distance на расстоянии
at a time за раз, одновременно
for/after a while на/через какое-то время
in a loud/low voice громким/тихим
 голосом
in such a case подобным образом
it's a pleasure с удовольствием
it's a pity/a shame жаль
once a year раз в год
to be a success иметь успех
to be at a loss растеряться
to put an end to покончить с
to be in a hurry спешить

to catch/have a cold простыть
to give a hand протянуть руку помощи
to give/make a call позвонить
to go for a walk гулять
to have a good time хорошо провести
 время
to have a headache испытывать
 головную боль
to have a rest отдыхать
to make an attempt предпринять
 попытку
to make a decision принять решение
to make a mistake совершить ошибку
to make an effort сделать усилие,
 попытаться
to make an offer/suggestion делать
 предложение
to take a bus сесть на автобус
to tell a lie лгать
to keep a secret держать в секрете
twice a week дважды в неделю

ОПРЕДЕЛЕННЫЙ АРТИКЛЬ

Определенный артикль *the* употребляется:

1. С существительными в единственном и множественном числе, когда говорящему ясно, о каком предмете идет речь:

Can you close *the window*, please? Закройте, пожалуйста, *окно*.

2. С существительным, которое упоминается в контексте второй раз:

I have a dog. *The dog* never bites. У меня есть собака. Эта *собака*
 никогда не кусается.

3. Когда существительное имеет при себе уточняющее или ограничивающее определение:

This is *the bicycle* that Pete bought. Это *велосипед*, который купил Пит.
The flats in the center of the city are very *Квартиры* в центре города очень
 expensive. дорогие.

4. С приложением, относящимся к широко известной личности:

Robert Burns, *the great Scottish poet*, Роберт Бернс, *великий шотландский*
 was born in 1759. *поэт*, родился в 1759 году.

5. С существительными, обозначающими предметы, единственные в своем роде: *the sun* солнце, *the moon* луна, *the sky* небо, *the world* мир, *the North Star* Полярная звезда, *the Eiffel Tower* Эйфелева башня, *the zenith* зенит и др.:

The sun is bright.

Солнце – яркое.

6. Когда перед существительным стоит:

а) порядковое числительное;

б) прилагательное в превосходной степени;

в) прилагательное с уточняющим значением: *same* тот же самый, *next*, *following* следующий, *last* последний, *very* тот самый, *only* единственный, *exact* точный, *former* бывший, *central* центральный, etc. (но: *next door*, *last week*):

The first person to come was my sister.

Первой пришла моя сестра.

He is *the most talented scientist*.

Он – *самый талантливый ученый*.

Answer *the following question*.

Ответ на *следующий вопрос*.

7. С исчисляемыми существительными в единственном числе, обозначая весь класс однородных предметов (но: *man*, *woman*):

The computer plays an important role in education.

Компьютер играет важную роль в образовании.

Paleontology is the study of prehistoric *man*.

Палеонтология – наука о доисторическом *человеке*.

8. С именами прилагательными и причастиями, превратившимися в имена существительные, со значением множественного числа:

the poor бедняки

the unemployed безработные

9. С фамилиями, употребленными во множественном числе для обозначения членов одной семьи:

The Browns lived in Glasgow 5 years ago.

Семья Браунов жила в Глазго 5 лет назад.

10. Со следующими географическими названиями:

а) с названиями рек, озер, морей, океанов, каналов, например: *the Neva*, *the Naroch* (но: *Lake Naroch*), *the Black Sea*;

б) с названиями горных цепей, групп островов, пустынь, например: *the Alps*, *the British Isles*, *the Sahara desert*;

в) с названиями стран, которые включают слова *republic* республика, *union* союз, *kingdom* королевство, *state* штат или употреблены во множественном числе, и регионов, например: *the United States of America*; *the Netherlands*, *the Crimea*, *the Arctic*;

11. С названиями отелей, ресторанов, магазинов, банков, театров, кинотеатров, музеев, мостов, судов, например: *the Hilton*, *the Red Lion (pub)*, *the National Theatre*, *the Odeon*, *the Tate Gallery*, *the "Titanic"*;

12. С названиями с предлогом *of*, например: *the Tower of London*;

13. С названиями английских и американских газет, например: *the Times*, *the Guardian* (Но: *Today*);

14. Со сторонами света, например: *the North, the East* (Но: *to travel north, from West to East*);

15. С названиями исторических эпох, исторических событий: *The Middle Ages* средние века, *the Second World War* Вторая мировая война (Но: *World War II*);

16. С названиями спортивных мероприятий: *the World Cup* Кубок мира (Но: *Wimbledon*);

17. С названиями организаций, союзов, партий: *The United Nations Organisation* Организация Объединенных Наций, *the Navy* морской флот, *the Labour Party* Лейбористская партия;

18. С названиями танцев и музыкальных инструментов: *the violin* скрипка, *the waltz* вальс;

19. С названиями национальностей, оканчивающихся на *-s*, *-sh*, *-ch*, *-ese*, *-ss*: *the English* англичане, *the Japanese* японцы;

20. В устойчивых словосочетаниях, например:

all the year round круглый год
at the beginning/end в начале/конце
at the moment в данный момент
at the same time одновременно, тем не менее
at the weekend в выходные дни
by the way между прочим
in the afternoon днем
in the country за городом
in the evening вечером
in the morning утром
in the end в конце концов
in the night ночью
in the original в оригинале
in the past/present/future в прошлом/настоящем/будущем
in the middle of посередине

on the contrary наоборот, напротив
on the one (other) hand с одной (другой) стороны
on the right (left) справа (слева)
on the whole в целом
out of the question не может быть и речи, совершенно исключено
the day before yesterday позавчера
the other day недавно, на днях
the whole day весь день
to go to the cinema пойти в кино
to speak to the point говорить по существу
to tell the time сказать который час
to tell the truth сказать правду
in the shade в тени, на заднем плане

Артикль не употребляется:

1. С существительными неисчисляемыми или исчисляемыми во множественном числе, если речь идет о веществе, предмете, понятии в общем смысле:

I like *coffee*.
Boys like to play football.

Я люблю *кофе*.
Мальчики любят играть в футбол.

2. Если у исчисляемого существительного есть определение, выраженное местоимением, именем собственным в притяжательном падеже или количественным числительным:

There are *some pictures* on the wall.
Peter's father is a doctor.
Open *your books* at *page 23*.

На стене есть *несколько картин*.
Отец Питера – врач.
Откройте *книги* на *странице 23*.

3. Если существительное является обращением:

Children, let's go to the park.

Дети, давайте пойдём в парк.

4. Перед словами *home, mother, father, aunt, etc.* в высказываниях членов семьи:

Father is at *home*.

Отец дома.

6. С названиями дней недели, месяцев и времен года, праздников:

Spring begins in *March*.
Easter is celebrated *on Sunday*.

Весна начинается в *марте*.
Пасха празднуется в *воскресенье*.

7. Перед существительными *breakfast* завтрак, *dinner* обед, *lunch* обед, *supper* ужин:

I have *breakfast* at 8 o'clock.

Я *завтракаю* в 8 часов.

8. С существительными, обозначающими названия наук, учебных предметов, языков. (Но: *the French language*):

He teaches *physics*.
She can speak *French*.

Он преподаёт *физику*.
Она умеет говорить *по-французски*.

9. С существительными, обозначающими названия игр, видов спорта:

He plays *billiards*.

Он играет в *бильярд*.

10. С существительными, обозначающими названия болезней, за исключением (*the*) *flu* грипп, (*the*) *measles* корь, (*the*) *tumps* свинка:

He developed *diabetes* three years ago.

Он стал *диабетиком* три года назад.

11. С существительными, обозначающими официальную должность, если она единственная в данной организации, и после глаголов *elect* избирать, *choose* выбирать, *appoint* назначать, и т. д.:

Mr. White is *head of the company*.
He was appointed *manager*.

Мистер Уайт – *глава компании*.
Его назначили *управляющим*.

12. С существительными **church** церковь, **college** колледж, **school** школа, **hospital** больница, **university** университет, **prison** тюрьма, если эти слова не обозначают здания:

I left **school** at seventeen.

Я окончил **школу** в семнадцать лет.

13. С географическими названиями, обозначающими:

а) части света и континенты;

б) страны и города (Но: **the Hague** Гаага, **the Vatican** Ватикан, **the Argentine** Аргентина, **the Lebanon** Ливия);

в) отдельные горные вершины и острова:

Cyprus is one of the largest islands in the Mediterranean.

Kunp – один из крупнейших островов в Средиземном море.

The highest mountain in **Africa** is snowcapped **Mount Kilimanjaro**.

Самая высокая гора в **Африке** – это покрытая снегом гора **Килиманджаро**.

14. С названиями улиц, площадей, парков, аэропортов, церквей, соборов (Но: **the High Street**, **the Strand** (street), **the Mall**, **the Whitehall**):

Heathrow in London is one of the major international airports in Europe.

Аэропорт **Хитроу** в Лондоне является одним из крупнейших международных аэропортов в Европе.

Trafalgar Square is in London.

Трафальгарская площадь находится в Лондоне.

15. С названиями ресторанов, банков, магазинов и др., если в названии присутствует имя собственное, заканчивающееся на -s или -'s:

Each London neighborhood has a branch of **Barclay's Bank** or **Lloyd's Bank**.

В каждом квартале Лондона есть отделение **банка Ллойдз или Барклиз банка**.

16. С названиями званий и должностей, если далее следует имя собственное:

Princess Elizabeth was born on April 21, 1926.

Принцесса Елизавета родилась 21 апреля 1926 года.

17. В следующих устойчивых словосочетаниях:

in/on time вовремя

do research вести научную работу

for example например

by chance случайно

by bus/car/sea/air автобусом/машиной/
морем/по воздуху

in case в случае

on business по делу

at first sight с первого взгляда

in detail в деталях

to go to bed лечь спать

by heart наизусть

in fact фактически

on foot пешком

in conclusion в заключение

at first/last сначала/наконец

in connection with в связи

at work на работе

at present в настоящее время
at night/noon/midnight вечером/в
полдень/в полночь
to make sense иметь смысл
by all means во что бы то ни стало

take action действовать
in charge of ответственный за
on demand по запросу, по требованию
in search of в поисках
make progress делать успехи

EXERCISES

Exercise 1. *Explain the use of the indefinite article. Translate into Russian.*

1. I wish I were a poet to describe it to you.
2. She works as a chemist.
3. It's such a beautiful day.
4. Two hours a week is not enough to learn a foreign language.
5. Sir Wilmer has always been a good neighbour to us.
6. His aunt, a woman of uncertain age, was also present at the ceremony.
7. A man and a woman sat opposite us but they didn't talk.
8. We saw a house with a lawn in front of it.
9. A cat is a domestic animal.
10. He bought a dozen ties at Selfridges's.
11. What a long queue!
12. I go to bed early as a rule.
13. Did you have a good time in Italy?
14. It's a pleasure to see you again.
15. A triangle has three sides.

Exercise 2. *Explain the use of the definite article. Translate into Russian.*

1. She gave me the wrong address.
2. Ben Nevis is the highest mountain in Great Britain.
3. The Times is one of the famous British newspapers.
4. A word of thanks was given at the end of the speech.
5. In the evening they gathered together again.
6. The music sounded beautiful.
7. The apples smell good.
8. Some of the world's great monuments including the cathedrals of Europe and the Colosseum in Rome, have shown signs of deterioration caused by acid rain.
9. Do you know the girl who lives next door?
10. Classes begin on the first of September.
11. The telephone was invented by Alexander Bell.
12. First of all she attended to the wounded.
13. The Middle Ages is a period in European history that lasted from about AD 500 to 1500.
14. The United Kingdom is the third most populous state in the European Union.
15. The Prime Minister and Ministers receive their appointments from the Queen at Buckingham Palace.

Exercise 3. Explain the omission of an article. Translate into Russian.

1. Her brothers were students at Oxford University.
2. You may put your bag here.
3. The most elementary branch of mathematics is arithmetic.
4. Is it part two of the book?
5. I find it exciting to watch tennis.
6. In many English homes four meals are served: they are breakfast, lunch, tea and dinner.
7. John spoke in a low voice.
8. We reserved this table for lunch.
9. Many people have come here from curiosity.
10. We stayed at home because it rained.
11. Bacon and eggs makes a traditional English breakfast.
12. Since 1952, the sovereign of the United Kingdom has been Queen Elizabeth II.
13. Boxes of chocolates are a favorite gift on Valentine's Day.
14. Henry was taken to hospital with appendicitis.
15. He went to Rome on business.

Exercise 4. Insert the, a, or an.

I live in 1.____ small house in 2.____ country. There is 3.____ small city 4.____ few miles away. Going to 5.____ city is no problem unless you are in 6.____ hurry. There is 7.____ bus which stops at 8.____ little gas station opposite our house, but 9.____ driver of 10.____ bus never carries 11.____ watch or pays any attention to 12.____ printed schedule which he distributes regularly. Therefore, when I have 13.____ appointment or 14.____ important engagement, I never depend on 15.____ Western Transportation Company (16.____ name of 17.____ bus line). 18.____ week ago, I wanted to go into 19.____ city to buy 20.____ suit. However, I was expecting 21.____ guest to come to spend 22.____ evening with us, so I wanted to get back to 23.____ house early. In order not to lose any time, I drove to 24.____ city. I parked in front of 25.____ one-hour parking meter. When I returned with 26.____ suit, 27.____ policeman was standing there. 28.____ meter indicated 29.____ violation. I had been away more than 30.____ hour. 31.____ policeman was putting 32.____ parking ticket. I soon realized this was 33.____ waste of time. When I went to 34.____ Court House 35.____ week later, I found out 36.____ fine for 37.____ violation was five dollars.

Exercise 5. Add the definite article the in the blank spaces if necessary.

THE TRAVELLER

There is no part of 1.____ world which I have not visited. I have travelled through 2.____ thickest jungles of 3.____ Africa and 4.____ upper regions of 5.____ Amazon. I have been through 6.____ Taj Mahal, 7.____ Vatican, and 8.____ Leaning Tower of 9.____ Pisa. I have even gone to 10.____ Seven Wonders of 11.____ World. I wonder if you can tell me 12.____ names of 13.____ seven great structures in this group?

I have been over 14.____ Cuba, 15.____ Philippine Islands, 16.____ England, and 17.____ Russia. I have touched 18.____ top of 19.____ Empire State Building, 20.____ peak of 21.____ Mount Everest, and 22.____ whole range of 23.____ Alps. I have drifted on 24.____ Rhine River, 25.____ Lake Victoria, 26.____ Atlantic Ocean, 27.____ Caribbean Sea, and 28.____ Gulf of 29.____ Mexico. I have been through 30.____ streets of 31.____ New York, 32.____ Berlin, and 33.____ Singapore. I have wandered through 34.____ Balkans, 35.____ Near East, and 36.____ Scandinavian Peninsula. How many of these things have you done?

I have passed through 37.____ House of Parliament in 38.____ Great Britain, through 39.____ White House in 40.____ Washington, and through 41.____ Kremlin in 42.____ Moscow. I have been to 43.____ Coliseum in 44.____ Rome, 45.____ Acropolis in 46.____ Athens, 47.____ Louvre in 48.____ Paris, 49.____ Lenin's Tomb in 50.____ Russia, and 51.____ Statue of Liberty in 52.____ New York Harbor. I have been in 53.____ Texas, 54.____ largest state in 55.____ United States, in 56.____ Venezuela, 57.____ northernmost state of 58.____ South America, and in 59.____ Republic of 60.____ Panama, split by 61.____ Panama Canal. Do you think that you could locate all these places on your map?

I have been through 62.____ Orient, over 63.____ length of 64.____ Long Island, and down 65.____ Park Avenue. I have traveled down 66.____ Mississippi River, over 67.____ Island of 68.____ Formosa, and around 69.____ entire Australian Continent. I have gone through 70.____ United Nations Building and 71.____ Imperial Japanese Palace. I have been through all 72.____ countries in 73.____ Americas, in all 74.____ cities in 75.____ Europe, and from 76.____ one end of 77.____ British Commonwealth to 78.____ other.

Although I have gone to 79.____ Columbia University and 80.____ M.I.T., 81.____ Saint Andrews, 82.____ Oxford, and 83.____ Sorbonne, 84.____ University of 85.____ California, 86.____ Pennsylvania State College, and 87.____ Rensselaer Polytechnic Institute, I didn't learn geography in these schools. Now can you guess who I am?

Exercise 6. Supply the correct article wherever necessary.

Sugar is one of most important plant products. Word *sugar* applies to more than 100 distinctive substances, each with scientific name. Sugar most commonly obtained from plants is sucrose. When it has been refined, sugar is colorless and odorless. However, sugar obtained from sap of maple tree tastes different from sugar derived from juice of sugar beet. Impurities account for difference in taste of two forms of sugar. Sugar is produced in Europe, Asia, Africa, Australia, and Americas. Sugar which comes from Cuba is largely cane sugar. Sugar from midwestern part of United States is largely beet sugar.

Exercise 7. Complete the following dialogues with a, an or the only where necessary. Memorize and play them out.

1. – That's ____ very nice shirt you are wearing.
– Do you really like it?

- Yes, and I like ____ colour too.
 - I got it for \$7 in ____ sale.
- 2.
- I haven't seen ____ Bob lately. How is he?
 - He's been off ____ work for ____ day or two.
 - Really? What's ____ matter?
 - He's gone down with ____ cold.
 - Give him my ____ regards.
- 3.
- Excuse me, please. Could you tell me how to get to ____ town centre?
 - Take ____ third on ____ right and go straight on.
 - Should I take ____ bus?
 - No, it's only ____ couple of hundred meters.
 - Thank you.
 - It's ____ pleasure.
- 4.
- I keep feeling dizzy, and I've got ____ headache.
 - How long have you been like this? I think you've got ____ flu.
 - What should I do?
 - Take ____ prescription to ____ chemist's and then go straight to ____ bed.

МЕСТОИМЕНИЕ (THE PRONOUN)

Местоимения

Местоимение – это часть речи, которая указывает на предметы и их признаки, но не называет их. Местоимение употребляется вместо имени существительного, прилагательного, числительного и наречия.

Australia is one of the five continents, *Австралия* является одним из пяти континентов, но *она* намного меньше, чем остальные четыре. but *it* is much smaller than the other four.

По своему значению местоимения делятся на несколько разрядов: личные (*Personal Pronouns*), притяжательные (*Possessive Pronouns*), возвратные и усилительные (*Reflexive and Emphatic Pronouns*), взаимные (*Reciprocal Pronouns*), указательные (*Demonstrative Pronouns*), неопределенные (*Indefinite Pronouns*), вопросительные, союзные и относительные (*Interrogative, Conjunctive and Relative Pronouns*), обобщающие местоимения (*Universal Pronouns*).

Личные местоимения Personal Pronouns

Число	Лицо	Падеж			
		Именительный		Объектный	
		употребляется в роли подлежащего		употребляется в роли дополнения	
Единственное	1-е	<i>I</i> *	я	<i>me</i>	
	2-е	<i>(thou</i> **	ты)	<i>(thee</i> **	тебя, тебе)
	3-е	<i>he</i> <i>she</i> <i>it</i> ***	он она он, она, оно	<i>him</i> <i>her</i> <i>it</i> ***	
Множественное	1-е	<i>we</i>	мы	<i>us</i>	нас, нам
	2-е	<i>you</i>	вы	<i>you</i>	вас, вам
	3-е	<i>they</i> ****	они	<i>them</i> ****	их, им

*Личное местоимение *I* всегда пишется с прописной буквы.

**В современном английском языке местоимение 2-го лица единственного числа *thou ты (thee тебя, тебе)* встречается только в поэзии, в текстах религиозного содержания, в ораторской речи, в цитатах из Библии. Вместо него в современном английском языке употребляется местоимение *you*.

***Обозначает неодушевленные предметы.

****Обозначает и одушевленные, и неодушевленные предметы.

EXERCISES

Exercise 1. Substitute pronouns for the italicized words in each sentence.

Model: *The boy* is reading *the book*. – *He* is reading *it*.

1. *Mary* is studying her lesson with *John*.
2. *His friends* always enjoy *his jokes* very much.
3. *The man* is moving *the furniture* into the other room.
4. *Frank and I* usually meet *our friends* at the corner.
5. *The United States* consists of fifty individual states.
6. *The women* are talking about *the party*.
7. *Those people* need *the money* as soon as possible.
8. Are *the men* speaking to *Mr. Brown* at this moment?
9. *The waitress* always washes *the tables* carefully.
10. *The people* don't like *the news* very much.
11. *The police* protect *the city* day and night.
12. *The policeman* is giving a ticket to *that woman*.
13. *All of the students* enjoy *basketball* very much.

Притяжательные местоимения Possessive Pronouns

Личные местоимения		Притяжательные местоимения			
		1-я форма		2-я форма	
		употребляется перед существительными		употребляется самостоятельно без существительного	
Единственное число					
<i>I</i>	я	<i>my</i>	мой, моя, моё, мои	<i>mine</i>	мой, моя, моё, мои
<i>he</i>	он	<i>his</i>	его	<i>his</i>	его
<i>she</i>	она	<i>her</i>	её	<i>hers</i>	её
<i>it</i>*	он, она, оно	<i>its</i>*	его, её	<i>its</i>*	его, её*
Множественное число					
<i>we</i>	мы	<i>our</i>	наш, наша, наше, наши	<i>ours</i>	наш, наша, наше, наши
<i>you</i>	вы	<i>your</i>	ваш, ваша, ваше, ваши	<i>yours</i>	ваш, ваша, ваше, ваши
<i>they</i>**	они	<i>their</i>**	их	<i>theirs</i>**	их

* Обозначает неодушевленные предметы.

** Обозначает и одушевленные, и неодушевленные предметы.

Exercise 2. Supply the correct possessive pronouns in the following sentences.

Model: They usually eat *their* lunch at the Ritz Cafeteria.

1. We always study ____ English lessons very carefully.
2. *That girl* always takes very good care of ____ clothes.
3. *The children* are playing with ____ toys right now.
4. I always put ____ pens and pencils in the second in the second drawer.
5. *Mr. and Mrs. Wilson* are sitting in ____ living room now.
6. *You and I* don't spend ____ money very carefully.
7. *Miss Davis* is using ____ sister's book today.
8. We write letters to ____ friends once or twice a month
9. *Tom and Bill* are walking home with ____ friends.
10. *Mr. Brown* seldom drives ____ car to ____ office.
11. *You* don't do ____ English lessons very carefully.

Exercise 3. Substitute a possessive pronoun for the words in parentheses in each sentence.

Model: That book is (*my book*). – That book is *mine*.
Those are (*her pictures*). – Those pictures are *hers*.

1. Is this your purse or (*Miss Brown's purse*)?
2. Are those my shoes or (*his shoes*)?
3. Their house and (*our house*) are both on the same block.
4. That red car in front of (*your car*) is (*my brother's car*).
5. Are these two books (*your books*) or (*my books*)?
6. All of these magazines are (*his magazines*).
7. Those cigarettes on the table are (*my cigarettes*).
8. Are all of these papers (*your papers*)?
9. That newspaper on the desk is (*her newspaper*).
10. That big white house on the corner is (*their house*)
11. Edward's new suit and (*my new suit*) are very similar.

Возвратные и усиительные местоимения Reflexive and Emphatic Pronouns

Лицо	Единственное число		Множественное число	
<i>1-e</i>	<i>myself</i>	себя, сам	<i>ourselves</i>	себя, сами
<i>2-e</i>	<i>yourself</i>	себя, сам, сама, сами	<i>yourselves</i>	себя, сами
<i>3-e</i>	<i>himself</i> <i>herself</i> <i>itself</i>	себя, сам себя, сама себя, сам, сама, само	<i>themselves</i>	себя, сами

Exercise 4. Supply the correct reflexive pronouns in the following sentences.

Model: I will ask him *myself*.

1. Don't hurt ____ Mike!
2. Don't hurt ____, children!
3. He defended ____ bravely.
4. They told me the news ____.
5. She will answer the letter ____.
6. We'll do it ____.
7. I looked at ____ in the mirror.

Exercise 5. State whether the self-pronoun is emphatic or reflexive. Translate the sentences into Russian.

1. The villagers built *themselves* new houses.
2. They build the houses *themselves*.
3. The man opened the door and found *himself* facing a stranger.
4. Would you mind keeping your opinion to *yourself*?
5. I heard it from a man who *himself* was present there.
6. He was in a still worse position than *ourselves*.
7. Go and see it for *yourself*.
8. You can trust him. He is honest *himself*.
9. And then they left me to *myself*.
10. If one wants a thing done, one had best do it *oneself*.
11. He noticed that there was someone standing between *himself* and the door.

Взаимные местоимения Reciprocal Pronouns

К взаимным местоимениям относятся двойные местоимения *one another* *один другого*, *each other* *друг друга*. *Each other* относится к двум лицам или предметам, *one another* – к двум и более.

Tom and Ann looked at *each other*. Том и Энн смотрели *друг на друга*.
They often meet *one another* in the cafe. Они часто встречаются *друг друга* в кафе.

Exercise 6. State which of the pronouns in bold type are reciprocal. Translate the sentences into Russian.

1. They looked at ***one another*** in surprise.
2. We couldn't hear ***each other's*** words for the wind.
3. He smoked ***one*** cigarette after ***another***.
4. Although they lived in the same street they rarely saw ***each other***.
5. The new-comer shook hands with the host and nodded to ***every other*** in the room.
6. They have known ***each other*** for ten years.

Exercise 7. Use the correct reciprocal pronoun: each other or one another.

1. Tod and Mary looked at ____ and burst into laughter.
2. You feel very relaxed among these people. How long have you known ____?
3. The two cars have just crashed into ____.
4. Many big cities in this country participate with ____.
5. Sisters will never play peacefully together. They always claim for ____'s things.
6. The delegates at the conference speak different languages and don't understand ____.
7. Let's help ____.

Указательные местоимения Demonstrative Pronouns

Единственное число		Множественное число	
<i>this</i>	ЭТОТ, ЭТА, ЭТО	<i>these</i>	ЭТИ
<i>that</i>	ТОТ, ТА, ТО	<i>those</i>	ТЕ

We shall stay here, at **this** place.
Give me **those** books.

Мы остановимся здесь, на **этом** месте.
Дай мне **те** книги.

Местоимение **that (these, those)** употребляется также как слово-заместитель для замены упомянутого ранее существительного. После него часто следует предлог **of** или определение. Переводится существительным, которое оно заменяет, или совсем не переводится.

Заменяя существительное во множественном числе, местоимение **these** часто приближается по значению к местоимению **they (them)** и соответственно переводится личным местоимением:

The story of the telephone is similar to **that** of the telegraph.
He bought some exercise books and put **these** on the shelf.

История развития телефона схожа с **историей** развития телеграфа.
Он купил несколько учебников и положил **их** на полку.

Exercise 8. Choose this or these.

Model: **This** is your briefcase.
These are your books.

1. ____ questions are hard.
2. ____ seem very hard.
3. ____ seems very easy.
4. ____ lesson is simple.
5. ____ words are new.
6. ____ goes on ____ lines.

Exercise 9. Choose that or those.

Model: Is *that* man here now?
Are *those* students ready?

1. Are ____ your gloves?
2. Does ____ seem difficult?
3. Do ____ men speak English?
4. Is ____ lesson very easy?
5. Do ____ feel comfortable?
6. Do ____ belong on ____ desk?
7. Does ____ go in ____ drawers?

Exercise 10. Choose sentences where that, those substitute nouns.

1. Natural rubber is of higher quality than that produced artificially.
2. These factors taken together ensure high production efficiency.
3. The pictures painted by Rembrandt and those painted by Rubens have very little in common.
4. Those are the lorries carrying our brothers to the mines.
5. There are no richer art museums in this country than these of St Petersburg.
6. The electric power output in our country cannot compare to that of pre-revolutionary Russia.
7. Consumption of bread and potatoes is decreasing steadily while that of sugar is increasing despite doctors' recommendations.
8. The new technologies that are being developed must be connected with traditional ones.
9. These devices are more reliable than those designed in our laboratory.
10. An important matter is that of raising the effectiveness of external economic relations.
11. For the last generation, Silicon Valley and Tokyo have been working to design computers that are ever easier to use.
12. These control systems are more efficient than those described in that journal.
13. A work generated by a computer may resemble that of a certain artist in both style and form.
14. The simplest materials are those which have only one kind of atoms.
15. The robots became so intelligent that they revolted.

Exercise 11. Substitute that or those for the repeated nouns.

1. The pictures painted by Rembrandt and the pictures painted by Rubens have very little in common.
2. The language in plays is usually easier and simpler than the language in novels.
3. The music of *Queen of Spades* is more dramatic than the music of *Eugene Onegin*.
4. The stories written by O. Henry are as full of life as the stories written by Mark Twain.
5. Natural rubber is of higher quality than rubber produced artificially.

Неопределенные местоимения
Indefinite Pronouns
Местоимения *some, any, no* и их производные

	<i>Some, any, no</i>	+ <i>thing</i>	+ <i>body</i> + <i>one</i>	+ <i>where</i>
Утвердительные предложения	<i>some</i> некоторый, какой-то, какой-нибудь, несколько	<i>something</i> что-то, что-нибудь	<i>somebody</i> <i>someone</i> кто-то, кто-нибудь	<i>somewhere</i> где-то, где-нибудь, куда-то, куда-нибудь
	<i>any</i> всякий, любой	<i>anything</i> всё	<i>anybody</i> <i>anyone</i> всякий, все	<i>anywhere</i> везде, повсюду
Вопросительные предложения	<i>any</i> какой-нибудь	<i>anything</i> что-то, что-нибудь	<i>anybody</i> <i>anyone</i> кто-то, кто-нибудь	<i>anywhere</i> где-то, где-нибудь, куда-то, куда-нибудь
Отрицательные предложения	<i>no</i> = <i>not ... any</i> никакой, ни один	<i>nothing</i> = <i>not ... anything</i> ничто, ничего	<i>nobody</i> = <i>not ... anybody</i> <i>no one</i> <i>none</i> никто	<i>nowhere</i> = <i>not ... anywhere</i> нигде, никуда

She asked me ***some*** questions.

Она задала мне ***несколько*** вопросов.

Have you got ***any*** interesting books?

У тебя есть ***какие-нибудь*** интересные книги?

Somebody has taken my pen.

Кто-то взял мою ручку.

There isn't ***anything*** on the table.

На столе ***ничего*** нет.

Exercise 12. Underline the correct item.

Model: Give me ***some***/any hot water, please.

Have you bought some/***any*** milk?

1. I hardly know ***somebody/anybody*** here.
2. You can buy postcards at ***any/no*** post office.
3. Among all the people who came to the party she cared for ***anybody/nobody***.
4. It was a great concert. ***Everybody/somebody*** enjoyed it.

5. Have they got *any/some* objections to our proposal?
6. *Some/every* day he will achieve great success.
7. *Somebody/everybody* who went to Egypt spent a good time.
8. Are you going *anywhere/nowhere* these summer holidays?
9. I want to go *somewhere/anywhere* but I don't have no/any money.

Exercise 13. *Fill in anyone/anybody, any, anything, no one/nobody, something, some, someone/somebody.*

Model: Are there *any* extra chairs in the other classroom?

1. The chairman didn't get suggestions from ____ in the audience.
2. I didn't have ____ trouble with my report last night.
3. Did you see ____ in the hall outside the office?
4. The secretary is speaking to ____ on the phone now.
5. He didn't say ____ to the boss about his plans.
6. The girls didn't buy ____ at the store today.
7. ____ knows a thing about this except you and me.
8. There's ____ for you on the desk in your room.
9. There will be ____ in the office before 9 a.m.
10. The children are eating ____ ice-cream in the kitchen.

Exercise 14. *Correct the mistakes in the sentences if it's necessary.*

1. Someone left the door open.
2. Did someone ring me up?
3. Did anyone come here while I was out?
4. I don't have no milk left. Go and buy some.
5. Have you spoken to somebody about it?
6. What would you like: apple or banana? – Oh, some will do. It doesn't really matter.
7. We didn't meet anybody in the corridor.
8. I don't need someone's help. I'm a self – sufficient person.
9. In winter there are some flowers in the street.

Much, many, few, little

Местоимения *many* и *much* имеют значение *много*, *few* и *little* имеют значение мало. *Many* и *few* употребляются с исчисляемыми существительными, *much* и *little* употребляются с неисчисляемыми существительными, например, с названиями веществ и абстрактными понятиями:

<i>many</i> books	<i>много</i> книг
<i>few</i> books	<i>мало</i> книг
<i>much</i> iron	<i>много</i> железа
<i>little</i> iron	<i>мало</i> железа

Many и *much* обычно употребляются в вопросительных и отрицательных предложениях. В утвердительных предложениях они употребляются главным образом со словами *very, too, so*:

I could not permit him to take *so much* labour upon himself. Я не мог допустить, чтобы он взял на себя *такой большой* труд.

В утвердительных предложениях в значении *many* употребляются такие выражения: *a lot (of), lots (of), plenty (of), a (large, great) number (of)*; в значении *much* – *a lot (of), a (large, great) quantity (of), a good (great) deal (of)*:

There seemed *a good deal of* luggage when we put it all together. Багажа оказалось *много*, когда мы его сложили весь вместе.

A few, a little *несколько, немного* обозначают наличие небольшого количества, т. е. имеют положительное значение, в то время как *few, little* *мало, немного* подчеркивают недостаточность количества, т. е. имеют отрицательное значение:

There is <i>a little</i> milk.	Есть <i>немного</i> молока.
There is <i>little</i> milk.	Молока <i>мало</i> .
She has <i>a few</i> friends.	У неё есть <i>несколько</i> друзей.
She has <i>few</i> friends.	У неё <i>мало</i> друзей.

Exercise 15. Fill in *much, many*.

Model: That program has *much* advertising and *many* interruptions.

1. That work took ____ time. It was ____ trouble for us.
2. You drank too ____ coffee and eat too ____ sandwiches last night.
3. Frank receives ____ e-mails from his friends and relatives.
4. You didn't invite very ____ guests.
5. The waitress put too ____ cream and sugar in my coffee.
6. The students had ____ difficulties with the translation.
7. The radio is very loud now. It is making ____ noise.
8. He spoke too fast and used too ____ hard words for me.

Exercise 16. Fill in *few, a few, little, a little*.

Model: Would you like *a little* milk in your tea? And, please, have *a few* sweets, too.

1. I have ____ time, so let's go for walk.
2. I don't think she is a good teacher, she has got ____ patience.
3. ____ can afford to buy house abroad.
4. ____ people can play golf perfectly.
5. He went to ____ parties and enjoyed all of them.
6. She made ____ corrections to my business plan.
7. Did you have a chance to say ____ words to the boss before the meeting?
8. His ideas are very complex, and ____ people can understand them.
9. ____ knowledge is a dangerous thing.

One

Местоимение **one** выражает неопределенное лицо и употребляется в качестве подлежащего в неопределенно-личных или безличных предложениях:

One never knows what may happen.	Никогда не знаешь, что может случиться.
One should do it.	Следует это сделать.
One should not neglect one's duty.	Не следует пренебрегать своими обязанностями.

Слово-заместитель **one** употребляется вместо ранее упомянутого существительного, чтобы избежать повторения. Перед ним может стоять артикль, оно может употребляться в форме множественного числа:

Which pencils will you take? – The red ones.	Какие карандаши вы возьмете? – Красные (карандаши).
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Exercise 17. Supply one, ones. Think where these pronouns can be omitted.

1. Which trousers would you like to try on? – The ____ which are on the mannequin.
2. Which trainers fit you the best? – The red ____.
3. ____ never expects that a miracle can happen.
4. Pass me the glass, please. – Which ____?
5. ____ should think twice.
6. I'd like to order one of the salads from the menu. – This ____ or that ____?
7. I'd like to buy the book about databases. – The ____ you need is out of stock right now.
8. ____ shouldn't forget ____ responsibility inside the family.

Exercise 18. Rewrite the sentences in brackets so that the noun is not repeated. Use one or ones.

Model: These plates are nice. Each **one** is hand-painted.
(Each **plate** is hand-painted.)

1. I need to fill in a form about my academic progress, but ____
(I haven't got **a form**.)
2. I've watched all these films. ____
(I must get some new **films**.)
3. These workbooks are very useful. ____
(Have you seen this **workbook**?)
4. I need a dinner-jacket for the party, so ____
(I've hired **a dinner-jacket**.)
5. Those trousers are horrible ____
(Can't you find any nice **trousers**?)
6. This GPS-navigator on your mobile phone isn't very good ____
(**The navigator** in the car is better.)

Вопросительные, союзные и относительные местоимения Interrogative, Conjunctive and Relative Pronouns

К ним относятся местоимения **who** *кто* (объектный падеж – **whom** *кого, кому*), **what** *что, какой*, **whose** *чей*, **which** *который*. Сюда же относится относительное местоимение *который*.

Союзные местоимения **who/whom**, **what**, **whose**, **which**, **that** отличаются тем, что вводят придаточное дополнительное, предикативное и обстоятельственное предложение, соединяя его с главным.

Относительные местоимения **who**, **whose**, **which**, **that** вводят только придаточные определительные. Они относятся не ко всему предложению, а только к определенным словам в главном предложении.

Who translated this article?

Whose research is that?

Whom will you deliver your lecture to?

What has happened?

What are the mineral resources of the country?

What help will you give us?

Which of the articles interests you most?

The student **who** translated this article...

The scientist **whose** research is mentioned...

The students to **whom** you will deliver your lecture...

Nobody knows **what** has happened.

Experts did not know **what** the mineral resources of this country were.

I will give you **what** help I can.

The task **which** the students carried out...

He was the greatest scientist **that** the world has ever known.

Кто перевел эту статью?

Чьё это исследование?

Кому вы прочитаете лекцию?

Что случилось?

Каковы полезные ископаемые страны?

Какую помощь вы нам окажете?

Которая (какая) из статей интересует вас больше всего?

Студент, **который** перевел эту статью...

Ученый, **чьё** исследование упоминается...

Студенты, **которым** вы прочитаете лекцию...

Никто не знает, **что** случилось.

Эксперты не знали, **каковы** полезные ископаемые этой страны.

Я окажу вам ту помощь, **какую** только смогу оказать.

Задание, **которое** выполнили студенты...

Он был величайшим ученым, **которого** когда-либо знал мир.

Exercise 19. Analyze the pronoun in bold type and state whether they are conjunctive, relative or interrogative.

1. He turned from his work to see **who** was there.
2. Nothing she had done that morning was worth the time **that** she had spent on it.
3. **Who** could have thought that they would do it like that?
4. My group mate **whom** I met two days ago was very upset.
5. **What** time did she go off duty last night?
6. The painting **that** has been bought is very expensive.

7. Still it would be better to have some idea *what* he was going back to.
8. I remember you mentioned Wednesday and Friday. *Which* day shall we make it then?
9. The book *which* she gave me is very interesting.
10. He felt like one *whose* dream has come true, but too late.

Exercise 20. Fill in the most appropriate pronoun.

1. The man ____ was wearing a grey suit appeared to be Nick's uncle.
2. ____ of these T-shirts is of a medium size?
3. The car ____ has been repaired is a unique one.
4. A boy ____ mother is wearing a red dress is editor's-in-chief son.
5. The book ____ she gave me is rather boring.
6. My former group mate ____ I saw yesterday entered Oxford University.
7. ____ is responsible for the second part of the article?

**Обобщающие местоимения
Universal Pronouns**

All

Местоимение *all* *весь, вся, всё, все* употребляется с существительными в единственном и множественном числе в функции определения. Если при существительном есть определенный артикль или притяжательное местоимение, то *all* ставится перед артиклем или притяжательным местоимением.

All также употребляется без последующего существительного, и в этом случае выступает в функции подлежащего или именной части сказуемого:

All flowers need water.

Всем цветам нужна вода.

All is well that ends well.

Всё хорошо, что хорошо кончается.

That is *all* that she asked me.

Это *всё*, что она спросила у меня.

Перед исчисляемыми существительными в единственном числе (обычно перед обозначением места и времени) может употребляться *the whole (of)*

All day = the whole day

All Russia = the whole Russia

Exercise 21. Put all in the most appropriate space in each sentence.

1. I am happy to announce that ____ of you ____ have completed this course.
2. ____ the scientists ____ took part in the conference.
3. This is the movie we ____ have ____ been waiting for so long.
4. I've been waiting for him ____ my ____ life.
5. ____ that ____ you need to know is in this folder.
6. ____ we ____ have to work intensively to get a promotion.
7. ____ his ____ family pictures were removed to the museum.

Exercise 22. Underline the correct or the most likely alternative form.

1. Cricket, golf and football, **all of them/whole** are very popular in Britain.
2. **All of the/The whole** countries in Europe took part in this conference.
3. He must be very frustrated. He was criticized **all the/the whole** meeting.
4. **All the/The whole** vacation lasts three weeks.
5. The goes cycling **all the/the whole** year round.
6. **All the/The whole** food in the restaurant was poisoned.

Both

Местоимение **both** *оба, и тот, и другой* употребляется с существительными и местоимениями во множественном числе как без артикля, так и с артиклем **the**, который ставится после него. Притяжательное или указательное местоимение также ставится после **both**. Местоимение **both** употребляется в функции определения, а также употребляется без последующего существительного и в этом случае выступает в функции подлежащего, именной части сказуемого или дополнения:

Both (the) sisters live in Minsk.

Обе сестры живут в Минске.

Both my sons are married.

Оба мои сына женаты.

Both these buildings were built after the war.

Оба эти здания были построены после войны.

You have given me two examples; **both** are correct.

Вы дали мне два примера; **оба** правильные.

Every, each

Местоимения every, each имеют значение *каждый*. Местоимение **each** употребляется по отношению к ограниченному числу лиц или предметов, а местоимение **every** употребляется по отношению к неограниченному числу лиц или предметов. **Each** может выступать в предложении в функции определения, подлежащего и дополнения, **every** может выполнять только функцию определения.

Every student is tested twice a year.

Каждый студент тестируется дважды в год.

We greeted **each** guest.

Мы приветствовали **каждого** гостя. (Подчеркивается, что мы приветствовали их индивидуально.)

We greeted **every** guest.

Мы приветствовали **каждого** гостя. (Имеется в виду, что мы приветствовали **всех** гостей.)

Местоимение **every** может входить в сочетание с **body, one, thing**, образуя сложные местоимения **everybody, everyone** все, каждый, **everything** всё.

Everybody knows it.

Все знают это.

Everything is hopeless.

Всё безнадежно.

Exercise 23. Fill in each, every, everybody (one) or everything according to sense.

1. ____ ought to obey parents. This is our duty.
2. All right, Mary. Now ____ is clear.
3. ____ student has to pass all the exams to get a diploma.
4. We congratulated ____ student on successful graduation.
5. There are no losers in this competition. ____ participant gets a prize.
6. I play tennis for an hour ____ day.
7. ____ of you should be present at the meeting on Monday.
8. ____ was very happy to be at her party.

Exercise 24. Complete the dialogue. Put in every or each. Sometimes both are possible.

Kate: It's a lot bigger than your last apartment, isn't it? Did you say there are four people living here?

Ann: Yes, and we ____ have our own bathroom.

Kate: Does ____ person pay a quarter of the rent?

Ann: That's right. On the seventh of ____ month.

Kate: It must be great for meeting friends.

Ann: Yes, it is. We don't have one ____ week, but almost!

Kate: Isn't that rather expensive?

Ann: Not if ____ guest brings something to eat or drink! Anyway, there'll be no more parties until our exams are over.

Either, neither

Местоимение either имеет следующие значения:

1) *один из двух, тот или другой, любой из двух:*

You may go by **either** road.

Вы можете ехать по **той или другой** дороге (по *любой из двух*).

2) *и тот и другой, оба, каждый из двух:*

There was a huge fireplace at **either** end of the hall.

В **том и другом** (в *каждом*) конце зала был огромный камин.

3) *каждый, всякий, любой (из многих):*

Take **either** pen (**either** of these pens).

Возьми **любую** ручку (**любую** из этих ручек).

Местоимение **neither** ни тот, ни другой, никто является отрицательной формой местоимения **either**:

Neither of the examples is correct.

Ни тот, ни другой пример не является правильным

Exercise 25. Translate the sentences into Russian.

1. Neither of us felt like going there.
2. Either you apologize, or I'll never speak to you again.
3. Most of the songs were either in Italian or in French.
4. Has anyone stayed in either of these places?
5. Is he American or Canadian. – I don't know. He speaks English, so he could be either.
6. Which of the two jackets do you prefer? – As a matter of fact, I don't like either of them.
7. The adjective neither means 'not one or the other of two'.

Exercise 26. Fill in either or neither.

1. I was expecting you ____ today or tomorrow.
2. We can meet ____ at six or at seven.
3. Nelly has two friends. ____ is in town now.
4. The weather is ____ cold nor warm today.
5. – Which one do you want? – I don't want ____.
6. There was no sound from ____ of the flats.
7. She ____ drinks, smokes, nor eats meat.
8. In ____ case the answer is the same.
9. They may be ____ here or there.

Other, another

Местоимение **other** (**another**) имеет значение *другой, другие*. Местоимение **another** имеет дополнительное значение *иной (отличный от данного), еще один*:

The building is on the **other** side of the road.

Здание находится на **другой** стороне дороги.

Give me **another** example.

Дай мне **еще один** пример.

Exercise 27. Choose the correct pronoun.

1. Would you like **another/other** cup of tea?
2. Can I have **another/other** chair?
3. I'd like to buy a few **another/other** books.
4. I want to get **another/other** glass of tomato juice.
5. I see one of your friends. Where is the **other/another** one?
6. He is **another/other** candidate for this job.
7. Jack reads The New York Times daily. He doesn't read any **other/another** newspapers.
8. I will finish my work soon. I need **another/other** ten minutes.

Exercise 28. Complete the sentences with other or another.

1. I lost my watch, my pen and some ____ things.
2. I must put on ____ dress before going to the party.
3. Where shall we be in ____ ten years, I mean ten years from now?
4. I didn't want to join them for a picnic; I had ____ fish to fry.
5. This young man is very clever; he may be ____ Edison.
6. Will you have ____ cup of tea?
7. I don't like these jeans. Have you got any other ones in ____ size?
8. I can see only one glove on the shelf. Where is ____ ?
9. Where are ____ photos which you wanted to show to me?
10. Fanny lives on ____ side of the street.
11. This curtain material is cheap; on the ____ hand the quality is poor.

Exercise 29. Complete the dialogues with other or another.

1. "Waiter, this chicken has one leg shorter than ____." – "So what? You are not going to dance with it, are you?"
2. "I was only in love once and that love had an unhappy ending." – "Did she marry ____ man?" – "No, she married me."
3. "Why is your car painted blue on one side and red on ____?" – "It's a great scheme. You should hear the witnesses contradicting each other."
4. "Kelly, why are you crying?" – "I lost my pen." – "I promise to buy you ____ one."

Exercise 30. Reproduce the following dialogues using the given words.

1. – Shall ____ take the table out into the garden?
– Yes, please. And the chairs, too.
– Right. Where shall I put ____.
Oh ____ . I'll bring the tea.
Prompts: anywhere, I, them.
2. – Excuse me, could you tell ____ where Paddington Station is?
– I'm sorry, ____ can't. I'm a stranger here ____.
Prompts: I, me, myself.
3. – By the way, I quite forgot to tell ____ that I've visited the zoo.
– Oh? When did you go there?
– I went there last Saturday afternoon with a girlfriend. We ____ enjoyed it very much.
– I haven't been to the zoo since last summer, but ____ hasn't changed much, I imagine.
Prompts: both, it, you.
4. – We haven't bought the new furniture for Robert's room yet.
– No. If ____ is going to use ____ as a study as well as a bedroom, he must have ____ extra things.
Prompts: a few, it, he

5. – Has there been an accident?
– As you see.
– Can ____ see your driving license and insurance certificate?
– Here ____ are.
– (*pointing to the other driver*) Do you want to charge ____ person with dangerous driving?
– Well ... we've exchanged particulars. ____ our cars are damaged a bit.

Prompts: I, this, both, you

6. – *It's* Peter's birthday the day after tomorrow. I've had a new suit made for ____ to wear at ____ party.
– Are ____ going to have a lot of his friends here, Nora?
– Oh, yes, didn't I tell you?
– Are you going to cook ____ the cakes and things ____?
– *Some* of them And the rest I'll have done by a shop.

Prompts: we, him, his, yourself, all, some.

ГЛАГОЛ (THE VERB)

Глагол – часть речи, которая обозначает действие или состояние, представленное в виде действия.

My brother **works** at a factory.
I **wrote** several letters yesterday.

Мой брат **работает** на фабрике.
Вчера я **написал** несколько писем.

Основной функцией глагола в предложении является функция сказуемого.

По морфологическому составу глаголы делятся на следующие виды:

а) **простые (Simple Verbs)**, состоящие из одной основы и не имеющие в своем составе префиксов или суффиксов: **to go** *идти*, **to play** *играть*;

б) **производные (Derived Verbs)**, в состав которых входят префиксы и суффиксы: **to mistake** *ошибаться*, **to beautify** *украшать*;

в) **сложные (Compound Verbs)**, состоящие из двух основ, но выражающие одно понятие: **to whitewash** *белить*, **to fulfil** *выполнять*;

д) **составные (Phrasal Verbs)**, состоящие из глагольной основы предлога или наречия, которые могут отделяться друг от друга другими словами: **to go in** *входить*, **to go out** *выходить*, **to go away** *уходить*.

По своему значению и выполняемой в предложении роли глаголы делятся на **смысловые, вспомогательные, глаголы-связки и модальные глаголы**.

Смысловые глаголы (**Notional Verbs**) имеют самостоятельное значение и употребляются в предложении в функции простого глагольного сказуемого:

She **lives** in London.

Она **живет** в Лондоне.

Вспомогательные глаголы (**Auxiliary Verbs**) не имеют самостоятельного значения и служат для образования сложных глагольных форм. К ним относятся глаголы: **to be**, **to have**, **to do**, **shall (should)**, **will (would)**.

She **is working** in the library.

Она **работает** в библиотеке.

I **have written** a letter to my friend.

Я **написал** письмо своему другу.

I **don't understand** what you mean.

Я **не понимаю**, что ты имеешь в виду.

He **will be busy** tomorrow.

Он **будет занят** завтра.

Глаголы-связки (**Link Verbs**) служат для образования составного именного сказуемого (сами по себе, они не выражают действия, а служат для связи подлежащего со смысловой частью сказуемого и показывают лицо, число и время). Основным глаголом-связкой является глагол **to be** *быть*. Кроме того, функцию связки могут выполнять глаголы: **to become**, **to get**, **to grow**, **to turn** (в значении *становиться*), **to look like** (в значении *похоже, что*) и некоторые другие.

He **is** a student.

Он студент.

My coat **got** wet.

Мое пальто промокло.

His face **turned** white.

Его лицо побледнело.

Модальные глаголы (**Modal Verbs**), выражают отношение к действию, которое выражено инфинитивом смыслового глагола. К ним относятся: **can** *мочь, быть в состоянии*, **may** *мочь, иметь возможность*, **must** *быть должным, обязанным что-то сделать*, **need** *нужно*, **ought to** *быть должным что-то сделать, следовало бы что-то сделать* и др.

I *can* help you.
She *must* do it at once.
You *ought to* come in time.

Я *могу* помочь тебе.
Она *должна* сделать это немедленно.
Вы *обязаны* прийти вовремя.

Примечание – Некоторые глаголы (*to be, to have, to do*) могут употребляться в предложении и как смысловые, и как вспомогательные, и как модальные, и как глаголы-связки.

Все глаголы (за исключением модальных) имеют личные (*Finite Forms*) и неличные (*Non-Finite Forms*) формы.

Личные формы глагола имеют грамматические категории лица, числа, наклонения, времени, залога. Они служат в предложении сказуемым и согласуются с подлежащим в лице и числе.

Неличные формы глагола – инфинитив (*the Infinitive*), герундий (*the Gerund*) и причастие (*Present Participle, Past Participle*) выражают действие без указания лица, числа и наклонения. Они не могут выступать в предложении в роли сказуемого, а выполняют различные другие функции.

Глаголы могут также подразделяться на многочисленные группы по следующим признакам:

- 1) действие – состояние;
- 2) переходность – непереходность.

Глаголы действия (*Dynamic Verbs*) обозначают собственно действия, события (*to eat есть, to run бежать, to write писать, to burn гореть* и др.).

Глаголы состояния (*Stative Verbs*) обозначают статичные состояния или отношения. К ним относятся:

а) глаголы эмоционального состояния: *to adore обожать, to admire любоваться, to care беспокоиться, to dislike испытывать неприязнь, to fear бояться, to hate ненавидеть, to like любить, to love любить* и др.;

б) глаголы умственной деятельности: *to believe верить, to forget забывать, to know знать, to realize осуществлять, to remember помнить, to suppose полагать, to think думать, to understand понимать* и др.;

с) глаголы чувственного восприятия: *to feel чувствовать, to hear слышать, to see видеть, понимать, to smell иметь запах, to taste иметь вкус.*

д) глаголы отношения *to apply обращаться с просьбой, to belong принадлежать, to contain содержать в себе, to depend зависеть, to include включать в себя, to involve привлекать, to lack испытывать недостаток, to matter иметь значение, to need нуждаться (в чём-л.), to possess владеть* и др.

Переходные глаголы (*Transitive verbs*) – это глаголы, обозначающие действие, направленное на какой-либо объект, грамматически выполняющий функцию дополнения (*to write a letter писать письмо, to read a newspaper читать газету*).

Непереходные глаголы (*Intransitive verbs*) – это глаголы, выражающие действие, которое не переходит непосредственно на предмет или лицо, т. е. не

имеют при себе прямого дополнения (*to shine светить, to sleep спать, to go идти, to remain оставаться* и др.).

В зависимости от способа образования прошедшего простого (неопределенного) времени *the Past Simple (Indefinite) Tense* и причастия прошедшего времени (*Past Participle*) глаголы делятся на правильные (*Regular Verbs*) и неправильные (*Irregular Verbs*).

Правильные глаголы образуют формы путем прибавления к основе глагола окончания *-ed*.

Образования *Past Simple* и *Past Participle*

а) Если глагол в инфинитиве оканчивается на *-e*: он теряет это окончание (е) при прибавлении окончания *-ed* (*live – lived*).

б) Глаголы, оканчивающиеся в инфинитиве на *-y* с предшествующей согласной, меняют *-y* на *-i* (*to cry – cried*). Если же перед *-y* стоит гласная, то *-y* сохраняется: (*to play – played*).

с) Если односложный глагол в инфинитиве оканчивается на одну согласную с предшествующим кратким гласным звуком, то конечная согласная удваивается: (*to stop – to stopped*).

д) Если двусложный или многосложный глагол оканчивается на одну согласную с предшествующим кратким гласным звуком, то конечная согласная удваивается только в случае, если ударение падает на последний слог (*to refer – referred*, но *to order – ordered* (ударение на первый слог)).

е) В случае же если глагол оканчивается на *l*, то *l* удваивается независимо от ударения (*to cancel – cancelled*).

Окончание *-ed* произносится:

а) после звонких согласных (кроме *d*) и гласных – /d/: *lived* /lɪvd/, *play* /pleɪd/;

б) после глухих согласных (кроме *t*) – /t/: *help* /helpt/, *asked* /ɑ:skt/;

с) после *d* и *t* – /ɪd/: *skate* /'skeɪtɪd/, *invited* /ɪn'vaɪtɪd/.

Неправильными глаголами называются глаголы, которые образуют формы *Past Indefinite* и *Past Participle* особыми способами. Для неправильных глаголов необходимо воспользоваться таблицей неправильных глаголов, в которой показаны все формы основных неправильных глаголов.

Наклонение (The Mood)

Наклонение – это форма глагола, выражающая отношение действия к действительности. В английском языке имеются три наклонения.

Исъявительное наклонение (*the Indicative Mood*) обозначает действие как реальный факт в настоящем, прошедшем или будущем:

He *reads* the newspaper in the evening. Он *читает* газету вечером.

We *came* home early. Мы *пришли* домой рано.

It *will be* warm in two days. Через два дня *будет* тепло.

Сослагательное наклонение (*the Subjunctive Mood*) показывает, что говорящий рассматривает действие не как реальный факт, а как предполагаемое или желательное:

If I **were** you I **would do** it at once.

На твоём месте я бы сделал это сразу же.

If only I **knew** her phone number!

Если бы я только **знал** её номер телефона!

Повелительное наклонение (*the Imperative Mood*) выражает побуждение к действию (приказание, просьбу, совет и т. д.):

Give me your book, please.

Дайте мне вашу книгу, пожалуйста.

Put the book on the table.

Положите книгу на стол.

Залог (The Voice)

Формы залога показывают, является ли подлежащее лицом (предметом), совершающим действие, или лицом (предметом), подвергающимся действию.

Действительный залог (*The Active Voice*) употребляется, если подлежащее, обозначает лицо или предмет, который сам совершает действие, выраженное сказуемым.

They **built** this house ten years ago.

Они **построили** этот дом десять лет назад.

Страдательный залог (*The Passive Voice*) употребляется если подлежащее, обозначающее лицо или предмет, подвергается действию со стороны другого лица или предмета.

This house **was built** ten years ago.

Этот дом **был построен** десять лет назад.

Действительный залог (The Active Voice)

Настоящие времена The Present Tenses

Для выражения действия или состояния лица (предмета) в настоящий момент (момент речи) в английском языке употребляется одна из форм настоящего времени: *the Present Simple (Indefinite) Tense* Настоящее простое (неопределенное), *the Present Continuous (Progressive) Tense* Настоящее длительное, *the Present Perfect Tense* Настоящее совершенное, *the Present Perfect Continuous (Progressive) Tense* Настоящее совершенно-длительное.

Настоящее простое (неопределенное) время The Present Simple (Indefinite) Tense

Образование. *The Present Simple (Indefinite) Tense* совпадает с формой инфинитива (без частицы to) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание **-s**: **I (we, you, they) work. He (she, it) works.**

Образование формы 3-го лица единственного числа глагола:

а) глаголы, оканчивающиеся на **-y** с предшествующей согласной, меняют в 3-м лице единственного числа **y** на **i** и принимают окончание **-es**: **I study – he studies, I cry – he cries;**

б) глаголы, оканчивающиеся на **-y** с предшествующей гласной, образуют 3-е лицо единственного числа по общему правилу, т. е. путем прибавления **-s**: **I pay – he pays; I buy – he buys;**

с) глаголы **to go, to do** принимают в 3-м лице единственного числа окончание **-es**: **He goes, he does;**

д) глаголы, оканчивающиеся на согласные **-ch, -sh, -ss, -x**, образуют 3-е лицо единственного числа путем прибавления окончания **-es**: **I teach – he teaches, I wash – he washes. I dress – he dresses, I fix – he fixes.**

Произношение окончания **-s(-es)**:

а) после звонких согласных и гласных – /z/: **He reads /ri:dz/. He sees /si:z/;**

б) после глухих согласных – /s/: **He works /wɜ:kz/;**

с) после шипящих и свистящих звуков – /ɪz/: **he washes /'wɒʃɪz/, he passes /'pɑ:sɪz/.**

Примечание – Как /ɪz/ произносится также окончание 3-го лица единственного числа глаголов, оканчивающихся на немое **e** с предшествующей буквой **s, c** или **g**: **he rises /'raɪzɪz/, he places /'pleɪsɪz/, he changes /'tʃeɪndʒɪz/.**

Вопросительная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени (**do** со всеми лицами, кроме 3-го лица единственного числа, с которым употребляется **does**) и формы инфинитива (без **to**) смыслового глагола, причем вспомогательный глагол ставится перед подлежащим: **Do I work? Does he (she) work?**

Отрицательная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени (**do** и **does**), частицы **not** и формы инфинитива смыслового глагола (без **to**): **I do not work, he does not work.**

Употребление the Present Simple (Indefinite) Tense.

1. Постоянные ситуации или состояния.

My father **works** as an engineer.

Мой отец **работает** инженером.

2. Повторяющиеся/привычные действия. В данном значении часто употребляются наречия: **always** всегда, **often** часто, **usually** обычно, **never** никогда, **generally** обычно, как правило, **seldom** редко, **regularly** регулярно, **rarely** редко, **sometimes** иногда, **occasionally** изредка, **every day/week/month/year** каждый(-ую) день/неделю/месяц/год и др. Указателями настоящего времени могут быть слова **today** сегодня, **nowadays** в наши дни; **теперь**, словосочетания **this week** на этой неделе, **this month/year** в этом месяце/году, **at present** в настоящее время и др. Причем наречия частотности (**always, often, never** и др.) обычно ставятся перед глаголом. В вопросительных и отрицательных предложениях – между вспомогательным глаголом и основным глаголом.

I **often write** letters to my sister.

Я **часто пишу** письма своей сестре.

Do you often go to the cinema?

Ты **часто ходишь** в кино?

We **don't often play** basketball.

Мы **не часто играем** в баскетбол.

3. Общеизвестные факты или законы природы
The Earth **goes** round the Sun. Земля **вращается** вокруг Солнца.

4. Обзоры/спортивные комментарии и т. д.
And Eastwood **passes** the ball to Andrews. Иствуд **передает** мяч Эндрюсу.

5. Действия, совершающиеся в момент речи (вместо **the Present Continuous Tense**) с глаголами, которые обычно не употребляются во временах группы **Continuous (to see видеть, понимать, to hear слышать, to hate ненавидеть, to love любить и др.)**

I **think** we are wrong. Я **считаю**, что мы ошибаемся.

6. Расписания/программы (будущее значение). См. Будущие времена. **the Present Simple (Indefinite) Tense and the Present Continuous (Progressive) Tense with a future meaning**

The next train **leaves** in an hour. Следующий поезд **отправляется** через час.

7. В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами **if если, unless если ... не, provided that при условии если, when когда, until, till до тех пор, пока не, as soon as как только, as long as пока, before прежде чем** и т. д. для описания будущих действий вместо **the Future Simple (Indefinite) Tense**. См. Будущие времена. Придаточные предложения времени и условия.

As soon as I **write** the letter, I'll post it. Как только я **напишу** письмо, я сразу же его отправлю.

EXERCISES

Exercise 1. Write the he/she/it forms of these verbs.

<i>buy</i>	<i>carry</i>	<i>catch</i>	<i>come</i>	<i>cook</i>	<i>copy</i>	<i>do</i>	<i>drink</i>
<i>enjoy</i>	<i>fetch</i>	<i>fix</i>	<i>fry</i>	<i>go</i>	<i>listen</i>	<i>live</i>	<i>marry</i>
<i>miss</i>	<i>play</i>	<i>push</i>	<i>read</i>	<i>run</i>	<i>smoke</i>	<i>stand</i>	<i>start</i>
<i>stay</i>	<i>study</i>	<i>think</i>	<i>touch</i>	<i>try</i>	<i>watch</i>	<i>wish</i>	<i>write</i>

Exercise 2. Give the correct form of the Present Simple of each verb.

1. I always ____ (**listen**) to the radio in the mornings.
2. It usually ____ (**snow**) here in the winter.
3. We ____ (**watch**) television every night.
4. They ____ (**play**) table tennis every Saturday.
5. She ____ (**study**) very hard at the weekends.
6. This computer ____ (**belong**) to Philip.
7. My parents usually ____ (**come**) to our house on Sundays.
8. She ____ (**do**) a lot of homework in the evenings
9. Lessons ____ (**start**) at 8 o'clock every morning.
10. The Earth ____ (**go**) round the Sun.

Exercise 3. Choose one verb to make each sentence negative.

Model: It *doesn't snow* very often in San Francisco. (*snow, sing, play*)

1. Tom's really tired, but he ____ to go to bed. (*see, want, pay*)
2. I'm sorry – I ____ your name. (*teach, help, remember*)
3. He lives in Spain, but he ____ a word of Spanish. (*sing, speak, listen*)
4. Helen's parents ____ I'm the right man for their daughter. (*call, think, look*)
5. She works in London, but I ____ what she does. (*know, read, come*)
6. We ____ a big flat – just one bedroom. (*remember, write, want*)
7. Philip ____ very hard, but he makes a lot of money. (*work, take, get*)
8. I like volleyball, but I ____ football at all. (*change, like, make*)

Exercise 4. You are asking somebody questions. Make questions with Do/Does.

Model: I don't smoke. And you? *Do you smoke?*

1. I drink a lot of tea. And you?
2. I work very hard. And Mike?
3. I swim every morning. And they?
4. I don't teach German. And Ann?
5. I drive very fast. And your brother?
6. I always go out on Saturdays. And you?
7. I play the piano. And Lora?
8. I understand Spanish. And your friends?
9. I like animals. And her children?
10. I usually go away at weekends. And your sister?

Exercise 5. Choose the correct question word and put in do or does.

<i>how</i>	<i>how much</i>	<i>what</i>	<i>when</i>	<i>where</i>	<i>why</i>	<i>how often</i>
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Model: *Where do your children live?*

1. ____ the holidays start?
2. ____ he visit his friends?
3. ____ they go every weekend?
4. ____ these apples cost?
5. ____ we learn chemistry?
6. ____ you pronounce this word?
7. ____ languages ____ he speak?

Exercise 6. Ask your group mate:

1. if he lives in a hostel;
2. if he gets up early in the morning;
3. how much time it takes him to get to the university;
4. if he always travels by bus;

5. when his classes begin;
6. where his brother studies;
7. how his friends usually spend weekends;
8. where his parents work.

Exercise 7. Rewrite the sentences putting the adverb in brackets in the correct place.

Model: They open the windows at night. (*always*)
They always open the windows at night.

1. We see our neighbours in the garden. (*often*)
2. Paul washes the car. (*sometimes*)
3. I write letters to my old school friends. (*occasionally*)
4. Lucy watches the football on television. (*never*)
5. Charlie doesn't listen to music in the evening. (*usually*)
6. We go to the theater. (*rarely*)

Exercise 8. A. Look through the following information:

How often do you _____	Peter and Helen	Andrew	you
1. get up early in the morning?	always	rarely	?
2. miss your classes?	never	usually	?
3. go to the library?	often	sometimes	?

B. Now write sentences about Peter and Helen, Andrew and yourself.
Use often/never/sometimes/usually/rarely/always.

Exercise 9. Some of these sentences are wrong. Correct the mistakes where necessary.

1. I not write many letters. I usually use the telephone.
2. What time the film starts?
3. I take the dog for a walk every day.
4. Each substance melt at definite temperature.
5. They go swimming last weekend.
6. I drink a lot of tea with my breakfast.
7. You never help me with my homework.
8. My car don't work when it is cold.
9. Do she finish work at five o'clock?
10. Peter visits his grandparents at the weekend often.

Exercise 10. A. Julie is asking Ann about her visits to the cinema. Complete their conversation.

Julie: **Model:** *How often do you go to the cinema?*

Ann: Usually once a week.

Julie: **1.** _____ alone?

Ann: No, with my boy-friend.
 Julie: 2. _____ there?
 Ann: We always take a bus.
 Julie: 3. _____?
 Ann: It takes us 15 minutes to get there.
 Julie: 4. _____?
 Ann: £5.00.
 Julie: 5. _____?
 Ann: We usually sit at the back of the cinema.
 Julie: 6. _____?
 Ann: All kinds of films, especially comedies.
 Julie: 7. _____ film?
 Ann: My favourite is "Laws of Attraction".
 Julie: 8. _____ anything, for example, ice-cream?
 Ann: No, I don't, but I usually have a coke.

B. Now write the Ann's answers in a short paragraph.

Ann usually **goes** to the cinema once a week with a boy-friend. She 1. _____ to the cinema by bus. It 2. _____ her 15 minutes to get there. The ticket 3. _____ £5.00 and she 4. _____ at the back of the cinema. She 5. _____ all kinds of films, especially comedies. Her favourite film 6. _____. "Laws of Attraction". She 7. _____ anything but she usually 8. _____ a coke.

C. What about you? Do you go to the cinema? Write a short paragraph like the one above.

Exercise 11. Work in pairs. Find out about each other's daily activities. How many different things does your partner usually do (or sometimes do) every weekday? Which of you has the busier life?

Model: SA: When do you wake up?

SB: I usually wake up when my alarm clock rings at 7.00. What about you?

**Настоящее длительное время
 The Present Continuous (Progressive) Tense**

Образование. *The Present Continuous (Progressive) Tense* образуется при помощи вспомогательного глагола **to be** в настоящем времени (**am, is, are**) и формы причастия настоящего времени (**Present Participle**) смыслового глагола: ***I am working, he is working, we are working.***

В **вопросительной форме** вспомогательный глагол ставится перед подлежащим: ***Am I working? Is he working? Are you working?***

Отрицательная форма образуется при помощи частицы **not**, которая ставится после вспомогательного глагола: ***I am not working, he is not working, we are not working.***

Образование причастия настоящего времени:

a) у глаголов, оканчивающихся на *-e*, опускается *-e* и добавляется *-ing* (*dance – dancing*);

b) у односложных глаголов с кратким гласным между двумя согласными удваивается последняя согласная и добавляется *-ing* (*run – running*);

c) у глаголов, оканчивающихся на *-l*, удваивается *-l* и добавляется *-ing* (*travel – travelling*);

d) у глаголов, оканчивающихся на *-ie*, *-ie* заменяется на *-y* и добавляется на *-ing* (*lie – lying*).

Употребление The Present Continuous (Progressive) Tense.

1. Действия, происходящие в момент речи или в настоящий период времени. Индикаторами времени могут быть следующие слова и словосочетания: *now сейчас*, *at present в настоящее время*, *at this moment в этот момент*, *still до сих пор*, *(все) еще* и др.

The children **are playing** football now. Дети сейчас **играют** в футбол.

2. Временные ситуации. Действия, совершающиеся в настоящий период времени, хотя и не обязательно в момент речи. Период времени может быть указан (*today сегодня*, *this week на этой неделе*, *this month/year в этом месяце/году* и др.) либо подразумеваться из контекста.

He **is writing** a new play. Он **пишет** новую пьесу.

3. Часто повторяющиеся действия с *always всегда*, *constantly постоянно*, *continually непрерывно* для выражения раздражения или критики.

She's always **criticizing** me! Она всегда **критикует** меня.

(На самом деле она не всегда критикует говорящего, просто с его точки зрения она делает это слишком часто).

4. Изменяющиеся или развивающиеся ситуации.

More and more forests **are disappearing** because of fire. Все больше и больше леса **исчезает** из-за пожара.

5. Заведомо спланированные и уже организованные действия в ближайшем будущем. Время действия должно быть указано или ясно из контекста. См. будущие времена. **The Present Simple (Indefinite) Tense and the Present Continuous (Progressive) Tense with a future meaning.**

I **am meeting** some friends after work. Я **встречусь** с друзьями после работы.

(Встреча организована заранее.)

6. В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if если*, *unless если ... не*, *provided that при условии если*, *when когда*, *until, till до тех пор, пока не*, *as soon as как только*, *as long as пока*, *before прежде чем* и т. д. для описания будущих действий вместо **the Future Continuous (Progressive) Tense**. См. будущие времена. **Придаточные предложения времени и условия**

I'll be washing up while you **are sweeping** the floor. Я буду мыть посуду, в то время как ты **будешь подметать** пол.

Глаголы, описывающие постоянные состояния (*Stative Verbs*), как правило, не употребляются во временах группы *Continuous*. Вместо данного времени необходимо употребить времена группы *Simple (Indefinite)*.

Некоторые глаголы состояния (*see* видеть, *understand* понимать, *smell* иметь запах, *taste* иметь вкус, *feel* чувствовать, *think* думать, *have* иметь и т. д.) могут употребляться во временах группы *Continuous*, если они выражают не состояние, а действие.

	<i>Состояние/State</i>	<i>Действие/Action</i>
<i>appear</i>	He <i>appears</i> to know what he's doing. (= казаться) <i>Кажется</i> , он знает, что делает.	She <i>is appearing</i> on stage tonight. (= выступать) Сегодня вечером она <i>выступает</i> на сцене.
<i>fit</i>	These shoes <i>fit</i> me perfectly. (= быть в пору) Эти туфли как раз мне впору.	Boris <i>is fitting</i> a new lock on the door. (= устанавливать) Борис <i>устанавливает</i> новый замок в двери.
<i>have</i>	She <i>has</i> hundreds of CD's. (= иметь) У нее есть сотни дисков.	I'm <i>having</i> a great time. (= опыт, впечатления) Я хорошо <i>провожу</i> время. She's <i>having</i> the shower. (= принимать) Она <i>принимает</i> душ. We're <i>having</i> breakfast. (= прием пищи) Мы <i>завтракаем</i> .
<i>see</i>	I can <i>see</i> our house from up here. (= видеть) Я <i>вижу</i> наш дом отсюда. I <i>see</i> what you mean. (= понимать) Я <i>понимаю</i> , что ты имеешь в виду.	I'm <i>seeing</i> Mary tonight. (= встречаться) Сегодня вечером я <i>встречаюсь</i> с Мэри.
<i>smell</i>	The food <i>smells</i> very good. (= пахнуть, иметь аромат) Еда <i>пахнет</i> очень хорошо.	She <i>is smelling</i> flowers. (= нюхать) Она <i>нюхает</i> цветы.
<i>taste</i>	The dessert <i>tastes</i> delicious. (= иметь вкус) Десерт очень вкусный.	She's <i>tasting</i> the food to see if it's good. (= пробовать на вкус) Она <i>пробует</i> еду на вкус, чтобы убедиться, что она хорошая.
<i>think</i>	I <i>think</i> they are best friends. (= верить, полагать) Я <i>думаю</i> , что они лучшие друзья.	I'm <i>thinking</i> about his offer. (= обдумывать) Я <i>обдумываю</i> его предположение.

EXERCISES

Exercise 1. Write the -ing forms of these verbs.

<i>answer</i>	<i>arrive</i>	<i>begin</i>	<i>break</i>	<i>clean</i>	<i>come</i>	<i>cry</i>	<i>dance</i>
<i>decide</i>	<i>die</i>	<i>dig</i>	<i>dream</i>	<i>eat</i>	<i>enjoy</i>	<i>feel</i>	<i>forget</i>
<i>get</i>	<i>go</i>	<i>have</i>	<i>help</i>	<i>hit</i>	<i>jump</i>	<i>laugh</i>	<i>lie</i>
<i>listen</i>	<i>live</i>	<i>make</i>	<i>play</i>	<i>put</i>	<i>rain</i>	<i>rob</i>	<i>shout</i>
<i>sing</i>	<i>sit</i>	<i>slim</i>	<i>stand</i>	<i>start</i>	<i>stop</i>	<i>swim</i>	<i>talk</i>
<i>tie</i>	<i>turn</i>	<i>visit</i>	<i>wash</i>	<i>wear</i>	<i>win</i>	<i>work</i>	<i>write</i>

Exercise 2. Give the correct form of the Present Continuous of each verb.

1. She ____ (*read*) in her bedroom at the moment.
2. I ____ (*look*) for your keys now.
3. The girls ____ (*visit*) their grandmother today.
4. I ____ (*work*) very hard these days.
5. Paul ____ (*study*) at the institute.
6. Monika always ____ (*come*) to class late.
7. We always ____ (*lose*) our luggage.
8. The population of the world ____ (*rise*) very fast
9. The Earth ____ (*get*) hotter and hotter.
10. They ____ (*build*) a new hotel in the city center at the moment.

Exercise 3. Say that somebody is not doing the same.

Model: We are looking for a new flat. (*He* ____)
He is not looking for a new flat.

1. Carol is working at home today. (*They* ____)
2. You are studying too hard for this exam. (*Greg* ____)
3. She's watching television now. (*Her parents* ____)
4. I am playing a lot of football this year. (*My brother* ____)
5. My friend is reading a very good book at the moment. (*I* ____)
6. Helen and Jane are making a cake for tea. (*Annie* ____)
7. They are buying a new car. (*We* ____)
8. David's spending a lot of time in the library these days. (*I* ____)

Exercise 4. Write the questions using the Present Continuous.

Model: Joan/work/today. *Is Joan working today?*
What/she/do? *What's she doing?*

1. You/learn/German at school?
2. Where/they/stay?
3. What/language/your sister/study?
4. Why/you/talk/too fast?
5. Bill/cook/dinner now?

6. Why/he/shout?
7. Where/they/wait?
8. The Internet/become/less of a novelty?
9. Why/Mary/work/hard?
10. Where/John and I/stay?

Exercise 5. *In pairs, act out similar dialogues using the prompts below, as in the example.*

Model: Dad/I/living room/watch TV

A: *Dad, where are you?*

B: *I'm in the living room.*

A: *What are you doing?*

B: *I'm watching TV.*

1. Mum/I/kitchen/cook;
2. Paul/Lisa/dining room/have breakfast;
3. John/granny/garden/water the flowers;
4. Dad/uncle Greg/garage/clean his bike;
5. Spencer/I/my bedroom/read a book;
6. Amanda/children/yard/play badminton.

Exercise 6. *Are all of these sentences correct? Find the mistakes and correct them.*

1. You look very beautiful today.
2. We are wait for a phone call.
3. Chris and Helen are spending a week in France last year.
4. You always come late for the meetings!
5. George and Mary is watching TV.
6. You isn't listening to the teacher.
7. Are Sally wait for a letter from her parents?
8. The sun is shining beautifully tomorrow.
9. Your coffee get cold
10. Going where you are?

Exercise 7. *What can you say in these situations? Add a sentence with the Present Continuous.*

Model: A friend rings you up at work.

– Sorry, I can't talk now. *I'm working now.*

1. A friend rings you up in the middle of your favourite film. – Is it important?

I _____

2. A friend wants to talk to you, but you have just started to write an important letter. – Can I talk to you later? *I* _____

3. Your granny wants you to help in the garden, but you are busy with your homework – Can I help you later? *I* _____

4. A friend is at your flat and suggests going out, but you can see rain outside. – I don't want to go out now. **Look**, _____
5. You want to get off the bus, but the man next to you is sitting on your coat. **Excuse me**, _____

Exercise 8. A. Tony is working hard these days. There's a lot to do for the university and even his private life is very busy. What is he doing now (but not at the moment of speaking)?

<i>revise</i>	<i>cram up</i>	<i>take</i>	<i>look after</i>
<i>decorate</i>	<i>lead</i>	<i>prepare</i>	<i>write</i>

1. I _____ a very busy life right now.
2. I _____ for a maths test at the moment.
3. I _____ also _____ for my physics exams.
4. I _____ an essay for my English course.
5. I _____ to/a presentation for history.
6. At home we _____ my room.
7. I _____ driving lessons.
8. I _____ Tom's dog this week.

B. Now write what Tony is doing these days.

Model: *Tony is working hard these days.*

Exercise 9. Say what is happening to some of the following. You may use the words more than once.

Model: *More and more world's forests are disappearing because of fires.*

<i>the world's forests</i>	<i>lakes and rivers</i>	<i>unemployment</i>
<i>climate</i>	<i>weather</i>	<i>your English</i>
<i>the world's population</i>	<i>cost of leaving</i>	<i>young people</i>
<i>days (length)</i>	<i>cities</i>	<i>children</i>
<i>wild animals</i>	<i>prices</i>	<i>computers</i>
<i>become bigger</i>	<i>become faster</i>	<i>get older</i>
<i>become shorter</i>	<i>disappear</i>	<i>become longer</i>
<i>get warmer</i>	<i>improve</i>	<i>increase</i>
<i>grow</i>	<i>become extinct</i>	<i>rise</i>
<i>become polluted</i>	<i>get better at</i>	<i>get better</i>
<i>recognize the advantage of</i>	<i>buy cars</i>	<i>get higher education</i>

Exercise 10. Who of your acquaintance often/always/constantly/continually do some of the following things (or others)?

Model: *My sister is always losing her temper!*

<i>lose their temper</i>	<i>lose things</i>	<i>quarrel</i>	<i>worry about nothing</i>
<i>change their job</i>	<i>buy new clothes</i>	<i>cry</i>	<i>complain about their health</i>
<i>fall in love</i>	<i>forget things</i>	<i>criticize</i>	<i>talk nonsense</i>

Exercise 11. A. Paul and Mark are school friends. They finished school several years ago. Now they are speaking about their schoolmates. Complete their conversation.

- Paul: Hi, Mark. How **1._____ (you/get on)** in your new job?
 Mark: Not bad. It wasn't so good at first, but **2._____ (things/get)** better now.
 Paul: What about Matthew? Is he OK?
 Mark: Yes, but **3._____ (he/not/enjoy)** his work at the moment. He's been in the same job for a long time and **4._____ (he/begin)** to get bored with it.
 Paul: As for me, I saw Steve few days ago.
 Mark: Oh, did you? **5._____ (what/he/do)** these days?
 Paul: He's at university.
 Mark: **6._____ (what/he/study)?**
 Paul: Electronics.
 Mark: **7._____ (he/enjoy)** it?
 Paul: Yes, he says it's a very good course.

B. What are your schoolmates doing now? Write some sentences.

Exercise 12. Work in pairs. You are speaking to your cousin. What are your relatives doing these days/week/months. Make your dialogue as long as you can.

Настоящее простое или настоящее длительное время

The Present Simple (Indefinite) Tense vs. the Present Continuous (Progressive) Tense

Глаголы состояния

Stative Verbs

EXERCISES

Exercise 1. Distribute the verbs into Action Verbs and Stative Verbs.

<i>admit</i>	<i>come</i>	<i>hate</i>	<i>lose</i>	<i>remember</i>	<i>teach</i>
<i>agree</i>	<i>contain</i>	<i>hear</i>	<i>love</i>	<i>say</i>	<i>travel</i>
<i>agree</i>	<i>cost</i>	<i>help</i>	<i>mean</i>	<i>see</i>	<i>understand</i>
<i>appear</i>	<i>depend</i>	<i>jump</i>	<i>own</i>	<i>seem</i>	<i>want</i>
<i>believe</i>	<i>drink</i>	<i>laugh</i>	<i>play</i>	<i>sing</i>	<i>watch</i>
<i>belong</i>	<i>eat</i>	<i>learn</i>	<i>prefer</i>	<i>sleep</i>	<i>wish</i>
<i>call</i>	<i>fall</i>	<i>leave</i>	<i>rain</i>	<i>swim</i>	<i>work</i>
<i>care</i>	<i>forget</i>	<i>like</i>	<i>read</i>	<i>take</i>	<i>write</i>

<i>Action Verbs</i>	<i>Stative Verbs</i>

Exercise 2. Choose the correct form of the verb.

1. He ____ (*writes/is writing*) a new novel now.
2. The farmer ____ (*owns/is owing*) the land.
3. I ____ (*study/am studying*) economics at a business school.
4. The instructor ____ (*explains/is explaining*) the safety rules at the moment.
5. I ____ (*expect/is expecting*) they will be late.
6. He ____ (*wants/is wanting*) some more biscuits.
7. It ____ (*rains/is raining*) hard today.
8. He ____ (*hates/is hating*) the show they are watching on TV now.
9. The box ____ (*contains/is containing*) old books.
10. I'm afraid I ____ (*don't remember/am not remembering*) where we met.

Exercise 3. Choose the correct sentence in each pair.

1. a) Are you having an English dictionary?
b) Do you have an English dictionary?
2. a) What are you thinking about?
b) What do you think about?
3. a) Wild flowers smell nice.
b) Wild flowers are smelling nice.
4. a) Tom looks out of the window.
b) Tom is looking out of the window.
5. a) I am thinking about the plan.
b) I think about the plan.
6. a) The food tastes delicious.
b) The food is tasting delicious.
7. a) I see my family next Sunday.
b) I'm seeing my family next Sunday.
8. a) I feel we should go home now.
b) I am feeling we should go home now.

Exercise 4. Complete the conversation. Put the verb into the correct form, the Present Continuous or the Present Simple.

- Linda: Hi, Martin What 1. ____ you ____ (*look*) at?
Martin: Oh, hi! These are photos of me when I was a child.
Linda: Oh, look at this one. I 2. ____ (*think*) you look lovely, Martin.
Martin: I 3. ____ (*have*) some more photos here.
Linda: Look at this. Why such a big jacket?
Martin: It was my brother's. That's why it 4. ____ (*not fit*) properly.
Linda: Oh, I 5. ____ (*see*). And you 6. ____ (*have*) your tea here. And in this one you 7. ____ (*think*) about something very serious.
Martin: This is a photo of the city I 8. ____ (*come*) from.
Linda: Oh, that's nice.
Martin: And I caught this fish, look. It 9. ____ (*weigh*) about half a kilo.

Linda: What a nice little boy!

Exercise 5. Are the underlined verbs right or wrong? Correct them where necessary.

1. Can you hear those people? What do they talk about?
2. Water boils at 100 degrees Celsius.
3. The water boils. Can you turn it off?
4. We aren't going to the theatre very often.
5. I read a newspaper at least once a week.
6. Sonia and Dan do quite well at school at the moment.
7. Helen is talking on the other phone right now.
8. Let's go out. It doesn't rain now.
9. We are usually growing vegetables in our garden.
10. Normally I finish work at five.

Exercise 6. A. Complete this postcard using the correct form of the verbs on the right.

Greetings from Scotland!

George and I 1. _____ something different this month. We're on the banks of Loch Ken in south west Scotland in Galloway Activity Centre. People 2. _____ here every summer to learn more about their hobbies and interests. I 3. _____ photography and tennis this week and George 4. _____ about computers. We 5. _____ up at half past seven every morning and 6. _____ lessons from nine to half past twelve. We 7. _____ lunch at one, and then there are more lessons.

So it's hard work. But I 8. _____ it here. We 9. _____ a super time. It's half past seven in the evening now, and we 10. _____ out on the banks of Loch Ken not far from the Center. The weather is fine.

See you soon.

Love,

Kate

do

come

do, learn

get

do, have

like, have

sit

B. Imagine that you are at the holiday camp now. Write a postcard to an English friend. Say what you do every day on holiday and what you are doing at the moment.

Exercise 7. Work in pairs. Write the names of five important people in your life, like this: Andrew, Boris, Lisa, Olga, Nick. Ask and explain what these people do/what they're doing at the moment, like this:

Model: SA: Who is Andrew?

SB: He is my elder brother.

SA: Where does he work?

SB: He doesn't work. He is a student. And now he's preparing for his exams.

Настоящее совершенное время The Present Perfect Tense

Образование. *The Present Perfect Tense* образуется при помощи вспомогательного глагола *to have* в форме настоящего времени (*have, has*) и формы причастия прошедшего времени (*Past Participle*) смыслового глагола: *I have worked, he has worked, we have worked.*

В **вопросительной** форме вспомогательный глагол ставится перед подлежащим: *Have I worked? Has he worked? Have we worked?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола: *I have not worked, he has not worked, we have not worked.*

Употребление the Present Perfect Tense.

1. Недавно закончившиеся действия. В этом значении *the Present Perfect Tense* часто употребляется с наречиями *just только что, already уже, yet еще, lately недавно, of late в последнее время, recently недавно.*

The mail *has just come.*

Почта *только что* пришла.

2. Закончившиеся прошлые действия, связанные с настоящим, с указанной или не указанной ссылкой на время (*today сегодня, this week на этой неделе, this month в этом месяце, this century в нашем веке* и др.).

I *have written* a letter this morning.

Я *написал* письмо сегодня утром.

с) Личный опыт/перемены, которые произошли.

I've *lost* 5 kilos.

Я *похудел* на 5 килограмм.

3. Для подчеркивания количества.

This year our team *has won* 2 cups.

В этом году наша команда *выиграла* 2 кубка.

4. Употребляется вместо *the Present Perfect Continuous Tense* с глаголами, обычно не употребляющимися во временах группы *Continuous*.

I *have known* him for 2 years.

Я *знаю* его 2 года.

5. Действие, которое началось в прошлом и продолжается до настоящего времени (часто с *since с или for в течение*).

I *have lived* here since my childhood.

Я *живу* тут с детства.

6. В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if если, unless если ... не, provided that при условии если, when когда, until, till до тех пор, пока не, as soon as как только, as long as пока, before прежде чем* и т. д. для описания будущих действий вместо *the Future Perfect Tense*. См. будущие времена. **Придаточные предложения времени и условия.**

I'll go out as soon as I *have solved* this problem.

Я поеду гулять, как только *решу* эту задачу.

EXERCISES

Exercise 1. Write as many of the irregular Past Participles as you can. Check them, and learn the ones that you don't know.

<i>be</i>	<i>become</i>	<i>begin</i>	<i>break</i>	<i>bring</i>	<i>build</i>	<i>come</i>	<i>cost</i>
<i>do</i>	<i>drink</i>	<i>eat</i>	<i>fall</i>	<i>flow</i>	<i>forget</i>	<i>freeze</i>	<i>give</i>
<i>go</i>	<i>hear</i>	<i>hold</i>	<i>hurt</i>	<i>keep</i>	<i>know</i>	<i>learn</i>	<i>leave</i>
<i>let</i>	<i>make</i>	<i>pay</i>	<i>put</i>	<i>read</i>	<i>say</i>	<i>see</i>	<i>shut</i>
<i>sit</i>	<i>speak</i>	<i>stand</i>	<i>swim</i>	<i>take</i>	<i>tell</i>	<i>think</i>	<i>write</i>

Exercise 2. Give the correct form of the Present Perfect of each verb.

1. I ____ just ____ the news. (*hear*)
2. She ____ already ____ her homework. (*do*)
3. We ____ 30 kilometres today. (*walk*)
4. She ____ never ____ in a plane. (*flow*)
5. These letters ____ just _____. (*arrive*)
6. She ____ away from home for six months. (*be*)
7. Three people ____ the company this week. (*leave*)
8. He ____ there since he was a child. (*live*)
9. A new supermarket ____ in town. (*open*)
10. Tom ____ that movie twenty times. (*see*)

Exercise 3. Make negative Present Perfect sentences.

Model: Helen has left the house already. *I haven't left the house.*

1. I've made a lot of mistakes in my dictation. *Paul* ____
2. Margaret has traveled a lot in her life. *Her friends* ____
3. We have already stayed in this town. *Jane* ____
4. I've been to a rock concert twice this year. *Jim and Rob* ____
5. I've worked here for six years. *Dave* ____
6. This is the fourth time he has damaged my car. *I* ____
7. They have bought a new car. *Their neighbors* ____
8. Joe has changed his job twice this year. *I* ____
9. I've heard this music before. *My parents* ____
10. Sarah has lost her passport again. *Maria* ____

Exercise 4. Make Present Perfect questions.

Model: you/hear/the news? *Have you heard the news?*
 where/Mark/phone? *Where has Mark phoned?*

1. what/you/say to Diana?
2. the Sunday newspapers/arrive?
3. where/you/put the keys?
4. you/finish/painting the house?
5. how long/they/have/this problem?
6. Emily/write/to her parents?
7. why/Andrew/go home?

8. you/ever/be/to London?

9. it/stop/raining yet?

Exercise 5. *Alex is a very hard-working student. It's midnight and he is still working at his computer. Write sentences with the Present Perfect Tense and for or since.*

Model: be/at his computer/eight hours
He's been at his computer for eight hours.

1. not/have/any fun/a long time

2. not/phone/his parents/Monday

3. not/sleep/24 hours

4. not/watch a video/September

5. not/see/his friends/ages

6. not/do/any sport/last year

7. be/busy with his studies/months

Exercise 6. *It is nine o'clock in the morning. Look at the table and say what Kate has/hasn't done. Use Present Perfect verbs with already, yet and just.*

Model: *She has just had a cup of coffee.* 8.55

have a shower	yes
get dressed	no
do a lot of work	yes
write letters	three
telephone mother	8.57
clean kitchen	yes
read newspaper	no
make toast	8.59
listen to the radio	no

Exercise 7. *Complete the sentences using today/this year/this term etc.*

Model: I see Peter every day, but *I haven't seen him today.*

1. I read a newspaper every day, but I _____

2. Nike always works hard at school, but _____

3. We go to the cinema most weekends, but _____

4. Someone usually rings in the evening, but no one _____

5. We usually have a party each term, but _____

6. I drink three cups of coffee a day, but _____

7. My father buys a newspaper most mornings, but _____

Exercise 8. *A. Steve is in a travel agency. A customer offers him a walking holiday in the tropical rain forests of Africa. Take a part of the customer and ask Steve some questions beginning Have you ever...?*

Model: **CUSTOMER:** **STEVE:**
Can you walk a long distance? Yes, no problem.
Have you ever walked (walk) more than 50 kms? Yes, often.

CUSTOMER:	STEVE
1. Are you healthy? _____ <i>(have)</i> a serious illness? _____ <i>(break)</i> an arm or a leg?	Yes, very No, never.
2. Can you swim? _____ <i>(travel)</i> in a boat?	My leg, twice. Yes.
3. Do you like flying _____ <i>(fly)</i> in a plane?	Yes, twice.
4. Can you read a map? _____ <i>(lose)</i> your way?	Not very much. Yes, a few times.
5. Do you sleep well? _____ <i>(sleep)</i> outside?	I think so. No, never.
6. Are you afraid of heights? _____ <i>(climb)</i> a high mountain?	Yes, always. Yes, many times. No. Yes, once.

B. Now write 3 sentences saying what Steve has done, and 3 sentences saying what Steve hasn't done.

Model: *He has (often) walked more than 50 kms,
but
He has never ridden a camel.*

C. And what about you?

Model: *I have never walked more than 50 kms.*

Exercise 9. Fill in with for, since, already, just, never, ever or yet.

- I've lived here ____ I was a child.
- She hasn't phoned ____
- Have you ____ been to China?
- They have ____ told the truth.
- He's been abroad ____ five years.
- I have ____ received a new message.
- My parents have ____ decided to buy a new car.
- I've lived here ____ three months.
- Has he ____ spoken to you about the problem?
- We have ____ come late.
- Mark hasn't been to Paris ____.
- He has ____ finished reading the novel.
- David has ____ found the solution to his problems.
- I've worked in the factory ____ 1982.

Exercise 10. Find the mistakes and correct them.

1. I's read two books this week.
2. He travel all over the world already.
3. I saw her in May, but I have seen her since.
4. She has drive the same car for fifteen years.
5. I have yet climbed a mountain.
6. You ought to wash the car. You hasn't washed it for ages.
7. Bill will done a lot of things at different times in his life.
8. She's been here always 10 minutes.
9. We's lived here for seven years.
10. I have have this bike since I was a teenager and I still use it.

Exercise 11. Work in pairs. You haven't seen your friend for a long time. You want to know what your friend has done since you last meet. Ask and answer questions using the prompts below and your own ideas.

<i>finish/study</i> <i>find/a new job</i> <i>move/new flat</i> <i>get/married</i> <i>start/swimming</i>

Model: SA: *Have you finished your studies?*
SB: *Yes, I have.*

**Настоящее совершенно-длительное время
The Present Perfect Continuous (Progressive) Tense**

Образование. *The Present Perfect Continuous (Progressive) Tense* образуется при помощи вспомогательного глагола *to be* в форме *Present Perfect (have been, has been)* и формы причастия настоящего времени (*Present Participle*) смыслового глагола: *I have been working, he has been working, we have been working.*

В **вопросительной форме** первый вспомогательный глагол ставится перед подлежащим: *Have I been working? Has he been working? Have we been working?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после первого вспомогательного глагола: *I have not been working, he has not been working, we have not been working.*

Употребление the Present Perfect Continuous (Progressive) Tense.

1. Действия, начавшиеся в прошлом и продолжающиеся до настоящего момента. Период времени, в течение которого совершается действие, может обозначаться предлогами *for* в течение, *since* начиная с, *вопросительными словами how long* как долго, *since when* с какого времени и т. д. В этом значении

the Present Perfect Continuous Tense переводится на русский язык настоящим временем.

I *have been reading* the newspaper since Я *читаю* газету с пяти часов.
five o'clock.

I *have been watching* TV for 2 hours. Я *смотрю* телевизор уже 2 часа.

How long *have you been playing* football? Сколько времени ты *играешь* в футбол?

2. Прошлые действия определенной продолжительности, имеющие видимые результаты или последствия в настоящем. В таких случаях глагол переводится прошедшим временем несовершенного вида.

She's *been crying*. (Her eyes are red). Она *плакала*. (У нее красные глаза.)

3. Для выражения гнева, раздражения, возмущения или критики.

Who *has been drinking* from my cup? Кто *пил* из моей чашки?

4. В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if* если, *unless* если ... не, *provided that* при условии если, *when* когда, *until, till* до тех пор, пока не, *as soon as* как только, *as long as* пока, *before* прежде чем и т. д. для описания будущих действий вместо *the Future Perfect Continuous (Progressive) Tense*. См. будущие времена.

Придаточные предложения времени и условия.

If he *has been working* at that company Если он проработает в этой компании for three years, he will get a promotion. 3 года, его повысят.

EXERCISES

Exercise 1. Give the correct form of the Present Perfect Continuous sentences.

1. I ____ (*study*) English since I was a child.
2. Pat ____ (*live*) here for twenty-five years.
3. They ____ (*watch*) football since three o'clock.
4. I ____ (*work*) here since I was eighteen.
5. John ____ (*look*) for a job since he finished university.
6. Prices ____ (*go up*) very fast recently.
7. I ____ (*work*) really hard lately.
8. He ____ (*write*) a book about wind-surfing.
9. We ____ (*walk*) for hours and I need a rest.
10. It ____ (*rain*) for two hours.

Exercise 2. Make the following sentences negative.

1. I've been trying to call him for twenty minutes.
2. She has been dancing all evening.
3. David has been polishing his car for two hours.
4. My parents have been shopping for three hours.
5. Mr. Smith has been teaching at oxford for the last ten years.
6. Elena and I have been working in the library since morning.

Exercise 3. Write a question for each situation.

Model: You have just arrived to meet a friend who is waiting for you.
You ask: (*you/wait/long?*) ***Have you been waiting long?***

1. Your friend's sister works in London. You ask: (*how long/she/work/there?*)
2. Your friend looks very tired. You ask: (*you/work hard/today?*)
3. You meet Mary with her little son in the street. His face and hands are very dirty.
You ask: (*what/he/do?*)
4. A friend tells you about his job – he sells phones. You ask: (*how long/you/sell/phones?*)
5. You meet Frank as he is leaving the swimming pool. You ask: (*you/swim?*)
6. Melanie rang somebody forty minutes ago, and they're still on the phone. You ask: (*who/you/speak with?*)
7. Dina has got an interesting book. She started it quite a long time ago. You ask: (*how long/you/read/this book?*)
8. You see a little girl. Her eyes are red and watery. You ask: (*you/cry?*)

Exercise 4. Make the Present Perfect Continuous sentences. Use for or since.

Model: Jack started learning French in October. Now it's April. (*for*)
Jack has been learning French for six months.

1. We started driving at five o'clock. Now it's nine o'clock. (*for*)
2. It started raining on Friday. It's still raining. (*since*)
3. Tim began watching television in the morning. It's evening now. (*since*)
4. Dora began playing tennis when she was eight. Now she's 14. (*for*)
5. We are waiting for the bus. We started waiting 20 minutes ago. (*for*)
6. Sally is working in London. She started working there on 10 November. (*since*)
7. Jason got to the office at 8.00 this morning. Ten hours later he's still there. (*for*)
8. I'm learning Spanish. I started classes in December. (*since*)

Exercise 5. What could you say in these situations? Write sentences with the Present Perfect Continuous.

Model: It's raining. The rain started two hours ago. ***It's been raining for two hours.***

1. A video is on. It began two hours ago, and it hasn't finished yet.
2. Our friends always spend their holidays in Bulgaria. They started going there five years ago.
3. Ann and I arranged to meet at the theater at 7.00 p.m. I arrived on time but I'm still waiting for Ann to arrive.
4. I hate this weather! It started raining last week and it's still raining.
5. A year ago. Laura and I started building our own house. We're still doing it.
6. Emma felt sick at lunchtime today and she is still feeling sick.
7. Children are tired. They started walking three hours ago and they're still walking.
8. Denis went into the water an hour ago. He doesn't want to come out yet.

Exercise 6. Correct the mistakes where necessary.

1. How long are Tom and Pat working here?
2. I'm waiting for him since morning.
3. She's been working here for 1998.
4. Rachel has played music all day.
5. It have been snowing for the last two days.
6. How many have you been studying physics?
7. We've been waiting here since twenty minutes.
8. We have been driving for about six hours.
9. Martha plays the piano since she was four.
10. I have been sitting in this office till 9.00.

Exercise 7. A. Put in the verbs from the table. Use the Present Perfect Continuous.

<i>do</i>	<i>help</i>	<i>study</i>	<i>get</i>	<i>try</i>	<i>waiting</i>
-----------	-------------	--------------	------------	------------	----------------

Andrew: Sorry I'm late.

Mike: It's OK. I 1. ____ not ____ long. What 2. ____ you ____?

Andrew: I've been with Mr. Brown. He 3. ____ me with my English.

Mike: Your English is very good. You don't need lessons, surely. How long 4. ____ you ____ English?

Andrew: Mm, nine years now. But my pronunciation wasn't so good before I came to England. I 5. ____ to improve it. I think it 6. ____ better lately.

Mike: Your pronunciation is fine, Andrew. Honestly.

B. Write some sentences how Andrew's been making progress in English.

C. And what about you? How long have you been studying English? Write a short summary.

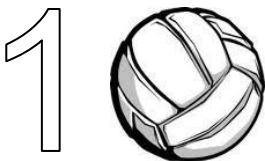
Exercise 8. Imagine that your flat is topsy-turvy after your younger brother friends' visit. Your mother has just come home. What would she say?

Model: Who has been painting my shoes?

Has the dog been chewing my slippers?

Exercise 9. Work in pairs. Do a small drawing to show something that you do regularly, and how long or since what time you have been doing it. Show it to your group mate and see if he/she can interpret your drawing.

Model:



SA: You've been playing volleyball for ten years.

SB: Sorry. But you are partially wrong. I've been playing volleyball since I was ten.

**Настоящее совершенное или настоящее совершенно-длительное время
The Present Perfect Tense vs. the Present Perfect Continuous (Progressive) Tense**

EXERCISES

Exercise 1. Which form is correct (the Present Perfect or the Present Perfect Continuous)?

1. We want to tell how we have spent our time.
 - a) We have played volleyball.
 - b) We have been playing volleyball.
2. I want to emphasize that the window is open now.
 - a) Sally has opened the window.
 - b) Sally has been opening the window.
3. The action is completed now.
 - a) Boris has sent the letter.
 - b) Boris has been sending the letter.
4. I want to tell how I have spent my time:
 - a). I have watched TV.
 - b). I have been watching TV.
5. I want to tell how Lora has spent her time.
 - a) She has read a book.
 - b) She has been reading a book.
6. Tom wants to emphasize that the room is tidy now.
 - a) I have tidied up my room.
 - b) I have been tidying up my room.

Exercise 2. For each situation, write two sentences using the words in brackets.

Model: Tom started reading a book three hours ago. He is still reading it and now he is on page 75.
(read/for three hours) ***He has been reading for three hours.***
(read/75 pages so far) ***He has read 75 pages so far.***

1. Lucy is from Canada. Now she is traveling round Europe. She began her trip two months ago.
(travel/for two months)
(visit/five countries so far)
2. Leo is a tennis champion. He began playing tennis when he was nine years old. Now he has just won the national championship for the fourth time.
(win/the national championships/four times)
(play/tennis since he was nine)
3. Sam and Paul make films. They start making films together when they left college.
(they/make/films since they left college)
(they/make/ten films since they left college)

Exercise 3. Choose the correct form (the Present Perfect or the Present Perfect Continuous).

1. How long have you ____ (*learnt/been learning*) the piano?
2. How much of that book have you ____ (*read/been reading*)?
3. How long have you ____ (*read/been reading*) that book?
4. It has ____ (*rained/been raining*) since Monday.
5. Kate has ____ (*written/been writing*) seven letters today.
6. We've ____ (*worked/been working*) really hard for a couple of months.
7. Have you ____ (*talked/been talking*) on the phone since five o'clock?
8. My computer has ____ (*crashed/been crashing*) three times this morning.
9. They haven't ____ (*arrived/been arriving*) yet, but they should be here soon.
10. I have ____ (*learnt/been learning*) how to play chess for three years now.
11. How long have you ____ (*played/been playing*) tennis?
12. How many games have you ____ (*played/been playing*)?

Exercise 4. Some verbs are not used in continuous forms. Choose the correct tense (the Present Perfect or the Present Continuous).

1. How long ____ French? (*you/learn*)
2. How long ____ Jane? (*she/know*)
3. We ____ our home for several years. (*own*)
4. Homer ____ Marge since they were in high school. (*love*)
5. We ____ for a new house since May. (*look*)
6. I ____ the house but I still haven't finished. (*clean*)
7. He ____ her help for many years. (*need*)
8. He ____ to rent a car for two hours. (*try*)
9. My parents ____ this car for about eight years. (*have*)
10. We ____ the noise for an hour already. (*hear*)

Exercise 5. Correct the mistakes.

1. We have not been noticing any change in the tested bar for two hours.
2. I has been working on the same company for twelve years.
3. I have been loving Spain since I first went there ten years ago.
4. We've visited so many fascinating places last year.
5. I haven't hearing of him for the last three years.
6. How long games have you played?
7. We have been stayed in this hotel nearly a month.
8. We are very tired because we have been walking in the mountains for early morning.
9. I've been watching this movie twice already!
10. How many have we been watching this film?

Exercise 6. It is 12 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far, as in the example.

Model: Sarah's been typing since 10 o'clock/for two hours.
She's typed fifteen letters so far.

<i>Name</i>	<i>Started Activity</i>	<i>Completed</i>
<i>Sarah</i>	<i>10/type</i>	<i>15 letters</i>
<i>Mike</i>	<i>8/deliver parcels</i>	<i>35 parcels</i>
<i>Jane</i>	<i>11/translate texts</i>	<i>3 texts</i>
<i>Alice</i>	<i>10/draw pictures</i>	<i>2 pictures</i>
<i>Fred</i>	<i>7.30/clean the house</i>	<i>4 rooms</i>
<i>Laura</i>	<i>9/examine patients</i>	<i>6 patients</i>
<i>Tom</i>	<i>8.30/repair cars</i>	<i>3 cars</i>

Exercise 7. A. Steve has a job interview. Complete the dialogue with the appropriate tenses (the Present Perfect or the Present Perfect Continuous) for the verbs in brackets.

Mr. Allen: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I 1.____ (*work*) in the insurance industry for over twelve years. I worked for Banner Life for six years and Quasar Insurance for five and a half. During that time, I heard many good things about Liberty Life Insurance and that's why I 2.____ (*apply*) for the new sales position.

Mr. Allen: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I 3.____ (*compete*) in a tennis tournament this weekend.

Mr. Allen: Really, how long 4.____ (*you, play*) tennis?

Mr. Harris: I 5.____ (*play*) since high school. I'm keen on sport.

Mr. Allen: Great! We like dedication here at Liberty Life. You mentioned you volunteer at the Sierra Club. I 6.____ (*work, currently*) with them on the sea turtle project. We 7.____ (*try*) to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Mark Harris? He's my brother. He 8.____ (*work, presently*) on the same project.

Mr. Allen: I know Mark quite well. Any brother of Mark's would be a welcome addition to Liberty Life. Just one more thing, we 9.____ (*look*) for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I 10.____ (*study*) Spanish since elementary school.

Mr. Allen: Sounds like you are the perfect candidate.

B. Write down what have you learnt about Mr. Harris's background.

Exercise 8. *Work in pairs. In pairs, imagine that one of you is a chef of a computer firm; you are going to interview a person, who is eager to work for you. Try to find out as much information about this person (biography, experience, interests etc.) as possible. Don't forget to use the Present Perfect or the Present Perfect Continuous Tenses.*

**Сравнение настоящих времен
The Present Tenses Compared**

EXERCISES

Exercise 1. *Choose the correct answer.*



1. ____ TV for the last four hours? Turn it off and get some exercise!
a) Do you watch b) Are you watching c) Have you been watching
2. The hole in the ozone layer ____ bigger and bigger.
a) has become b) is becoming c) become
3. I'm tired because I ____ an English book for a long time.
a) read b) have been reading c) am reading
4. We ____ a lot of interesting people in the last few days.
a) have met b) meet c) are meeting
5. They usually ____ coffee after their evening meal.
a) have been drinking b) are drinking c) drink
6. Janet ____ traveled by air before.
a) travels b) has never travelled c) is travelling
7. Shut up! You ____ a lot of noise.
a) have never made b) usually make c) are always making
8. Sally ____ the bus. She is always on time.
a) has never missed b) rarely misses c) hasn't been missing
9. Jane is in the garden now. She ____ the flowers.
a) smells b) has smelt c) is smelling
10. He ____ my personal diary without asking me.
a) has been reading b) read c) is reading

Exercise 2. *Correct the mistakes.*

1. I am going to work by bus every day.
2. I haven't visited my home town when I left school.
3. Jane studies this subject for five years.
4. Mary have just finished reading a very interesting book.
5. I am liking reading detective stories.
6. Go you to the office every day?
7. Peter plays in the garden at the moment.
8. More and more species become extinct.
9. I am learning how to play chess for three years now.
10. Does Helen have a rest in Crimea since summer?

Exercise 3. Complete the letter using the correct tense.

Dear Martha,

I 1.____ (*write*) to tell you my good news. I 2.____ (*save*) enough money from my part-time job and, at last I 3.____ (*open*) a flower shop. My father 4.____ (*own*) a shop years ago and he 5.____ (*give*) me some advice and suggestions. He 6.____ (*think*) that my shop 7.____ (*be*) a success, because there isn't another shop in the area. I 8.____ (*start*) work next Monday. 9.____ I ____ (*probably/phone*) you some time next week if I 10.____ (*have*) time.

Wish me luck.

Best wishes,
Nicky

Exercise 4. A. Work in pairs. Make a dialogue to talk about your friends' interests and hobbies. You should mention:

- Where and when they do that hobby.
- How long they have been doing it.
- If you have ever done it with them.

B. Say if you think that is a good hobby or not, and why.

**Прошедшие времена
The Past Tenses**

Для выражения действия, совершившегося или совершавшегося в прошлом, глагол-сказуемое употребляется в одной из форм прошедшего времени: *the Past Simple (Indefinite) Tense* Прошедшее простое (неопределенное), *the Past Continuous (Progressive) Tense* Прошедшее длительное, *the Past Perfect Tense* Прошедшее совершенное, *the Past Perfect Continuous (Progressive) Tense* Прошедшее совершенно-длительное.

**Прошедшее простое (неопределенное) время
The Past Simple (Indefinite) Tense**

Образование. *The Past Simple (Indefinite) Tense* правильных глаголов образуется путем прибавления во всех лицах окончания *-ed* к форме инфинитива: *to live – I lived; to work – I worked.*

The Past Simple (Indefinite) Tense неправильных глаголов образуется различными другими способами: *to begin – I began; to sell – I sold; to lose – I lost.*

Вопросительная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола *to do* в прошедшем времени (*did*) и формы инфинитива смыслового глагола (без *to*), причем вспомогательный глагол ставится перед подлежащим: *Did I work? Did he work? Did I speak? Did he speak?*

Отрицательная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола **to do** в прошедшем времени (**did**), частицы **not** и формы инфинитива смыслового глагола, причем **not** ставится после вспомогательного глагола: **I did not work, he did not work. I did not speak, he did not speak.**

Употребление the Past Simple (Indefinite) Tense.

1. Действия в прошлом, которые происходили одно за другим.

He **came** home, **had** his dinner and **went** to bed at once. Он **пришел** домой, **поужинал** и сразу **лег** спать.

2. Законченное действие или событие, которое произошло в установленное время в прошлом. Индикаторами времени могут быть слова **yesterday** вчера, **last week** на прошлой неделе, **an hour ago** час тому назад, **the other day** на днях, **on Monday** в понедельник, **in 1998** в 1998 году, **during the war** во время войны и т. п. Время действия может быть выражено глаголом в придаточном предложении.

I **went** to Germany two years ago.

Я **ездил** в Германию два года назад.

I **took** English courses when I **was** twelve.

Я **ходил** на курсы английского, когда мне **было** 12 лет.

3. Прошлая привычка или состояние.

Last winter I **spent** a lot of time in the library. Прошлой зимой я **проводил** много времени в библиотеке.

Примечание – Для выражения повторявшегося прошедшего действия часто употребляется также сочетание **used** с **инфинитивом** с частицей **to**, которое переводится на русский язык прошедшим временем несовершенного вида, часто с наречием **обычно**. **Used** также иногда переводится посредством **имел обыкновение**.

John **used to ride** bicycle when he lived in London.

Джон **катался** (**имел обыкновение кататься**) на велосипеде, когда жил в Лондоне (сейчас не катается).

EXERCISES

Exercise 1. Write the Past Simple of the verbs then read them out.

<i>answer</i>	<i>collect</i>	<i>dance</i>	<i>hate</i>	<i>live</i>	<i>refer</i>	<i>smile</i>	<i>travel</i>
<i>arrive</i>	<i>collect</i>	<i>decorate</i>	<i>hurry</i>	<i>look</i>	<i>repair</i>	<i>start</i>	<i>try</i>
<i>break</i>	<i>cook</i>	<i>destroy</i>	<i>iron</i>	<i>offer</i>	<i>rob</i>	<i>stay</i>	<i>visit</i>
<i>carry</i>	<i>correct</i>	<i>dress</i>	<i>jump</i>	<i>play</i>	<i>seem</i>	<i>stop</i>	<i>walk</i>
<i>change</i>	<i>cry</i>	<i>empty</i>	<i>land</i>	<i>pray</i>	<i>slip</i>	<i>study</i>	<i>watch</i>
<i>clean</i>	<i>cry</i>	<i>fry</i>	<i>like</i>	<i>prefer</i>	<i>smash</i>	<i>suggest</i>	<i>water</i>

Exercise 2. Write the Past Simple of the verbs. Check irregular Past Participles, and learn the ones that you don't know.

<i>become</i>	<i>buy</i>	<i>dream</i>	<i>fit</i>	<i>hold</i>	<i>lie</i>	<i>ride</i>	<i>sit</i>
<i>begin</i>	<i>catch</i>	<i>drink</i>	<i>forget</i>	<i>keep</i>	<i>make</i>	<i>ring</i>	<i>speak</i>
<i>bite</i>	<i>come</i>	<i>eat</i>	<i>get</i>	<i>know</i>	<i>mean</i>	<i>say</i>	<i>spend</i>
<i>blow</i>	<i>cost</i>	<i>eat</i>	<i>give</i>	<i>learn</i>	<i>pay</i>	<i>sell</i>	<i>stand</i>
<i>break</i>	<i>deal</i>	<i>fall</i>	<i>grow</i>	<i>leave</i>	<i>put</i>	<i>shut</i>	<i>strike</i>
<i>bring</i>	<i>draw</i>	<i>find</i>	<i>hear</i>	<i>let</i>	<i>read</i>	<i>sing</i>	<i>think</i>

Exercise 3. Give the correct form of the Past Simple of each verb and show whether you would pronounce these past forms as /d/, /t/ or /ɪd/.

Model: We *waited* (*wait*) an hour yesterday. /ɪd/

1. Barbara ____ (*clean*) her room at the weekend. //
2. I ____ (*play*) badminton last night. //
3. Bernard ____ (*write*) me a letter yesterday. //
4. I ____ (*smile*) at her. //
5. Caroline ____ (*stop*) when she saw me. //
6. I ____ (*dream*) of you last night. //
7. Who ____ (*cook*) the cakes? //
8. He ____ (*cry*) a lot as a baby. //
9. Sue ____ (*watch*) TV all evening. //
10. We ____ (*laugh*) when we heard the joke. //

Exercise 4. Put the Past Simple verbs into the story.

1-6:	<i>come</i>	<i>hear</i>	<i>open</i>	<i>say</i>	<i>not see</i>	<i>stand</i>
7-10:	<i>give</i>	<i>hold</i>	<i>not read</i>	<i>take</i>		
11-15:	<i>run</i>	<i>say</i>	<i>not speak</i>	<i>turn</i>	<i>write</i>	

He 1. ____ outside her door for a long time. Then he 2. ____ her footsteps inside the house. She 3. ____ the door and 4. ____ out. At first she 5. ____ him, but then she 6. ____ "Oh, hello, Harold." He 7. ____ a paper out of his pocket and 8. ____ it to her. She 9. ____ it in one hand, but 10. ____ it. "Listen," he 11. ____ . She 12. ____ "I 13. ____ you this letter because" – She 14. ____ back into the house. He 15. ____ . and walked slowly down the street.

Exercise 5. Make the Past Simple negative sentences.

Model: Tom played hockey, (*football*) he *didn't play* football.

1. Jude and Berth spoke French at the party, (*Chinese*)
2. My grandfather taught philosophy, (*Spanish*)
3. Kyle cooked the meat, (*the fish*)
4. I took my girlfriend to the mountains, (*my sister*)

5. I told my mother everything, (*the police*)
6. I phoned to my father, (*my mother*)
7. Matthew liked the party, (*the music*)
8. Simon knew her address, (*phone number*)

Exercise 6. *You are asking somebody questions. Start with Did ... ?*

Model: You enjoyed the food, but (*the music*) *did you enjoy the music?*

1. You listened to the story, but (*remember it*) ___?
2. Dan didn't tell it to Andy, but (*the others*) ___?
3. Thomas liked the book, but (*the film*) ___?
4. He played hockey, but (*well*) ___?
5. You gave them some help, but (*any money*) ___?

Exercise 7. *Ask the Past Simple questions with what, who, where, when, why.*

Model: Peter saw somebody. *Who did Peter see?*

1. John went somewhere.
2. Bill bought something.
3. Alice married somebody.
4. Mary broke something.
5. Mike stayed somewhere.
6. "I phoned somebody.
7. Dave and Kevin played in the yard yesterday.
8. Our team won the game last Sunday.
9. I went to Germany two years ago.
10. Tom didn't come to the English class yesterday.

Exercise 8. *Some of these sentences are wrong. Correct the mistakes where necessary.*

1. Did you had a nice weekend in Paris?
2. She was first in maths at school.
3. I keep a dog when I was five years old.
4. Garry finishes his work early yesterday.
5. We meeted last Sunday as usual.
6. We hurried to the station.
7. You lied to me!
8. The child who was sitting at the knees of its mum started to cry.
9. A monster has attacked Dan while he was driving along a lonely road.
10. Why you did it?

Exercise 9. *A. Cathy and Meg went on a day trip yesterday. Look at the notes below and say what they did, using the following linking words: first, then, next, after that, later, finally.*

Model: *First, they travelled to Brighton by tram.*

9:15 – 10:30:	travel to London by train
10:30 – 11:30:	look around shops
11:30 – 12:30:	walk in the park
12:30 – 2:00:	eat lunch at a restaurant
2:00 – 4:30:	visit museums
4:30 – 5:30	have afternoon tea

B. What did you do yesterday? Write some sentences.

Exercise 10. Work in pairs. Find out about each other's summer holidays. Which of you has the more diversified summer?

Model: SA: Where did you spend your summer holidays?

SB: In July I passed my exams and in August I went to Italy. What about you?

Прошедшее длительное время The Past Continuous (Progressive) Tense

Образование. *The Past Continuous (Progressive) Tense* образуется при помощи вспомогательного глагола *to be* в форме прошедшего времени (*was, were*) и формы причастия настоящего времени (*Present Participle*) смыслового глагола: *I was working, We were working*.

В **вопросительной форме** вспомогательный глагол ставится перед подлежащим: *Was I working? Were you working?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола: *I was not working, we were not working*.

Употребление *the Past Continuous (Progressive) Tense*.

1. Действие, которое находилось в процессе развития в определенный момент в прошлом. Момент совершения действия может быть указан:

– обозначениями времени, такими как *at five o'clock* в пять часов, *at noon* в полдень, *at midnight* в полночь, *at that moment* в тот (этот) момент и т. п.

It was raining at noon.

В полдень *шел* дождь.

– другим прошедшим действием, выраженным глаголом в *Past Indefinite*:
He *was writing* his exercises when I *entered* the room. Он *писал* упражнения, когда я *вошел* в комнату.

2. Прошлое действие в процессе развития, которое прерывается другим прошлым действием. Более длительное действие употребляется в *the Past Continuous Tense*, более короткое – в *the Past Simple Tense*.

He *was doing* his homework when I *entered* the room. Он *делал* домашнее задание, когда я *вошел* в комнату.

3. Два или более одновременных прошлых действия определенной длительности.

I **was watching** TV while he **was looking** through the newspapers. Я *смотрел* телевизор, в то время как он *просматривал* газеты.

4. Описание обстановки, на фоне которой развивались события в рассказе.
This morning **was** really beautiful. The sun **was shining**, the birds **were singing**. Утро *было* действительно прекрасным. *Сияло* солнце, птицы *пели*.

EXERCISES

Exercise 1. Give the correct form of the Past Continuous of each verb.

1. Zachary ____ (**play**) football at half past six.
2. At 9 o'clock, I ____ (**read**), but Helen ____ (**watch**) TV.
3. Bill ____ (**stand**) outside the shop when suddenly two robbers ran past him.
4. I know Simon ____ (**walk**) with his girlfriend because I saw him when I ____ (**drive**) through the street.
5. ____ you ____ (**have**) a bath when the earthquake happened?
6. Victoria ____ (**run**) to stop her sister when she fell.
7. When you saw Oliver he ____ (**go**) home?
8. At midnight? Erm ____ we ____ (**sleep**), I think.

Exercise 2. Say that somebody wasn't doing this at the definite time.

Model: I **wasn't listening** (**listen**), so I missed what he said.

1. I ____ (**sleep**) when you rang me.
2. We left because we ____ (**enjoy**) ourselves.
3. David ____ (**walk**) all evening, he was watching TV.
4. It ____ (**snow**) all day.
5. I ____ (**wonder**) whether you could lend me some money.
6. We ____ (**study**) when the teacher left.
7. When she was younger, she ____ (**do**) things for other people.
8. Dan and Liz ____ (**redecorate**) their house at the weekend. Liz was ill.
9. The doorbell ____ (**ring**). Is it broken?
10. They ____ (**argue**) when we return. They were happy to see us.

Exercise 3. Write the questions using the Past Continuous.

Model: At 10.00 I was reading. (**a newspaper**) **Were you reading a newspaper?**

1. When I saw my cousin, she was writing. (**letters**)
2. At the weekend Joe was travelling. (**where**)
3. At 11.00 Ann was cooking. (**what**)
4. When I came in, all the children were playing. (**what game**)
5. At midnight, Helen and Robert were driving to Scotland. (**why**)
6. When I saw Peter he was eating. (**what**)

7. When mum entered the room, Ed was listening to music. (*what kind of music*)
8. At 9 o'clock I was watching a movie. (*with whom*)
9. At this time last week we were swimming. (*where*)
10. She was talking on the phone while she was drinking coffee. (*who*)

Exercise 4. Find and correct the mistakes in the sentences.

1. The children was laughing all the time.
2. When I saw him he was run among the trees.
3. Some drops of water have been falling to the ground at that moment.
4. Were reading you a book when dad returned?
5. The sun is shining in the morning. But now there are clouds everywhere.
6. Who was telling a story?
7. I was seeing Meg yesterday.
8. Were you trying to call her at 6 o'clock?

Exercise 5. What can you say in these situations? Add a sentence with the Past Continuous to say that an action lasted a long time.

Model: You had to work yesterday. The work went on all day.
I was working all day.

1. You had to make phone calls. The calls went on all evening.
2. You had to wait in the rain. The wait lasted for half an hour.
3. You had to make sandwiches. This went on all afternoon.
4. You had to sit in a traffic jam. You were there for two hours.
5. Your neighbour played loud music. This went on all night.

Exercise 6. Write what these people were doing or did at the time Paul's parents entered the house.

Paul's parents were going away for the weekend. Paul invited some friends to the house. However his parents' car broke down so they had to come back home.

Model: *Ben was washing the dog. It jumped out of the bath and started barking.*

1. Jackie/play cards/stop playing/drop
2. Jim and Peter/hold a glass of Cola/spill/stain
3. Sarah/sleep/wake up
4. Sandy/dance/listen/not see
5. Paul/smoke/see them/throw

Exercise 7. A. What were your group mates doing yesterday evening? Complete the sentences with words from the box.

<i>cook supper</i>	<i>drive home</i>	<i>play cards</i>
<i>dance</i>	<i>not watch TV</i>	<i>do homework</i>

Model: At 9.15 Nikita was cooking.

1. At 10.30 _____
2. At 8.20 _____
3. At 5.30 _____
4. At 11.00 _____

B. What were you doing at this time yesterday?

Exercise 8. Work in pairs. Act out a dialogue.

SA: You telephoned your friend yesterday afternoon but he/she didn't answer. Ask him/her about what he was doing at the time when you phoned. Use the following verbs: cook, read, sleep, watch TV, do homework etc.

SB: Your friend telephoned you yesterday but you didn't answer him. Tell your partner why you didn't answer your call. Enumerate things that you were doing at the moment of the telephone call.

**Прошедшее простое или Прошедшее длительное время
The Past Simple Tense vs. the Past Continuous (Progressive) Tense**

EXERCISES

Exercise 1. Choose the correct form of the verb.

1. When we were in Turkey, we _____ (*went/were going*) swimming almost every day.
2. About four years ago, Richard _____ (*decided/was deciding*) to move to this town.
3. Megan _____ (*had/was having*) a shower when the doorbell rang.
4. Fred and Deborah ran from the car to the house because something _____ (*burnt/was burning*) in the kitchen.
5. Some people _____ (*fought/were fighting*) outside, so my neighbour called the police.
6. Daniel _____ (*called/was calling*) you at one o'clock yesterday, but you _____ (*slept/were sleeping*).
7. We _____ (*ate/were eating*) breakfast when a dog started to bark.
8. As I walked past the crowd, I saw that Ella _____ (*argued/was arguing*) with an old woman.
9. I _____ (*dreamt/was dreaming*) about walking on the beach when the alarm clock went off.
10. While we _____ (*practised/were practising*) playing tennis yesterday, Lisa fell on her back.

Exercise 2. Put the verbs in brackets into the Past Simple or the Past Continuous.

The sun 1. _____ (*shine*) and the birds 2. _____ (*sing*) as Mike 3. _____ (*drive*) down the country lane. He 4. _____ (*smile*), because he 5. _____ (*look forward*) to the journey ahead. Mike 6. _____ (*enjoy*) driving, especially when he 7. _____ (*go*) somewhere new. Then, suddenly, the engine 8. _____ (*begin*) to make a strange noise and the car 9. _____ (*stop*) dead in the middle of the road. Mike 10. _____ (*try*) to start it, but nothing 11. _____ (*happen*). He 12. _____ (*sigh*), then 13. _____ (*get out*) of the car.

Ashe **14.**_____ (*push*) the car to the side of the road, Mike **15.**_____ (*start*) to wish he had stayed at home.

Exercise 3. *David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the Past Continuous and one in the Past Simple.*

Model: when/he/carry/a suitcase/he/drop/it/on his foot
When he was carrying a suitcase, he dropped it on his foot.

1. he/sit down/on a chair/while/I/paint/it
2. as/he/run/for a bus/he/collide/with a lamppost
3. his hair/catch/fire/when/he/cook/chips
4. when/he/hold/a beautiful vase/he/suddenly/drop/it
5. he/sit/in the garden/when/a wasp/sting/him/on the nose
6. he/break/his leg/when/he/ski

Exercise 4. *Find 7 mistakes in the story and correct them.*

John entered his flat and closed the door. He hung up his coat when he heard a strange noise. A tap was runing in the kitchen. He walked into the kitchen and turned it off. Then, he freezed. Someone was standing behind him. He was taking a deep breath and turned around. His flatmate, Steve, was leaning in the doorway. "You gave me a fright!" John exclaimed.

Steve laughed at him. John started to laugh, too. "I think you had gone to London today," he said. "No, replied Steve. Unfortunately, I was missing the train."

Exercise 5. *Complete the letter using the correct form of the verbs from the box.*

<i>answer</i>	<i>be</i>	<i>continue</i>	<i>get</i>	<i>go</i>	<i>have</i>	<i>open</i>
<i>practise</i>	<i>put</i>	<i>ring</i>	<i>say</i>	<i>shine</i>	<i>sing</i>	<i>wake</i>

Hi, Liza!

Yesterday I **1.**_____ up early. The sun **2.**_____ and the birds **3.**_____. I **4.**_____ very excited because it was the day of the big tennis match. I **5.**_____ downstairs and into the kitchen, where her father **6.**_____ breakfast. "Morning, Mary. Today's the day!" he **7.**_____ I smiled nervously. "Don't worry!" he **8.**_____ "You'll be fine." I **9.**_____ some toast into the toaster and **10.**_____ the fridge. Just as I **11.**_____ the butter out, the phone **12.**_____. My father **13.**_____ it after a few minutes, he put the phone down. "Bad news, I'm afraid. The other player **14.**_____ yesterday when she had an accident. The match is off." I ate her toast slowly. I was surprised I didn't feel disappointed.

Love,
Mary

Exercise 6. Work in pairs. Act out a dialogue.

SA: At 10.05 a.m. yesterday, there was a robbery at the Midwest Bank. You are a police officer and you are asking a man some questions about what he was doing, what other people were doing, and what he saw. Write the questions. Use was/were, the past simple (*did you* __) and the past continuous (*were you* __).

SB: At 10.05 a.m. yesterday, there was a robbery at the Midwest Bank. You're a man who witnessed a robbery at the Midwest Bank. Answer the questions of the police officer.

↖

**Прошедшее совершенное время
The Past Perfect Tense**

Образование. *The Past Perfect Tense* образуется при помощи вспомогательного глагола *to have* в форме прошедшего времени (*had*) и формы причастия прошедшего времени (*Past Participle*) смыслового глагола: *I had worked, he had worked*.

В *вопросительной* форме вспомогательный глагол ставится перед подлежащим: *Had I worked? Had he worked?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола: *I had not worked, he had not worked*.

Употребление *the Past Perfect Tense*.

1. Прошрое действие, которое предшествовало другому прошлому действию или произошло к определенному моменту в прошлом. Этот момент может быть указан:

– обозначениями времени, такими как *by five o'clock* к пяти часам, *by Saturday* к субботе, *by the 15th of December* к 15 декабря, *by the end of the year* к концу года, *by that time* к тому времени и т. п.:

She *had written* only two letters by noon. К полудню она *написала* только 2 письма.

– другим (более поздним) прошедшим действием, выраженным глаголом в *the Past Simple (Indefinite)*:

When we *came* to the station the train *had* already *gone*. Когда мы *приехали* на станцию, поезд уже *ушел*.

2. Законченные прошлые действия, которые имели очевидные результаты в прошлом.

I was exhausted because I *hadn't slept* Я обессилен, потому что *не спал* всю the night before. ночь.

EXERCISES

Exercise 1. Choose the sentence (a or b) which means the same as the first sentence.

1. We had discussed the problem when David came.
 - a) David came and then we had discussed the problem.

- b) We had discussed the problem and then David came.
2. Lisa read the book after she had seen the film.
 - a) Lisa saw the film and then she read the book.
 - b) Lisa read the book and then she saw the film.
 3. By the time Mum phoned me, I'd taken a shower.
 - a) I took a shower before Mum phoned me.
 - b) I took a shower after Mum phoned me.
 4. Kate didn't go to bed until her parents had come home.
 - a) Kate went to bed and then her parents came home.
 - b) Her parents came home and then Kate went to bed.
 5. Doris hadn't arrived at the station by the time the train left.
 - a) The train left before Doris arrived.
 - b) Doris arrived before the train left.
 6. She had bought a new dress before she heard about the sale.
 - a) She bought a new dress and later she heard about the sale.
 - b) She heard about the sale and then she bought a new dress.
 7. The sisters had gone shopping when the guests arrived.
 - a) The guests arrived and later the sisters had gone shopping.
 - b) The sisters had gone shopping and then the guests arrived.

Exercise 2. Read about each situation and then tick the right answer.

Model: Two men delivered the sofa. I had already paid for it.
Which came first, a) the delivery, or **b) the payment?**

1. The waiter brought our drinks. We'd already had our soup.
Which came first, **a)** the drinks, or **b)** the soup?
2. Harry had seen the film, so he read the book.
Did he first **a)** see the film, or **b)** read the book?
3. The documentary had ended, so I switched off a TV set.
Did I switch off a TV set **a)** after, or **b)** before the documentary ended?
4. I had bought a ticket to the concert, but I'd arranged a trip to London.
Which came first, **a)** the ticket, or **b)** the arrangements for the trip?
5. When you arrived he had just left.
Did you arrive **a)** after, or **b)** before he left?

Exercise 3. Give the correct form of the Past Perfect of each verb.

1. By the time I switched on a TV set, the programme ____ (*finish*)!
2. Simon ____ (*already/be*) to Italy, so he didn't go with us travelling.
3. Tina ____ (*not/clean*) her room by the evening, so she called Betty to tell her she wouldn't come to the party.
4. ____ (*you/sleep*) when your mother rang?
5. The car broke down just after ____ (*we/set off*).
6. I didn't eat anything at the weekend because ____ (*I/feel sick*) at home.
7. ____ (*you/hear*) about the accident before I told you about it?

8. After Fred _____ (*spend*) his holiday in Italy he wanted to learn Italian.
9. They _____ (*ride*) their bikes before they met their friends.
10. She watched a video after the children _____ (*go*) to bed.

Exercise 4. Fill in with the Past Simple or the Past Perfect, then state which action happened first.

Model: When I *left* (leave) the house, I *realized* (realize) that I *had forgotten* (forget) my keys.

First action: *had forgotten*.

1. After my granny _____ (*finish*) planting the trees she _____ (*decide*) to dig flowerbeds.
First action: _____
2. I _____ (*lend*) Ann some money only after she _____ (*promise*) to give it back soon.
First action: _____
3. What did they do with the money their grandfather _____ (*leave*) them in his will when he _____ (*die*).
First action: _____
4. John _____ (*start*) driving after he _____ (*clean*) the car.
First action: _____
5. We _____ (*buy*) Betty a rose yesterday because she _____ (*have*) her birthday the night before.
First action: _____
6. When we _____ (*speak*) a little, I _____ (*realize*) that we _____ (*meet*) each other before.
First action: _____

Exercise 5. Put the verbs in the brackets in the negative Past Perfect form.

Model: Dan *hadn't phoned* (*not/phone*) his girlfriend before they met.

1. The grass was yellow because it _____ (*not/rain*) all summer.
2. The lights went off because we _____ (*not/pay*) the electricity bill.
3. The children _____ (*not/do*) their homework, so they were in trouble.
4. They _____ (*not/eat*) so they went to a restaurant.
5. We couldn't go into the concert because we _____ (*not/bring*) our tickets.
6. She said that she _____ (*not/visit*) the UK before.
7. Julie and Ann _____ (*not/meet*) before the party.
8. I _____ (*not/have*) breakfast when he arrived.
9. He _____ (*not/use*) email before, so I showed him how you use it.
10. You _____ (*not/study*) for the test, so you were very nervous.

Exercise 6. Make the Past Perfect questions.

Model: _____ (we/have) that car for ten years before it broke down.

Had you had that car for ten years before it broke down?

1. _____ (*she/live*) in China before she went to Thailand?

2. ____ (*we/finish*) dinner, before they returned?
3. ____ (*she/study*) a lot before the yesterday's exam?
4. ____ (*you/previously/study*) English before you moved to New York?
5. ____ (*he/work*) at the university for 30 years before he retired?
6. ____ (*she/write*) a letter by 5 o'clock on Saturday?
7. ____ (*she/see*) bears before she moved to Alaska?
8. ____ (*she/visit*) her Japanese relatives once before she moved?
9. ____ (*you/ever/visit*) the U.S. before your trip in 2007?
10. ____ (*you/ever/do*) yoga before you started it last week?

Exercise 7. Write the sentences, putting one verb in each sentence into the Past Simple, and the other verb into the Past Perfect.

Model: When the police ____ (arrive), the car ____ (go).
When the police arrived, the car had gone.

1. When we ____ (*get*) to the cafe, it ____ (*be*) overcrowded.
2. They ____ (*discuss*) everything by the time I ____ (*arrive*) at the meeting.
3. When we ____ (*leave*) the office, the rain ____ (*already start*).
4. Liz ____ (*try*) meeting her several times but she ____ (*leave the country*).
5. When I ____ (*return*) home, someone ____ (*steal*) it.
6. The man ____ (*go*) when I ____ (*return*) to the room.
7. The grandmother ____ (*already die*) by the time her son ____ (*come*) to see her.
8. All the shops ____ (*close*) by the time we ____ (*get*) into the town.
9. You ____ (*already leave*) when the trouble ____ (*start*)?
10. The letter ____ (*not arrive*) when I ____ (*leave*) the house this morning.
11. By the time I ____ (*finish*) my work, everybody ____ (*go*) home.

Exercise 8. Add a sentence with the Past Perfect using the notes.

Model: Claire looked very suntanned when I saw her last week.
She'd just been on holiday (just/be on holiday).

1. Thomas rushed to the station, but he was too late. ____ (*the train/just/go*)
2. I didn't take an umbrella, and I got wet. ____ (*the rain/stop*)
3. When Ted got to the concert hall, he couldn't come in. ____ (*forget/his ticket*)
4. Someone used my mobile phone. ____ (*steal/it/a week before*)
5. We were really pleased to see our nephew again yesterday. ____ (*not see/for ages*)
6. The flat was tidy when my boyfriend called in. ____ (*just/clean/it*)
7. There were plenty of dishes at the party, but Mary didn't eat anything. ____
(already/eat/her lunch)

Exercise 9. Find the mistakes and correct them.

1. After they had ate the shellfish, they began to sick.
2. She only understood the movie because she read the book.
3. Kristine has never been to an opera before last night.

4. After the man came home he had fed the cat.
5. Before he sang a song he played the guitar.
6. Julie didn't watch the film because she had saw it before.
7. It was my first flight. I never had flown before.
8. The dentist was angry because John forgot the time of his appointment.
9. I was very tired because I had studied too much.
10. Had ever Susan spoken Thai before she moved to Thailand?

Exercise 10. Write sentences using the prompts. One of the verbs must be in the Past Perfect.

1. we/just/hear/the news/when/you/ring
2. I/already/think of/that/before/you/suggest/it
3. when/I/turn on/the TV/the programme/already/start
4. she/be/hungry/because/she/not/eat/anything/all day
5. by the time/I leave/school/I/decide/to become/a musician

Exercise 11. Work in pairs. Tell to your partner what you have done before you entered the university. Use the verbs from the box.

<i>be</i>	<i>do visit</i>	<i>play</i>	<i>read</i>	<i>get</i>	<i>redecorate</i>
<i>study</i>	<i>pass</i>	<i>taste</i>	<i>start</i>	<i>see</i>	<i>finish</i>

Model: *Before I entered the university I had been to Poland. What about you?*

Прошедшее совершенно-длительное время The Past Perfect Continuous Tense

Образование. *The Past Perfect Continuous Tense* образуется при помощи вспомогательного глагола *to be* в форме *Past Perfect (had been)* и формы причастия настоящего времени (*Present Participle*) смыслового глагола: *I had been working, he had been working.*

В **вопросительной форме** первый вспомогательный глагол ставится перед подлежащим: *Had I been working? Had he been working?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после первого вспомогательного глагола: *I had not been working, he had not been working.*

Употребление *the Past Perfect Continuous Tense*.

1. Действие, которое длилось в течение периода времени вплоть до определенного момента в прошлом. *The Past Perfect Continuous Tense* употребляется, когда указан период времени, в течение которого действие уже совершалось, т.е. с такими обозначениями времени, как *for two hours в течение двух часов, for three months в течение трех месяцев, for a long time в течение долгого времени, долго, давно* и т. п.

She *had been cooking* for an hour when I came. Она *готовила* уже час, когда я пришел.

2. Прошлое действие определенной длительности, которое имело очевидные результаты в прошлом.

He felt tired as he **had been playing** football for several hours. Он чувствовал себя усталым, так как **играл** в футбол в течение нескольких часов.

EXERCISES

Exercise 1. Match the parts of the sentences.

1. I had been trying to call him all morning a) when he called me.
2. We had been working on the project for b) for a few minutes but I think it might months have been longer.
3. She had red eyes because she had been c) I hadn't been paying any attention to peeling onions. him.
4. I hadn't been working for very long before d) she had been working too hard.
5. The snow was very deep e) someone offered me a lift.
6. When asked ma that question, I realized f) It had been snowing all night.
7. They hadn't been living there very long g) She hadn't been crying.
8. She was ill because h) when it was cancelled.
9. They said they had only been waiting i) when they decided to move again.

Exercise 2. Complete the conversation. Put in the Past Perfect Continuous of the verbs.

Mary: How was your job interview?

Vicky: Awful. I felt terribly nervous 1. _____ (*I/worry*) about it all week. And I was tired because 2. _____ (*I/work*) on my project the night before. 3. _____ (*I/not look*) forward to the interview at all.

Mary: So what happened?

Vicky: The woman interviewing me was half an hour late because 4. _____ (*she/deal*) with an unexpected problem, she said. 5. _____ (*I/wait*) ages, and I'd got even more nervous.

Mary: How did the interview go?

Vicky: Well, I tried to sound confident. 6. _____ (*I/read*) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

Exercise 3. Make the following sentences negative.

Model: It wasn't a good time to invest.

Inflation had been falling for several months.

Inflation hadn't been falling for several months.

1. Before I changed jobs, I had been working on a plan to reduce production costs.
2. We had been thinking about buying a new house and we decided to stay here.
3. It had been snowing for a while before we left.
4. We had been playing tennis for only a few minutes when it started raining.

5. He was out of breath when he arrived because he had been running.
6. She said she had been trying to call me all day.
7. They said they had been shopping.
8. I told you I had been looking for some new clothes.

Exercise 4. Write questions to the following answers using the Past Perfect Continuous.

Model: (how long) ____? *How long had you been studying Turkish before you moved to Ankara?*

– I had not been studying Turkish very long.

- | | | |
|----|------------------|---|
| 1. | (what) ____? | – Joe had been sitting in the corner all the evening. |
| 2. | (how long) ____? | – The boys had been standing in a line for ten minutes. |
| 3. | (who) ____? | – The girls had been planning a party before you returned |
| 4. | (what) ____? | – Jack had been sleeping for ten hours before she rang up. |
| 5. | (what) ____? | – Mary had been fishing for salmon since 2 o'clock. |
| 6. | (who) ____? | – Max had been bothering Mary since he finished his report. |
| 7. | (how long) ____? | – Max had been riding the bike all the morning. |
| 8. | ____? | – No, they have been going to the cinema when I saw them. |

Exercise 5. Correct the mistakes where necessary.

1. I have been writing my exercises for two hours when my friend came.
2. By three o'clock the new device had been worked for two hours.
3. I had a headache because I had been working on the computer all day.
4. She said she hadn't smoking but the room smelled of cigarettes.
5. She's put the weight back but I think she'd lost it because she had been ran.
6. We hadn't been paying any attention so didn't know what to do.
7. The phone bill was huge. She had being calling her boyfriend in Australia.
8. The kids were very hungry when they came in. They were running around in the garden all afternoon.
9. They shouted for a few hours before their parents arrived.
10. How long had been you waiting to get on the bus?

Exercise 6. Work in pairs. Play a game. Find out who remembers more activities that he/she had been doing before 10 o'clock in the evening. Count the activities.

Model: *Before 10 o'clock in the evening I had been translating the article. I did not finish it. I was still translating at that moment.*

**Прошедшее совершенное и Прошедшее совершенно-длительное время
The Past Perfect Tense vs. the Past Perfect Continuous Tense**

EXERCISES

Exercise 1. Open the brackets using the correct form of the Present Perfect or the Present Perfect Continuous.

I left without him last night, but I told him to meet me early because the film started at 8:00. I 1.____ (*try*) to get tickets for that movie for months, and I didn't want to miss it. By the time I finally left the coffee house where we were supposed to meet, I 2.____ (*drink*) three cups of coffee and I 3.____ (*wait*) over an hour. I had to leave because I 4.____ (*arrange*) to meet John in front of the cinema. When I arrived at the cinema, John 5.____ (*take, already*) the tickets and he was waiting for me. He was very upset because he 6.____ (*wait*) for more than half an hour. He said he 7.____ (*give, almost*) up and 8.____ (*go*) into the cinema without me. John told me I 9.____ (*be*) late so many times and that he would not go out with me anymore. He added that he 10.____ (*miss*) the best part of the movie because of my late arrival.

Exercise 2. Complete using the Past Perfect or the Past Perfect Continuous of the verbs in the box. You may need to use a negative form.

<i>eat</i>	<i>wait</i>	<i>write</i>	<i>listen</i>	<i>have</i>
<i>stay</i>	<i>know</i>	<i>see</i>	<i>get</i>	<i>run</i>

1. By the time he died, Shakespeare ____ a lot of dramas.
2. We chose this hotel because we ____ there before.
3. We ____ for over an hour when she finally returned.
4. I was completely out of breath because I ____.
5. I ____ the film before, so I knew how it ended.
6. When they met, I ____ Tom for about two years.
7. David ____ ready for the race for six months and finally the big moment came.
8. Laura ____ computer lessons for very long so she wasn't sure how to use the Internet.
9. Liz ____ oysters before, so she wasn't sure what to do with them.
10. I ____ to the song for a few minutes when my computer broke.

Exercise 3. Correct the mistakes.

1. When the student revolution came, I have been working there for 6 months.
2. Before Jim finally decided to go to Thailand, he was thinking about it for months.
3. They had been eating all the chocolate cake by the time Michael got to the party.
4. I had meet Scarlett Johansson on three previous occasions. Lucky me!
5. The forensic evidence shows that he had been picked his nose just before he was murdered.
6. When the doctor told him his liver was seriously bad, he had been eating hamburgers since a month.
7. Prior to the explosion, the fat man had ate seven large chocolate cakes.
8. When they cancelled the flight to Alicante, the storm has been raging all

afternoon with no sign of abating.

9. He had thinking about finding a new job for about a year before he finally got round to it.
10. It was obvious from her outrageous behaviour that she have been drinking.

Exercise 4. *In pairs act out a dialogue. At the university you met your old friend from a nursery school. Ask him what he had been doing and had done before he entered the university. Use the Past Perfect and the Past Perfect Continuous in your questions and answers.*

Сравнение прошедших времен The Past Tenses Compared

EXERCISES

Exercise 1. *Choose the correct form of the verb.*

1. She broke the vase while she ____ (*had put/was putting*) it on the table.
2. Mr. Todd ____ (*was teaching/had been teaching*) for thirty years when he retired.
3. I phoned Roy because I ____ (*wanted/had wanted*) to inform him about the accident.
4. They ____ (*had walked/had been walking*) for hours when they stopped for a rest.
5. The shop ____ (*had been selling/had sold*) the dress by the time I got there.
6. Joe was happy. He ____ (*was getting/had got*) the certificate.
7. It ____ (*was raining/had rained*) while they were playing the football match.
8. Rob ____ (*was opening/opened*) the box and looked inside.
9. Cathy was glad to hear that she ____ (*was getting/had got*) the job.
10. People ____ (*used to work/were working*) a lot in those days.
11. I was skating when I ____ (*slipped/was slipping*) on the ice.
12. They ____ (*were already buying/had already bought*) the tickets when they went to the cinema.
13. Megan ____ (*had broken/was breaking*) her leg, so she couldn't run for months.
14. We ____ (*had been staying/stayed*) by the sea last summer.
15. Elvis Presley ____ (*sang/had sung*) lots of hit songs.
16. I ____ (*opened/was opening*) the window and called her.
17. They ____ (*had stood/were standing*) inside when the rain started.
18. Alexander Graham Bell ____ (*had invented/invented*) the telephone.

Exercise 2. *Put the verbs in brackets into the Past Simple, the Past Continuous or the Past Perfect Tense form.*

1. – What ____ (*you/do*) at ten o'clock this morning?
– I ____ (*go*) to the office.
2. – Alice passed the exam, didn't she?
– Yes. She ____ (*study*) very hard for it.
3. – Why are you so sad?
– Because I ____ (*hope*) that I would get the driving license, but I didn't.
4. – Have you found your bag yet?

- No, but I ____ (**report**) it stolen to the police yesterday.
- 5. – Did you enjoy the play last night?
 - No, even though I ____ (**read**) good reviews of it before I bought the tickets.
- 6. – Have you written the exercise yet?
 - I ____ (**just/start**) when you came in.
- 7. – Sorry I'm late.
 - Where have you been? I ____ (**expect**) you an hour ago.
- 8. – We ____ (**go**) shopping yesterday.
 - ____ (**you/buy**) anything?
- 9. – Were you surprised that lost the job?
 - Not really. I ____ (**expect**) it to happen.

Exercise 3. Fill in the gaps with an appropriate past form.

One fine morning, a man 1. ____ (**fish**) in a river. The sun 2. ____ (**shine**) and the man 3. ____ (**sit**) on the river bank. Everything was very quiet and peaceful. The man 4. ____ (**feel**) something pulling on the fishing line. He 5. ____ (**stand up**) quickly and 6. ____ (**begin**) to take in the line. He 7. ____ (**just/lift**) the huge fish he had caught out of the water when there was a loud splash and it fell back into the river. At first, the man didn't know what 8. ____ (**happen**). Then, he 9. ____ (**look**) carefully at his fishing line. It 10. ____ (**snap**). The poor man was so disappointed that he 11. ____ (**pack**) away all his things and went home.

Exercise 4. Make the past tense questions and answers using the words given.

Model: When/be/fibre optics/first/develop?
When were fibre optics first developed?

1. The boxes/break/because they/make/of low quality materials.
2. The power supply/cut off/because/cables/come down/during the storm.
3. They/not complete/the foundations/by the time the building materials/arrive.
4. When/they/install/the solar panels?
5. be/this/the first hydroelectric scheme/in Scotland?
6. They/not use/wood chip/for heating/when the engineer/visit/the factory.
7. How/they/produce/gas/before they/discover/North Sea gas?
8. be/the oil pollution along the coastline/cause/by an oil tanker spillage?

Exercise 5. Choose the incorrect words or phrases and rewrite them correctly.

1. I had paint on my shoes because I'd painted my bedroom all morning.
2. I missed the start of the film because I buy popcorn.
3. It was obvious that Bill has worked because he was very tired when I saw him.
4. We had been tidying the garden for hours and I was needing a rest.
5. When the bus was arriving, we missed it because we were talking.
6. During the Christmas holiday, I was eating too much and watching too much TV.
7. Julian was learning all about computer games by the time he was six.
8. My grandfather was owning a hotel by the beach until he sold it last year.

9. Sydney Harbour Bridge was building in 1932.
10. The first real road builders in Britain was the Romans.

Exercise 6. *You are going to tell an anecdote (an informal true story about something that happened to you). Choose one of the topics below and plan what you are going to say. Ask your teacher for any words you need. Tell your partner about...*

1. A time you cheated (in an exam or in a sport/game).
What were you doing?
Where?
When?
What happened?
2. A really exciting sports event you saw.
Where and when was it?
Who was playing?
What happened?
Why was it so exciting?
3. A time you saw or met a celebrity.
Where were you?
What was the celebrity doing?
What was he/she wearing?
Did you speak to him/her?
What happened in the end?

Будущие времена The Future Tenses

Для выражения действия, которое совершится или будет совершаться в будущем, глагол-сказуемое в английском языке употребляется одной из форм будущего времени: *the Future Simple (Indefinite) Tense* Будущее простое (неопределенное), *the Future Continuous (Progressive) Tense* Будущее длительное, *the Future Perfect Future Tense* Будущее совершенное, *the Past Perfect Continuous (Progressive) Tense* Будущее совершенно-длительное. Кроме форм *Future*, будущее время в английском языке могут выражать и другие времена: *the Present Simple Tense*, *the Present Continuous Tense*, а так же предложения с конструкцией *to be going to + Infinitive*.

Будущее простое (неопределенное) время The Future Simple (Indefinite) Tense

Образование. *The Future Simple (Indefinite) Tense* образуется при помощи вспомогательных глаголов *shall* и *will* и формы инфинитива смыслового глагола (без *to*). *Shall* употребляется с 1-м лицом единственного и множественного числа, а *will* с остальными лицами: *I (we) shall work, he (you, they) will work*.

В **вопросительной форме** вспомогательный глагол ставится перед подлежащим: *Shall I (we) work? Will he (you, they) work?*

Отрицательная форма образуется при помощи отрицательной частицы *not*, которая ставится после вспомогательного глагола: *I (we) shall not work, he (you, they) will not work.*

Употребление *the Future Simple (Indefinite) Tense.*

1. Однократное или повторяющееся действие, которое совершится или будет совершаться в будущем.

I *will be* free tonight.

Я *буду свободен* сегодня вечером.

She'll take English lessons twice a week.

Она *будет посещать* курсы английского дважды в неделю.

2. Решения, которые принимаются в момент речи («на месте»).

Oh, I've left the door open. I'll *go* and shut it.

Ой, я оставил дверь открытой. *Пойду* закрою её.

3. Надежды, опасения, угрозы, предложения, обещания, предупреждения, просьбы, комментарии и т. д., особенно с: *expect* ожидать, *hope* надеяться, *believe* думать, полагать, *I'm sure* Я уверен, *I'm afraid* Боюсь, *probably* вероятно, наверное и др.

I hope you'll *be* fine tomorrow.

Надеюсь, завтра вы *будете чувствовать* себя хорошо.

4. Предсказание или действия, которые невозможно контролировать, и которые неизбежно должны случиться:

He *will be* five next year.

Ему *исполнится* пять лет в следующем году.

5. Вещи, в которых мы сомневаемся или еще не решили, делать ли.

I'll probably *spend* my holiday in Paris.

Возможно, я *проведу* каникулы в Париже (еще не уверен).

Shall используется с местоимениями *I/We* в вопросах, предложениях, или когда спрашивают совета.

Shall I *shut* up the door? (= do you want me to shut it?) Мне *закрывать* дверь?

Со временем *the Future Simple* употребляются следующие слова и выражения: *tomorrow* завтра, *tonight* сегодня вечером, *the day after tomorrow* послезавтра, *next week* на следующей неделе, *next year* в следующем году, *in a week* через неделю, *in a month* через месяц, *soon* вскоре и т. д.

В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if* если, *unless* если ... не, *provided that* при условии если, *when* когда, *until, till* до тех пор, пока не, *as soon as* как только, *as long as* пока, *before* прежде чем и т. д. для описания будущих действий вместо *the Future Simple (Indefinite) Tense* употребляется *the Present Simple (Indefinite) Tense*.
As soon as I *write* the letter, I'll post it Как только я *напишу* письмо, я сразу же его отправлю.

EXERCISES

Exercise 1. Put in will or won't.

1. Can you wait for me? I ____ be very long.
2. There's no need to take an umbrella with you. It ____ rain.
3. If you don't eat anything now, you ____ be hungry later.
4. I'm sorry about what happened yesterday. It ____ happen again.
5. I've got some incredible news! You ____ never believe what happened.
6. Don't ask Amanda for advice. She ____ know what to do.

Exercise 2. Complete using will or shall and the verbs in the box. You may have to use some negative forms.

<i>be</i>	<i>pay</i>	<i>have</i>	<i>lend</i>	<i>take</i>
<i>come</i>	<i>find</i>	<i>rise</i>	<i>live</i>	<i>visit</i>

1. This year, more than a million tourists ____ this castle.
2. We ____ your purse soon. Where did you last see it?
3. ____ you ____ me some money until Friday?
4. Everything looks delicious! I ____ roast beef, please.
5. I ____ you to the office, if you like.
6. One day, people ____ on the other planet.
7. No, there ____ any problems calling you back later.
8. ____ we ____ at six to have a dinner with you?
9. Don't worry. I ____ for the damage to your car.
10. The temperature ____ significantly during the afternoon.

Exercise 3. Write these sentences, putting the verbs into the Future Simple.

Model: I'm sure he ____ (not/be) late. *I'm sure he won't be late.*
(I/open) the window for you? *Shall I open the window for you?*

1. How long ____ (*the film/last*)?
2. I think ____ (*she/not/be*) at home next week.
3. Kate ____ (*order*) pizza for you.
4. ____ (*There/be*) a lot of relatives at the wedding?
5. What time ____ (*you/get up*) on Sunday?
6. He ____ (*never/understand*) your idea.
7. You ____ (*never/get*) your photo back.
8. What's the matter? ____ (*I/phone*) the doctor?
9. Don't worry. I ____ (*check*) what's wrong with your car.
10. ____ (*You/be*) in New York tomorrow?
11. The boss ____ (*not pay*) you extra money.
12. Don't touch the kettle! You ____ (*burn*) yourself!
13. Guests ____ (*not/come*) tomorrow.

Exercise 4. Complete the sentences with I'll + a suitable verb.

Model: I'm too tired to walk home. I think **I'll take** a taxi.

1. It's cold in this room. _____ on the heating then.
2. A: We have run out of bread.
B: _____ and get some now.
3. A: Shall I do the washing-up?
B: No, it's alright _____ it later.
4. A: I don't know how to use this device.
B: OK, _____ you.
5. A: Would you like tea or coffee?
B: _____ coffee, please.
6. A: Goodbye! Have a nice holiday.
B: Thanks _____ you a postcard.
7. Thanks for letting me borrow your camera. _____ it back to you on Monday?
8. A: Are you coming with us?
B: No, I think _____ here.

Exercise 5. Read the situations and write sentences with I think I'll ... or I don't think I'll...

Model: It's a bit cold. The window is open and you decide to close it.
You say: **I think I'll close the window.**

1. You feel tired. You decide to go to bed.
You say: I think _____.
2. You decide to walk to the office rather than drive with a friend.
You say: Thank you, but _____.
3. You arranged to visit your friend today. Now you don't have an opportunity to visit him.
You say: I'm sorry but _____.
4. You were going to play volleyball. Now you decide that you don't want to play.
You say _____.
5. You feel a bit hungry. You decide to go to the canteen to have a bite.
You say: _____.
6. You've cut your finger. You want to take a plaster.
You say: _____.

Exercise 6. Make questions with will.

1. what time/tomorrow evening's concert/start?
2. when/you and the family/get back from London?
3. you/be/here tomorrow?
4. you and your mother/be/here tomorrow?
5. where/you/be/this evening?
6. the children/have enough money/for the journey?

7. how soon/you know/the answer?
8. John and Susan/want/to play golf tomorrow?

Exercise 7. Ask questions using the prompts, as in the example.

Model: It's a lovely evening, (we/go for/a walk) *Shall we go for a walk?*

1. The garden is very untidy. (*I/cut/the grass*)
2. The Browns are back. (*we/visit/them*)
3. I need a hot drink. (*I/make/some tea*)
4. It's very quiet in here. (*I/turn on/the radio*)
5. There is a new film on. (*we/go to/the cinema tonight*)
6. It's Anna's birthday next week. (*I/buy/a present*)

Exercise 8. Find the mistakes in the following sentences.

1. Will go you to the cinema with me tomorrow?
2. I will very be happy to see him again.
3. Your daughter will has a very successful career.
4. We will be taking an English exam in summer.
5. Since it's getting dark, I turn on the light.
6. I'll buy a present for my mother yesterday.
7. She probably buy the dress.
8. When he will leave?

Exercise 9. A. Jack, an 18 years old guy, asked an ugly fortune teller about his future. Here are her answers. Complete the predictions with the words from the box using the Future Simple.

<i>meet</i>	<i>serve</i>	<i>buy</i>	<i>be</i>	<i>get</i>
<i>refuse</i>	<i>envy</i>	<i>happen</i>	<i>marry</i>	<i>travel</i>

1. You ____ very happy.
2. You ____ a lot of money.
3. You ____ a beautiful house.
4. Your friends ____ you.
5. You ____ a beautiful woman.
6. You ____ her.
7. You and your wife ____ around the world.
8. People ____ you.
9. They ____ not ____ to make you happy.
10. But all this ____ only ____ when you are 60 years old.

B. What do you think will happen to Jack in future? Use probably, possibly, perhaps, (I'm) sure, (I) expect in your predictions.

Exercise 10. *Where do you think you will be at these times? Write true sentences about yourself. Use: I'll be ... or I'll probably be ... or I don't know where I'll be.*

1. next Monday evening at 5am;
2. at 5 o'clock tomorrow morning;
3. at 10.30 tomorrow morning;
4. next Saturday afternoon at 4.15;
5. this time next year.

Exercise 11. *Work in pairs. Discuss your future weekend with your friend.*

Конструкция *to be going to*

Образование. Применяется для описания будущих действий. Образуется глаголом *to go* в форме *the Present Continuous (am/is/are going* – здесь имеет значение *собираюсь, намерен*) и инфинитивом смыслового глагола с частицей *to*.

Употребление конструкции *to be going to*.

1. Действия, которые намереваются выполнить в близком будущем.

I'm going to work in summer. *Я собираюсь работать* летом.

2. Запланированные действия или намерения.

I've passed all the exams, I'm going to *Я сдал все экзамены, я собираюсь это*
celebrate it. *отпраздновать.*

3. Очевидность, что что-то определенно должно произойти в близком будущем.

Watch out! Those boxes are going to fall *Осторожно! Те коробки сейчас упадут.*
over!

4. Вещи, в которых мы уверены или уже решили сделать в близком будущем.

– *What are you going to do* tonight? – *Что ты будешь делать* вечером?

– *I'm going to visit* my parents. – *Я поеду навещать* родителей.

EXERCISES

Exercise 1. *Complete using the correct form of be going to and the verbs in brackets. You may have to use some negative forms.*

1. When I grow up, I ____ (*play*) guitar in a rock group!
2. Look! That tree ____ (*fall*) down.
3. Dan and Mary ____ (*start*) dancing twice a week.
4. Take your coat. It ____ (*be*) cold.
5. I ____ (*write*) a report about GSM.
6. Nadine ____ (*celebrate*) her birthday.
7. Careful! You ____ (*break*) something with that ball! Go outside!
8. I ____ (*sunbathe*) for half an hour.
9. Don't eat fish after the milk, you ____ (*get*) sick.
10. We ____ (*visit*) my grandmother tomorrow.
11. Andrew ____ (*study*) engineering.

12. Those cars _____ (*crash*).

Exercise 2. *In pairs, ask and answer questions using the prompts below, as in the examples.*

Model: SA: Are you going to pay the bill?
SB: Yes, that's what I'm going to do.
SA: Are you going to complain to the manager?
SB: No, that's not what I'm going to do.

1.	call your mum	no
2.	miss the classes	yes
3.	return the jacket to the shop	no
4.	buy the dress	no
5.	ask the bank manager for a loan	yes
6.	order the food	no
7.	book the table	yes

Exercise 3. *Make questions with be going to.*

Model: you/cook supper *Are you going to cook supper?*
when/your brothers/be here *When are your brothers going to be here?*

1. Ann/enter the University
2. where/you/buy the flowers
3. when/Danny/be seven
4. who/you/invite to the party
5. when/you/stop smoking
6. Fred/play basketball/tomorrow
7. you/watch television/on holiday
8. when/we meet

Exercise 4. *The people in the sentences below are all thinking about their summer holidays. Complete the sentences about what they plan to do using be going to and the verbs in the box.*

<i>travel</i>	<i>read</i>	<i>walk</i>	<i>play</i>	<i>cycle</i>
<i>teach</i>	<i>stay</i>	<i>lie</i>	<i>be</i>	<i>swim</i>

1. I _____ in bed all day.
2. We _____ the gardening.
3. I _____ lots of books.
4. I _____ in the sun.
5. We _____ to the USA.
6. I _____ to Brighton on my new bike.
7. I _____ lots of sport.
8. We _____ English in a summer school.

9. I _____ in the sea every day.
10. I _____ in the mountains.

Exercise 5. *Read the information about the pupils who are going to leave school soon. Now say what they're going to do. Choose the correct phrase from the box below.*

Model: Sam is good with numbers. *Sam is going to take a course in banking.*

1. Paulo wants to be out in the fresh air.
2. Andrew is interested in machines.
3. Mike and Clark are interested in computers.
4. Henry has already learnt to drive.
5. Nell and Julie like children very much.
6. Adam's parents have their own company.
7. Terry would like to work with people.
8. Tom and Paul want to get away for a while.

- *become a taxi driver*
- *do electronics*
- *hitch-hike round the world*
- *look for an outdoor job study engineering*
- *teach children at primary school*
- *take a course in banking*
- *train to be a social worker*
- *work for the family business*

Exercise 6. *What would you say in these situations? Use these words: be sick, fall off crash, get wet, lose, rain walk.*

Model: The sky is full of dark clouds. *It is going to rain.*

1. It's raining and you haven't got an umbrella.
2. There's a terrible feeling in your stomach.
3. You are playing volleyball. The score is nearly 9-1.
4. The plane is falling to the ground.
5. I don't want to go home by bus.
6. Your coffee cup is too near the edge of the table.

Exercise 7. *A. Sally is inviting Julie for her Saturday's party. There are some mistakes in their conversation. Correct all of them.*

Sally: Listen, I be going to have a party this Saturday. Would you like to come?

Julie: Oh, I'd love to come. Thank you for inviting me. Whos going to come to the party?

Sally: Well, a number of people haven't told me yet. But, Peter and Mark are go to help out with the cooking! They are going make lasagna.

Julie: That sounds delicious!
 Sally: Also my Italian cousins are going to be there yesterday.
 Julie: There is going to be a theme for the party?
 Sally: No, I don't think so. Just a chance to get together and have fun. I'm go hire a clown!
 Julie: A clown! You're kidding me.
 Sally: No, no. As I child, I always wanted a clown. Now, I'll going to have my clown at my own party.
 Julie: I'm sure everyone will have a good laugh.
 Sally: That's the plan!

B. Write down a short summary about Sally's party.

Exercise 8. Work in pairs. Try to predict some events in your lives. Use the words from the box.

**Model: SA: When are you going to get married?
 SB: I am going to get married when I am about 35.**

<i>finish University</i>	<i>speak perfect English</i>	<i>get married</i>
<i>have the first child</i>	<i>buy a car</i>	<i>buy a house</i>
<i>be your own boss</i>	<i>go abroad</i>	<i>get a Nobel Prize</i>

**Различие в употреблении will и (be) going to
 The difference between will and (be) going to**

EXERCISES

Exercise 1. Fill in the gaps with the correct form of will or be going to and the verb in brackets.

- A: Would you prefer tea or coffee?
 B: I ____ (*have*) some coffee, please.
- A: Why are you turning on the television?
 B: I ____ (*watch*) the news.
- A: What are your plans for next week?
 B: I ____ (*fly*) to New York on business.
- A: I've just realized. I haven't got any money.
 B: Well, don't worry I ____ (*lend*) you some.
- A: I've got a stomachache.
 B: Wait a second and I ____ (*get*) some medicine for you.
- A: We need some more ink for the printer
 B: I ____ (*go*) to the shop and get some.
- A: Are you going shopping?
 B: Yes, I ____ (*buy*) some bread

8. A: Look! There's smoke coming out of the photocopier.
B: You turn it off and I ____ (*phone*) the safety officer.
9. A: I cannot see how to use this spreadsheet.
B: Don't worry. I ____ (*help*) you.
10. A: Has Mike decided what to do when he leaves school?
B: Yes. Everything is planned. He ____ (*enter*) the university.
11. A: What are your plans for the weekend?
B: I ____ (*spend*) some time with my family.
12. A: I don't know how to use this camera.
B: It's easy. I ____ (*show*) you.
13. A: I have decided what to buy Mum for her birthday.
B: What ____ you ____ (*buy*) for her?
14. A: What are you doing on Friday night?
B: Oh, I ____ probably ____ (*go*) to the party.
15. A: What would you like to order?
B: I ____ (*take*) a pizza, please.
16. A: Jason is very clever for his age
B: Yes. He says he ____ (*become*) a doctor when he grows up.

Exercise 2. Choose the correct form of *be going to* or *will* to complete the dialogue.

- Allison: What are you doing this weekend, Sue?
Susan: I 1. ____ (*see*) a new play tomorrow at the Piccadilly Theatre.
Allison: Have you got the tickets yet?
Susan: No, I 2. ____ (*get*) them this afternoon, actually. Would you like to come?
Allison: Oh, thank you, that would be nice.
Susan: OK, I 3. ____ (*get*) you a ticket too.
Allison: Great! What time does it start?
Susan: Eight o'clock, but we 4. ____ (*all/meet*) in the Café Nero at 7.20.
Allison: OK, I 5. ____ (*meet*) you in the cafe, but, er... I 6. ____ (*be*) there around 7.30.
Susan: That's fine.
Allison: Oh, one other thing ... I've got no money at the moment. I 7. ____ (*pay*) for the ticket on Saturday. Is that OK?
Susan: Yes, that's OK, no problem.
Allison: 8. ____ (*you/eat*) in the cafe, or just have a cup of coffee?
Susan: Just a coffee I think ...
Allison: Look, 9. ____ (*we/go*) to a restaurant after the show? I know a very good Chinese restaurant ...
Susan: That's a good idea. I 10. ____ (*phone*) the others and see if they want to come too.
Allison: Good, and then I 11. ____ (*book*) a table for us.
Susan: Great! Great! I 12. ____ (*see*) you tomorrow.

Exercise 3. Work in pairs. Plans and Problems. SA tells SB what his/her intention is for the future. But SB has a few surprises for SA! Look through the example and make your own dialogues.

Model: SA: What are you doing this weekend?
 SB: I am going to visit my uncle in Turkey.
 SA: But there are no planes going to Turkey this week!
 SB: Oh! Well, I'll visit him next week.
 SA: But your uncle is on holiday for a month.
 SB: Oh! Well, I'll visit my aunt in Tunisia then!

PLAN:	PROBLEM:
Visit my uncle in Turkey.	No planes this week! Your uncle is on holiday
Go to the theater on Sunday	I have a lot of work to do. No tickets for Sunday.
Go to the cinema tonight.	All your friends are going to the pub. There is only "Dream House" on at the cinema.
Go to the library.	It is raining! It's closed. Today is Sunday.
Go to the football match together on Saturday.	The weather will be terrible on Saturday. I hate football.

Будущее длительное время The Future Continuous (Progressive) Tense

Образование. *The Future Continuous (Progressive) Tense* образуется при помощи вспомогательного глагола *to be* в форме будущего времени (*shall be, will be*) и формы причастия настоящего времени (*Present Participle*) смыслового глагола: *I shall be working, he will be working*.

В **вопросительной форме** первый вспомогательный глагол ставится перед подлежащим: *Shall I be working? Will he be working?*

Отрицательная форма образуется при помощи частицы **not**, которая ставится после первого вспомогательного глагола: *I shall not be working, he will not be working*.

Употребление *the Future Continuous (Progressive) Tense*.

1. Действия в процессе развития в указанный момент в будущем. Момент совершения действия может быть указан:

– обозначениями времени, такими как *at five o'clock* в пять часов, *at noon* в полдень, *at midnight* в полночь, *at that moment* в этот момент и т. п.:

I'll still be working at six o'clock. Я еще *буду работать* в шесть часов.

– другим будущим действием, выраженным глаголом в *the Present Simple Tense* в придаточном предложении времени или условия:

When I *come* back, they *will be having* supper. Когда я *вернусь*, они *будут ужинать*.

2. Действия, как результат заведенного порядка (вместо *the Present Continuous Tense*).

I'll *be seeing* him there tomorrow. Я *увиджу* его там завтра.

(Мы работаем в одном и том же учреждении, поэтому мы обязательно встретимся.)

3. Когда мы вежливо интересуемся, что люди собираются делать для того, чтобы узнать, смогут ли они сделать что-либо для нас или предложить сделать что-либо для них.

Will you *be using* the printer for long? I Ты долго *будешь использовать* need to print a document promptly. принтер? Мне нужно срочно распечатать документ.

В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if* если, *unless* если ... не, *provided that* при условии если, *when* когда, *until, till* до тех пор, пока не, *as soon as* как только, *as long as* пока, *before* прежде чем и т. д. для описания будущих действий вместо *the Future Continuous (Progressive) Tense* употребляется *the Present Continuous Tense*.

EXERCISES

Exercise 1. Fill the gaps with the verb in brackets using the Future Continuous.

1. Peggy ____ (*come*) to the party on Saturday.
2. Tomorrow at nine I ____ (*write*) a test.
3. This time next week he ____ (*fly*) to South Africa.
4. At 6 o'clock on Friday they ____ (*sing*) the new song.
5. This time tomorrow, we ____ (*sit*) on a train to Barcelona.
6. This evening at 9 o'clock, she ____ (*watch*) a movie with her friends.
7. Tomorrow at this time I ____ (*dance*) at a party.
8. In a hundred years' time people ____ (*go*) to Mars for their holidays.
9. At 7 o'clock you ____ (*help*) you brother.
10. Andy ____ (*watch*) a video when I arrive tonight.
11. When you next see me I ____ (*wear*) my new dress.
12. She ____ (*sleep*) when you telephone her.
13. I ____ (*wait*) for you when your bus arrives.
14. My mother ____ (*bake*) an apple pie when we come.
15. Students ____ (*write*) a control test when the bell rings.
16. Mr. Wolf ____ (*deliver*) his lecture when I come to the Academy.

Exercise 2. Say what people won't be doing as part of their routine.

Model: Nick goes to the club every Friday but *he won't be going there next Friday*.

1. Emma sees Helen every day but ____ (*tomorrow*).
2. Henry goes to Poland every summer but ____ (*next summer*).
3. Matt plays tennis every weekend but ____ (*the coming weekend*).

4. Dan has lunch in the canteen every day but ____ (*on Sunday*).
5. Lesley dances every Monday evening but ____ (*this Monday evening*).
6. We have English lessons every Friday but ____ (*next Friday*).

Exercise 3. *You want to ask a friend to do something for you or to let you do something. Find out if it is convenient for your friend. Use the verbs in brackets.*

Model: You want your friend to post a letter for you. (*go to*) *Will you be going to the post office?*

1. You want your friend to give a photo to Karen tomorrow. (*see*)
2. You want to have a look at your friend's magazine tonight. (*read*)
3. You want your friend to take your library book back today. (*go to*)
4. You want your friend to send your best wishes to Anna son. (*write to*)
5. You want to use your friend's computer this afternoon. (*use*)
6. You want your friend to buy you something at the supermarket. (*go to*)
7. You want your friend to give you a lift home. (*drive*)
8. You want your friend to give a message to her sister soon. (*phone*)

Exercise 4. *There are 5 sentences with mistakes. Find and correct them.*

1. We will be lying on the beach this time next Sunday.
2. Next month they be repairing the school.
3. At 6pm tomorrow I'll be dating with him.
4. Will be you wait for her when her plane arrives tonight?
5. Terry will be study at this time tomorrow.
6. I'll be watching TV when she arrives tonight.
7. You shall still be cooking when I come back.
8. The baby will sleep at 2 o'clock at night.

Exercise 5. *A. Complete the conversation. Put in a pronoun and the Future Continuous form of the verb.*

Bryan: I'm going to go into business when I graduate from the university. Ten years from now 1. ____ (*I/run*) a big company. I expect 2. ____ (*I/earn*) lots of money.

Anita: I don't know what 3. ____ (*I/do*). What about you, Emily? What 4. ____ (*you/do*), do you think?

Emily: I'm too lazy to do any work. I intend to marry someone very rich. 5. ____ (*I/give*) dinner parties all the time. We'll have a cook 6. ____ (*who/do*) all the work, of course. And you'll both get invitations.

Anita: You're joking, aren't you, Emily? I expect 7. ____ (*you/write*) articles for the best magazines. That's what you really want to do, isn't it?

B. Write what Bryan, Anita and Emily will be doing in ten years.

Exercise 6. Say what you will be doing at this time.

Model: *I'm going to watch television from 9 till 10. So at 9.30 I will be watching television.*

1. At 3pm (*to sweep the floor*)
2. At 5 pm (*to cook a dinner*)
3. At 6 pm (*to have a dinner*)
4. At 8 pm tonight (*to wash the dishes*)
5. At 9 pm (*to read a newspaper*)
6. At 11 pm (*to sleep*)

Exercise 7. Work in pairs. Write down your schedules for tomorrow. Compare it with your group mate.

Model: *While I'll be having breakfast, you will be sleeping.*

Будущее совершенное время The Future Perfect Tense

Образование. *The Future Perfect Tense* образуется при помощи вспомогательного глагола *to have* в форме будущего времени (*shall have, will have*) и формы причастия прошедшего времени (*Past Participle*) смыслового глагола: *I shall have worked, he will have worked, we shall have worked.*

В **вопросительной форме** первый вспомогательный глагол ставится перед подлежащим: *Shall I have worked? Will he have worked? Shall we have worked?*

Отрицательная форма образуется при помощи частицы **not**, которая ставится после вспомогательного глагола: *I shall not have worked, he will not have worked, we shall not have worked.*

Употребление *the Future Perfect Tense*.

Действия, которые завершаются до указанного момента в будущем. Момент, до которого совершится действие, может быть указан:

– обозначениями времени, такими как *by five o'clock* к пяти часам, *by Saturday* к субботе, *by the 15th of December* к 15 декабря, *by the end of the year* к концу года, *by that time* к тому времени и т. п.:

We shall have discussed this report by Мы *обсудим* этот доклад к концу the end of the month. месяца.

– другим будущим действием, выраженным глаголом в *the Present Simple (Indefinite) Tense*, в придаточных предложениях времени и условия.

I shall have finished this work before Я уже *окончу* эту работу до того, как you return. вы возвратитесь.

Примечание: *by* или *not ... until/till* употребляются в *the Future Perfect. Until/till* как правило употребляется в *the Future Perfect* только в отрицательных предложениях.

I won't have read the book until next Я *не дочитаю* книгу до следующего month. месяца.

EXERCISES

Exercise 1. Complete the sentences putting the verbs in brackets in the Future Perfect.

1. I don't think I ____ (*finish*) these exercises by 3 o'clock.
2. They ____ (*win*) 3 games by the end of month.
3. By this time tomorrow, I ____ (*finish*) the project.
4. He ____ (*write*) 3 books by the year 2014.
5. They ____ (*complete*) the project before the deadline.
6. We ____ (*have*) dinner by this time.
7. At Monday, she ____ (*wait*) for 2 weeks.
8. Next year they ____ (*be married*) for 25 years.
9. By September, Julie ____ (*teach*) us for over a year.
10. They ____ (*have*) breakfast before we come.
11. I ____ (*be*) in London for six months by the time I leave.
12. You ____ (*finish*) your work before you leave the office.
13. They ____ (*study*) in the University for 5 years by the time they get a degree.
14. I ____ (*pack*) everything when they come to pick me up.

Exercise 2. You want to know what your partner will have done by the end of the month. Ask the questions.

Model: To write a book. – *Will you have written a book by the end of the month?*

1. To fix a computer
2. To pass an exam
3. To learn the rule
4. To visit your grandparents
5. To clean a the entire house
6. To solve mathematical problems

Exercise 3. Say that you won't have done the tasks from exercise 2.

Model: As for me, I won't have written a book by the end of the month.

Exercise 4. Correct the mistakes in the underlined phrases.

1. By this time tomorrow, I will have finish my project.
2. By 8 o'clock the kids will have fell asleep.
3. By tomorrow morning, he will slept wonderfully.
4. Robin will have sold his car next Sunday.
5. She will has danced a few dances before midnight.
6. By Saturday you have done all your homework.
7. Shall you have lived in Madrid for 5 years at 2013?
8. Will have Julie taught us for over a year by September?

Exercise 5. A. Jason wants to be an actor. He's reading about a famous English actor called Laurence Olivier.

Laurence Olivier was a great English actor, who had a wonderful career. He began his professional career with the Birmingham Repertory Theatre Company before he was twenty. By the age of twenty-five he had made his Broadway debut and become world famous. Laurence Olivier appeared in twenty films by the time he was thirty. When he was thirty-five he began his directing and producing career. He had been nominated for Academy Awards as either an actor, producer or director three times and he had been awarded a special Oscar before he was forty.

B. Jason is daydreaming about his own future career. What is he thinking?

Model: *I hope I will have begun my professional career before I'm twenty.*

1. Perhaps _____ by the age of twenty-five.
2. I wonder if _____ by the time I'm thirty.
3. Maybe _____ by the age of thirty-five.
4. I hope _____ by the age of forty.

Exercise 6. Work in pairs. Ask your friend about his/her ambitions for 10 years time.

1. His/her future career;
2. Place of living;
3. Scientific research;
4. Marital status, etc.

**Будущее совершенно-длительное время
The Future Perfect Continuous (Progressive) Tense**

Образование. *The Future Perfect Continuous (Progressive) Tense* образуется при помощи вспомогательного глагола *to be* в форме *Future Perfect (shall have been, will have been)* и формы причастия настоящего времени (*Present Participle*) смыслового глагола: *I shall have been working, he will have been working, we shall have been working.*

В **вопросительной форме** первый вспомогательный глагол ставится перед подлежащим: *Shall I have been working? Will he have been working? Shall we have been working?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится после первого вспомогательного глагола: *I shall not have been working, he will not have been working, we shall not have been working.*

Употребление *the Future Perfect Continuous (Progressive) Tense.*

Действие, которое будет длиться вплоть до определенного момента в будущем.

By next summer we'll *have been living* here for ten years. К следующему лету мы *будем жить* здесь уже в течение 10 лет.

EXERCISES

Exercise 1. *Open the brackets using the verb in the Future Perfect Continuous.*

1. Lucy ____ (*to study*) in London for two years when I come here.
2. Mark ____ (*to teach*) German for two years when I begin to teach English.
3. By next July she ____ (*to live*) here for five years.
4. At six o'clock I ____ (*to work*) for five hours.
5. I ____ (*to work*) at the library for 8 hours when you come there.
6. By next summer we ____ (*to live*) here for ten years.
7. You ____ (*to study*) English for five years by the next spring.

Exercise 2. *Look through the given information and answer to the question using the Future Perfect Continuous. Use by the time if necessary. There may be more than one answer.*

Model: Doctors began using morphine in the 1860s. How long will doctors have been using morphine by 2020?

Doctors will have been using morphine for about 160 years by 2020.

1. Alex started writing his book in November. How long will he have been writing his book by May?
2. Fred became a computer programmer in 1997. He is still a computer programmer. How long will he have been a computer programmer in 2030?
3. People began taking pictures in the 1830's. How long will people have been taking pictures by 2080?
4. Emma started looking for a job on Sunday. How long will Emma have been looking for a job on Tuesday?
5. The Greens moved to Manchester in 1995. They have lived there ever since. How long will the Greens have been living in Manchester by the end of the year?

Exercise 3. *What will the following people have been doing by the end of next month? Using the prompts below, make sentences, as in the example.*

Model: Bryan/travel/eight years

At the end of next month, Bryan will have been travelling for eight years.

1. Kevin/run/own business/five years
2. Grace/star in films/nine years
3. Anita/design clothes/six years
4. Harry/build houses/seven years
5. Jack/paint/thirteen years
6. Diana/teach children/eight years

Exercise 4. *Work in pairs. Discuss with your group mate what you will have been doing by the time you finish University.*

Model: SA: By the time I finish University I will have been learning English for 11 years. And what about you?

SB: *As for me* _____

1. To dance (*4 years*)
2. To live in a hostel (*5 years*)
3. To work on the project
4. To do yoga
5. To climb mountains
6. To learn geometry
7. To learn a foreign language

Будущее совершенное или Будущее совершенно-длительное время
The Future Perfect Tense vs. the Future Perfect Continuous Tense

EXERCISES

Exercise 1. *Complete using the Future Perfect Simple or the Future Perfect Continuous of the verbs in brackets.*

1. Julia _____ (*complete*) her Bachelor's Degree by June.
2. Old Mr. Johnson will _____ (*teach*) maths for 30 years by the end of this term.
3. By the time we get to Liverpool this evening, we _____ (*drive*) more than four hundred miles. We are going to be exhausted.
4. They _____ (*not/finish*) painting the house by the time we get back from holiday.
5. In a few minutes, I _____ (*wait*) here for Eric for over two hours. Where can he be?
6. When Molly goes on vacation next month, she _____ (*study*) German for over two years. She should be able to communicate fairly well while she is in Austria.
7. This time next month, you _____ (*probably/pass*) your driving test!
8. By Christmas, I _____ (*work*) for this company for eighteen months.
9. By the end of next month, Sam _____ (*finish*) the project.
10. Martin just changed jobs again. If he keeps this up, he _____ (*change*) jobs at least four or five times by the end of the year.
11. Tomorrow Helen _____ (*work*) on the project for ten days.
12. At Six o'clock this evening, we _____ (*not/climb*) for five hours but for seven hours!

Exercise 2. *There are three mistakes in each dialogue. Find and correct them.*

1. Fred: When are going to get your bachelor's degree, Lucy?
Lucy: I am going to finish my degree next June. By the time I graduate, I go to four different colleges and universities, and I will have studying for more than seven years.

- Fred: Wow, that's a long time!
 Lucy: And I plan to continue on to get a Ph.D.
 Fred: Really? How long is that going to take?
 Lucy: By the time I finally finish studying, I have been a student for over 13 years.
2. Steve: It's 6:00, and I have been working on my essay for over three hours.
 Philip: Do you think you finished by 10:00? There's a party at Donna's tonight.
 Steve: I will probably have been completing the essay by 10:00, but I will have worked on it for more than seven hours, and I don't think I am going to feel like going to a party.
3. Mike: By the time they finish their trip across Yosemite National Park, they will hiking for more than six days.
 Alex: And they shan't have been in a bed or have had a shower in almost a week! When we pick them up, they will have been ate camping food for days,
 Mike: and I am sure they will be starving.
 Alex: I think we had better plan on taking them directly to a restaurant.

Exercise 3. *Work in pairs. Discuss with your friend your targets and predictions for the future. What will you have achieved/What will you have been doing by the year of 2020, 2025, 2030?*

Model: *You will have become a perfect English-speaker.
 You will have been studying another language for 2 years.
 You will have become very rich.*

Настоящее простое и настоящее длительное время в значении будущего времени

The Present Simple (Indefinite) Tense and the Present Continuous (Progressive) Tense with a future meaning

The Present Simple Tense выражает только те действия, которые напрямую не зависят от человека, а установлены каким-либо расписанием (расписание поездов/автобусов/самолетов, расписания в учебных заведениях, рабочие расписания, программой телепередач и т. п.).

The plane *arrives* at five tomorrow. Самолет *прилетает* завтра в пять.

The concert *starts* in two hours. Концерт *начинается* через два часа.

The Present Continuous Tense употребляется, когда действия напрямую зависят от человека. Причем *the Present Continuous* употребляется только в тех случаях, когда высказываемое будущее действие установлено договорённостью или планом (но не расписанием), часто, когда уже известно время, дата или место, где произойдёт это действие.

We're leaving at 11.00 in the morning. Мы *уезжаем* в 11 утра.

В обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if* если, *unless* если ... не, *provided that* при условии если, *when* когда, *until, till* до тех пор, пока не, *as soon as* как только, *as long as*

пока, *before* прежде чем и т. д. для описания будущих действий вместо *the Future Simple Tense* употребляется *the Present Simple Tense*, а вместо *the Future Continuous Tense* употребляется *the Present Continuous Tense*.

When I *come* home, I'll have my dinner. Когда я приду домой, я буду *обедать*.
 While I *am doing* my job, he will be В то время когда я *буду работать*, он
 resting. будет отдыхать.

EXERCISES

Exercise 1. Complete using the correct Present Simple form of the verbs in the box.

<i>arrive</i>	<i>come</i>	<i>leave</i>	<i>take</i>
---------------	-------------	--------------	-------------

I'm so excited about our holiday! Our plane 1.____ the airport here at nine o'clock and we 2.____ in Madrid three hours later. Then we 3.____ the train from the airport to the city. We'll have a great week, and then we 4.____ back on the 20th. I can't wait!

Exercise 2. Make sentences.

Model: The match/start/at half past seven
The match starts at half past seven.
 What time/the train/leave/London
What time does the train leave London?

1. This term/end/on January 25th.
2. What time/the film/start?
3. The next lesson/start/at 11.40.
4. When/the concert/finish?
5. What time/you/arrive/in Rome B?
6. The play/start/at 8.00.
7. The banks/close/at 3.00 tomorrow.
8. When/the London train/arrive/at Bristol?
9. The 7.15 train/stop/at every station.
10. What time/you/get/there?

Exercise 3. In three of these sentences, the Present Continuous Tense is possible. Which three? Rewrite them with the Present Continuous.

1. Dan is going to come at 5.00.
2. I'm going to learn French one of these days.
3. I'm going to fly to Moscow tomorrow.
4. Merrill is going to tell me about her problems.
5. We're going to spend next week in Ireland.
6. Are you going to answer those letters?

Exercise 4. Write these sentences in full, putting the verbs into the Present Continuous and supply the missing words where necessary.

Model: I/see/them/Saturday. *I'm seeing them on Saturday.*

1. They/come/here/three weeks.
2. I/meet/John/three o'clock.
3. What/you do/Friday night?
4. I/go/to the disco/Saturday evening.
5. We/go back/to the States/three years.
6. They/go on holiday/two days' time.
7. I/not come home/Friday.
8. You/work late/tomorrow night?
9. We/not go to school/next week.

Exercise 5. Have you arranged to do anything at these times? Write sentences about yourself.

1. This evening.
2. Tomorrow morning.
3. Tomorrow evening.
4. Next Sunday.
5. Choose another day or time.

Exercise 6. This is Philip's diary for the next week. Scan the diary and complete the conversation using verbs in the Present Continuous and adding any other words you need.

➤ Monday	<i>9pm - Cinema. Polly</i>
➤ Tuesday	
➤ Wednesday	<i>Chinese restaurant</i>
➤ Thursday	<i>Meet Tom - station - 8.30</i>
➤ Friday	
➤ Saturday	<i>Tom for weekend</i>
➤ Sunday	

Philip: **Model:** What 1. ____ (you/do) .What are you doing on Monday night?

Steve: 2. ____ (I/go).

Philip: Who 3. ____ (you/go) with?

Steve: 4. ____ (I/go).

Philip: What time 5. ____ (you/meet) her?

Steve: At 6. ____.

Philip: And what about Wednesday? 7. _____ (*you/go out*)?
 Steve: Yes, I 8. _____. 9. _____ (*I/go*)
 Philip: (*you/stay*) 10. _____ Tuesday?
 Steve: Yes, 11. _____.
 Philip: And Thursday?
 Steve: I 12. _____ (*meet*).
 Philip: What time 13. _____ (*he/arrive*)?
 Steve: 14. _____.
 Philip: 15. _____ (*he/stay*) for the weekend?
 Steve: Yes, 16. _____.

Exercise 7. Choose the correct option to finish the sentences.

1. Tomorrow morning Anne and Tom
 - a) go to Liverpool to visit their grandparents.
 - b) are going to Liverpool to visit their grandparents.
 - c) is going to Liverpool to visit their grandparents.
2. I think tonight's film
 - a) start at 8:00 on channel 3.
 - b) is starting at 8:00 on channel 3.
 - c) starts at 8:00 on channel 3.
3. Our students
 - a) are taking a very difficult English test next week.
 - b) take a very difficult English test next week.
 - c) takes a very difficult English test next week.
4. I'm so bored! What time
 - a) do this lesson finish?
 - b) does this lesson finish?
 - c) is this lesson finishing?
5. My uncle
 - a) is traveling to London tomorrow morning.
 - b) travels to London tomorrow morning.
 - c) travel to London tomorrow morning.

Exercise 7. Use the words below to write complete sentences or questions. Use the Present Continuous or the Present Simple.

1. A: What time/you/go/on Thursday?
 B: After lunch.
2. A: Hurry up! We're late. The next bus/leave/in five minutes.
 B: OK, I'm ready.
3. A: Where/you/go/at the weekend?
 B: I don't know yet
4. A: Have you seen Liz recently?
 B: No, but we/meet/for lunch/next week.

5. A: Let's meet outside the theatre.
B: What time/the performance/start?
6. A: Let's get a taxi home after the film.
B: Why? It/not/finish late.
7. A: Jane/work at Tailor's Restaurant tonight so she can't come to the party.
B: Oh, that's a pity.
8. A: Whys Frank in bed so early tonight?
B: He/leave/for France at 5 a.m. tomorrow.
9. A: What time/you/go/on Thursday?
B: After lunch.
10. A: Hurry up! We're late. The next bus/leave/in five minutes.
B: OK, I'm ready.
11. A: Where/you/go/at the weekend?
B: I don't know yet.
12. A: Have you seen Liz recently?
B: No, but we/meet/for lunch/next week.
13. A: Let's meet outside the theatre.
B: What time/the performance/start?
14. A: Let's get a taxi home after the film.
B: Why? It/not/finish late.
15. A: Jane/work at Tailor's Restaurant tonight so she can't come to the party.
B: Oh, that's a pity.
16. A: Whys Frank in bed so early tonight?
B: He/leave/for France at 5 a.m. tomorrow.

Exercise 8. A. There are some mistakes in the dialogue. Can you find and correct all of them?

Molly: Are you doing anything tonight?

David: Yes, I go to the station to meet my friend Bruce. He's stay here for the weekend, remember? His train get in at eight fifteen.

Molly: Oh, of course. I'd forgotten about that.

David: Maybe we'll see you later. What you are doing tonight?

Molly: Oh, I'm to going to the cinema with Daisy and Gloria and a couple of other people. The film is finishing quite early, so we going to a pizza place afterwards.

B. Write down about Molly's and David's plans for tonight.

Exercise 9. Work in pairs. Imagine that you are the head of a big international company. You have just met your partner at a party, and you are telling him/her about a three-day business trip you are making next week. Think of some interesting places and important things to do and tell your partner about them. You may use the following table:

<i>International conference</i>	<i>speak</i>
<i>Head office</i>	<i>visit</i>
<i>New factory</i>	<i>give</i>
<i>President of the Common Market</i>	<i>take part</i>
<i>Discussions with the Minister of Technology</i>	<i>open</i>
<i>Computer show</i>	<i>meet</i>
<i>Interview</i>	<i>go</i>
	<i>have</i>

Model: SA: What are your plans for the next week?

SB: On Monday I leave London at 9.30 and arrive in Madrid at 12.40. I'm speaking at an international conference.

Придаточные предложения времени и условия Adverbial Clauses of Time and Condition

В обстоятельственных придаточных предложениях времени и условия которые вводятся союзами *if* если, *unless* если ... не, *provided that* при условии если, *when* когда, *until, till* до тех пор, пока не, *as soon as* как только, *as long as* пока, *before* прежде чем и т.д. будущее время не употребляется: *the Future Simple (Indefinite) Tense* заменяется на *the Present Simple (Indefinite) Tense*, *the Future Continuous (Progressive) Tense* – *the Present Continuous (Progressive) Tense*, *the Future Perfect Tense* – *the Present Perfect Tense*, *the Future Perfect Continuous (Progressive) Tense* – *the Present Perfect Continuous (Progressive) Tense*.

When you *arrive* tonight, we will go out for dinner. Когда ты *придешь* сегодня вечером, мы пойдем поужинать.

While he *is having* his breakfast, I shall be reading the newspaper. В то время как он *будет завтракать*, я буду читать газету.

When he *has finished* his work, he'll go for a walk. Когда он *закончит* работу, он пойдет погулять.

I'll go to Petersburg after I *have been staying* here for a week or two. Я поеду в Петербург, после того, как *проживу* здесь неделю или две.

EXERCISES

Exercise 1. Combine the pairs of sentences using the words in brackets. Use the Present Simple, the Present Continuous or the Present Perfect.

Model: I'll pay you back. I'll get some money. (as soon as)
– *I'll pay you back as soon as I get some money*

1. We will go to the shop. We will be walking the dog. (*while*)
2. I'll tell you all the news. I'll see you. (*when*)

3. I'll have finished my lesson by noon. I'll come round. (*after*)
4. I'll get in touch. I'll get back. (*as soon as*)
5. They will have repaired our car by the weekend. And we will go for a trip. (*as soon as*)
6. We are going to cut the grass. You'll pick the apples. (*while*)
7. I want to speak to you. You're going out. (*before*)
8. You'll tidy up the house. And I'll do the shopping. (*while*)
9. All the passengers will get on board. The bus won't live. (*until*)
10. I'll travel in Europe next year. I'm going to save money by staying in youth hotels. (*while*)

Exercise 2. Rewrite the sentences so that they mean the same.

Model: They should study hard, or they won't pass the test.
 – *If they study hard, they'll pass the test.*

1. You shouldn't speak to teachers like that or you will get into trouble.
2. You should go to the training tonight or you won't play on Sunday.
3. He should go to bed early tonight or he will feel tired tomorrow.
4. She should get good results or she will not find a job.
5. We should go now or we'll be late for the start of the show.
6. You should hand in your work on time or you will lose points.
7. You should wear a coat or you will catch a cold.
8. You should apologise or she will never forgive you.

Exercise 3. Find the mistakes and correct them.

1. If I'll find her address, I'll send her an invitation.
2. I won't tell the student the answer until he have been working on the math problem for more than an hour.
3. While I'm driven to work tomorrow, I'm going to listen to the tape.
4. It be several years before we have sent a manned mission to Mars.
5. After her sister will prepare dinner, they will invite their neighbours.
6. You didn't get a promotion until you have been working here as long as Peter.
7. If I has enough time tonight, I will help you.
8. While Peter will be sleeping, they will be playing with their Play station.
9. After the clerk decoded the telegrams, he will take them to the chief.
10. John will move to London when he will be finding a good job.

Exercise 4. A. Mark is speaking about his plans for the future. Read the paragraph below and supply the correct forms of the verbs given in brackets.

What I expect to happen in the next 10 years of my life is as follows. After I 1.____ (*graduate*) from this university, I think, I 2.____ (*take*) a long holiday and travel in Europe. When I 3.____ (*start*) work, I 4.____ (*not/have*) much time for myself. Therefore, I 5.____ (*want*) to see Europe before I 6.____ (*start*) work. I 7.____ (*go*) to England, France, Spain and Italy. If you 8.____ (*take*) a Eurorail ticket,

you can travel inexpensively. So I 9. _____ (*not/have to/spend*) too much for my travel expenses. After I 10. _____ (*come*) back home, I 11. _____ (*start*) looking for a job. I 12. _____ (*accept*) a job that fits my life style expectations. I 13. _____ (*not/want*) to work long hours.

B. Now, write your own story about what you are going to do in the next 10 years.

Exercise 5. Work in pairs. Discuss your plans for the future with your friend.

Сравнение будущих времен The Future Tenses Compared

EXERCISES

Exercise 1. Choose the correct form of the verb.

1. When we go to Paris, we _____ the Eiffel Tower.
a) will have climbed b) will climb c) climb
2. By 11 o'clock, Fred _____ for twelve hours.
a) will drive b) is going to drive c) will have been driving
3. Take your umbrella. It _____ when you return.
a) will have been raining b) will be raining c) is raining
4. The restaurant _____ at ten tomorrow morning.
a) opens b) will have opened c) is opening
5. By the time you get home I _____ the house from top to bottom.
a) will clean b) will be cleaning c) will have cleaned
6. _____ in front of the cinema?
a) Will we have met b) Shall we meet c) Do we meet
7. Be careful! You _____!
a) are going to fall b) will have fallen c) falls
8. My sister _____ married next month.
a) is getting b) will have been getting c) will have got
9. We _____ dinner when the film starts.
a) have b) will be having c) are having
10. I _____ at the project for a month when you join me.
a) will work b) am going to c) will have been working
11. By the time you come home, I _____ dinner.
a) will have cooked b) will be cooking c) cook
12. He _____ a radio engineer when he finishes university.
a) is b) will have been c) is going to be

Exercise 2. Write the following sentences in the correct form (the Present Simple, the Future Continuous, the Future Perfect Simple or the Future Perfect Continuous). If more than one answer is possible, write the most likely once.

1. Next November we ____ (*be*) married for fifteen years.
2. What time ____ (*train/leave*)?
3. Just think! This time next week we ____ (*lie*) on the beach!
4. I ____ (*wait*) at the airport when your plane lands.
5. In two weeks' time she ____ (*finish*) her exams.
6. ____ (*you see*) Brian at the meeting?
7. At ten o'clock I ____ (*drive*) for sixteen hours.
8. Hurry up! The lecture ____ (*start*) in five minutes.
9. By the end of the week we ____ (*interview*) ten applicants for the job.
10. Next time I write to you I ____ (*live*) in Australia.

Exercise 3. *Are the underlined words right or wrong? Correct the sentences that are wrong.*

1. I've got my ticket. I will go to Madrid.
2. The exam starts at 8.30 tomorrow.
3. Look out! You will have hit the car in front!
4. What time is the sun rising tomorrow?
5. Shall we learn Spanish next year?
6. You look tired. Sit down. I 'm making you a cup of coffee.
7. The house will be burning for two hours when the firefighters finally arrive.
8. They will decorate the house before we move in.
9. The universe is going to continue to expand for billions of years.
10. At four thirty on Tuesday afternoon I will have signed the contract.

Exercise 4. *Complete the letter using the correct future form of the verbs.*

Dear Lucy,

How are you? I'm very happy because school is almost over! This time next week 1. ____ (*stay*) with my grandparents at their cottage by Crystal Lake. I heard on the weather forecast that it 2. ____ (*probably/be*) a very hot summer so I 3. ____ (*swim*) everyday. My grandfather promised me that we 4. ____ (*go*) fishing in the lake. I can't wait! Do you have any plans for the summer? Why don't you ask your parents if you can stay with us? I hope you 5. ____ (*come*) to the cottage because I'm sure we 6. ____ (*have*) lots of fun! Also, there is an amusement park nearby and we 7. ____ (*go*) there every Saturday. I am looking forward to spending a wonderful summer with my grandparents and if you come too, it 8. ____ (*be*) even better.

Take care,

Daisy

P.S. By the time you receive this letter, I 9. ____ (*leave*) for the cottage. Send your reply to my grandparents' house.

Exercise 5. *Fred and Alex are about to go on an unusual holiday. They are going to travel from Alaska to Tierra del Fuego, a distance of 25,665 kilometers – on motorbikes. Complete the dialogue using the correct*

form of the verbs from the box.

<i>made</i>	<i>fly</i>	<i>want</i>	<i>arrive</i>	<i>have</i>	<i>have</i>
<i>have</i>	<i>be able</i>	<i>travel</i>	<i>travel</i>	<i>take</i>	

- Fred: We **1.**_____ to Anchorage at ten o'clock tomorrow morning and this time next week we **2.**_____ down the Canadian coast. We're taking the shortest route along the west coast.
- Alex: I expect we **3.**_____ problems with bad weather and bad roads. We'll break down, of course, so we **4.**_____ spare parts with us.
- Fred: The weather forecast for Alaska is fine at the moment, so we **5.**_____ a good start.
- Alex: We will be travelling up to 250 kilometers a day on good roads, but on bad roads we **6.**_____ to get very far. We know that it won't be an easy trip. We'd like to spend Christmas at home, but we **7.**_____ in England by then.
- Fred: When we get back, we **8.**_____ for over a year. That's a long time, but we **9.**_____ a dream come true.
- Alex: That's right. But we **10.**_____ probably never **11.**_____ to ride a motorbike again!

Exercise 6. Work in pairs. Find out what your friend thinks and give your own ideas about:

Model: the date of an important development in science (e.g. the first people to land on Mars)

SA: *People will land on Mars in four or five years.*

SB: *I think it will happen at the end of the 21st century.*

1. the next winner of an important sporting event (*e.g. the World Football Cup*).
2. a future event in your country.
3. an event which is likely to happen in the future, with signs or causes already visible in the present.
4. something natural or routine, which will happen as a matter of course (*whether anyone wants it or not*).
5. something you'll be doing in one, two, three _____ (*choose a number*) years' time.
6. something that will have happened by 2020, 2030 _____ (*choose a date*).
7. an arrangement you have made with another person, or a journey you have planned.
8. something which is due to happen as part of your timetable or programme.

Revision of Tenses

EXERCISES

Exercise 1. Choose the correct tense form of the verb.

My cousin's name **1.**_____ (*is/was*) Emily Meadows. She **2.**_____ (*has lived/lives*) in Paris and **3.**_____ (*works/is working*) in a cafe in the centre of the city.

She 4.____ (*has been working/will work*) there for three years. At the moment her best friend from England 5.____ (*is staying/was staying*) with her. She 6.____ (*has enjoyed/is enjoying*) her holiday very much. They 7.____ (*were already visiting/have already visited*) many museums together and they 8.____ (*have been/are*) to the theatre three times. Next week they 9.____ (*have seen/are going to see*) a film and then they 10.____ (*are having/are going to have*) dinner at an expensive restaurant. Last Tuesday they 11.____ (*went/had gone*) to a disco with some friends of theirs. They 12.____ (*didn't come/wasn't coming*) home until very late. Emily 13.____ (*is/was*) so tired at work the following day that she 14.____ (*will spill/spilt*) coffee all over a customer. She doesn't think she 15.____ (*will see/has seen*) him at the cafe again! In future she 16.____ (*won't stay/didn't stay*) out so late and she 17.____ (*is being/will be*) more careful while she is serving customers.

Exercise 2. Choose the correct form of the verb from the box.

International friends

I 1.____ round Europe all summer. It's the first time I've ever been abroad, and I've had a fantastic time! I 2.____ loads of interesting places and I 3.____ also ____ loads of new friends. I 4.____ to stay in touch with them now I'm back. One of them, Giselle, is French. She 5.____ on holiday too. We now 6.____ text messages to each other all the time. They're usually in English because my French isn't very good! I 7.____ to visit her in France next year sometime. I hope I can. I 8.____ meeting people from other countries! I 9.____ to have lots of friends from all over the world! Travelling certainly 10.____ the mind but it also 11.____ your circle of friends!

- | | | |
|------------------------|-------------------------|---------------------|
| 1. a) travel | b) have been travelling | c) am travelling |
| 2. a) have seen | b) will see | c) have been seeing |
| 3. a) made | b) have __ made | c) make |
| 4. a) will be deciding | b) decide | c) have decided |
| 5. a) was | b) have been | c) were |
| 6. a) sent | b) have been sending | c) send |
| 7. a) had planed | b) am planning | c) will plan |
| 8. a) am loving | b) was loving | c) love |
| 9. a) want | b) am wanting | c) have wanted |
| 10. a) is broadening | b) broadens | c) broaden |

Exercise 3. Fill in the appropriate verb forms in the following paragraph:

I usually 1.____ (*get up*) late on Saturday. It 2.____ (*be*) the beginning of the week-end and I like to relax. But on that particular Saturday two months ago I had to get out of bed at 6:00 AM. Terrible sounds of sirens and horns 3.____ (*come*) from the street straight into my room. I 4.____ (*walk*) over to the window to see what 5.____ (*happen*). Two cars 6.____ (*crash*) on the corner near the bakery. Lots of angry people 7.____ (*scream*) and 8.____ (*shout*) at each other. The baker 9.____ (*try*) to calm everybody. So he 10.____ (*bring*) out coffee and cookies for everyone.

“What a nice neighbor!”, I 11._____ (*think*). I 12._____ (*smile*) to myself and 13._____ (*go*) back to bed. What an exciting neighborhood!

Exercise 4. Find and correct the mistakes in the following paragraphs.

1. I have studied at university now for four years. Next year I hope I graduate and then I am getting a job in advertising. At university I have studied English and History. I like studying, but sometimes I have to read a lot. Over the past year I read over 50 novels and plays. Now I get quite tired of academic work, so I am looking forward to life in the real world.
2. Every year thousands upon thousands of penguins are being killed by polar bears or other predators. Penguin conservationists tried to limit the effect of these attacks on endangered breeds of the birds but now it becomes more difficult to protect the penguins. Moreover there is a danger that if penguins are protected too much the welfare of polar bears becomes a problem
3. When I first met Ludwig he have been living in a squat in South London. Ludwig had been completely filthy and in need of a shower. After he was telling me his problems I gave him something warm to eat and had told him to have a shower.
4. When I had been a little girl I loved to listen to music. By the time I am six I was already asked my mother if I could take piano lessons many times. Finally on my seventh birthday I was given the chance to have lessons. Since then I has never looked back.
5. Shakespeare has been Britain’s most famous writer. He had been born in Stratford in the sixteenth century, but he later have moved to London to become an actor and writer. His plays were put on in the Globe Theatre and the Rose Theatre in London. Shakespeare’s plays have been still popular today. Shakespeare isn’t only a playwright however, but also a poet. He has written sonnets and poems as well as plays. Some people think that Shakespeare hadn’t written all of the plays attributed to him, but suggest that it was Francis Bacon or another Renaissance author.
6. The standards of scientific proof are very different in early modern Europe, to the standards of modern science. Early doctors for example, often based their practices on superstition and did treat their patients with very strange methods. For example, cruentation (the act of making an accused murderer touch the body of a dead victim to see if it bleeds) is considered a good level of proof. People had believed a number of things which would now seem ridiculous considering the experimental evidence necessary to prove scientific discoveries in science today. With the birth of the Royal Society in the seventeenth century and Baconian methods of collecting empirical data things gradually begin to change.

Exercise 5. Put the verb in brackets into the correct tense.

- 1._____ (*you/ever/fly*) to America? Kevin is lucky – he could visit his cousin Amy Baxter last year. Yesterday, while Kevin 2._____ (*read*) a book, his mother 3._____ (*come*) in and gave him a letter from Amy. He read: “Hi, Kevin, I hope you 4._____ (*not forget*) me yet. 5._____ (*you/remember*) how much fun we had last year?

What 6.____ (*do*) since then? Well, let me tell you the chaotic story of my trip to the Poconos. I 7.____ (*want*) to spend a nice weekend with my friend Jane. She 8.____ (*live*) in Manhattan. “I’m sure we 9.____ (*have*) lots of fun,” Jane said while I 10.____ (*unpack*) my things. “The weather forecast for tomorrow is good, so we 11.____ (*go*) on a trip to the Poconos.” – “I think this is a fantastic idea,” I 12.____ (*agree*). “I will climb, 13.____ (*climb*) the highest mountains!” When we 14.____ (*drive*) along Interstate 95 the next day we 15.____ (*notice*) a red light in Jane’s mother’s car. “I think if we want to reach the Poconos, we 16.____ (*need*) some help first”, Jane’s mother said. We 17.____ (*leave*) the expressway and soon saw the sign of a car repair garage. The mechanic quickly 18.____ (*check*) the car and smiled. “Lady,” he said, “I 19.____ (*see*) this problem many times before. I’m sorry, but a mechanic is not what you need. All you 20.____ (*need*) is a petrol station.

Exercise 6. A. *Look at this person. In written form give as many reasons as possible to explain why the person is unhappy. Make sure you get a sentence for each of the following:*



- *To be (... because it’s Sunday night)*
- *The present tense (...he has to go to work tomorrow)*
- *Present continuous (... it’s raining)*
- *Present perfect (... he has lost his cat)*
- *Will/won’t (his vegetarian wife won’t let him eat sausages)*
- *Has got (he’s got toothache)*

B. *Look, a year has passed, this person is happy now. Close your exercise books and recall (from memory) all the reasons why the person was unhappy a year ago.*

- *It was Sunday night.*
- *He had to go to work the next day (but he’s on holiday at the moment).*
- *It was raining (but now it’s sunny).*
- *He had lost his cat (but he found it again).*
- *His vegetarian wife wouldn’t let him eat sausages (but they got divorced).*
- *He had a headache (but he feels great now).*



C. *Work in pairs. What has the person been doing during the last year? Why is he so happy?*

Страдательный залог (The Passive Voice)

Страдательный залог образуется при помощи вспомогательного глагола *to be* в соответствующем времени, лице и числе и причастия прошедшего времени смыслового глагола (*Past Participle*): *to be* + *Past Participle*.

	<i>Simple</i>	<i>Continuous</i>	<i>Perfect</i>
Present	am/is/are asked	am/is/are being asked	have/has been asked
Past	was/were asked	was/were being asked	had been asked
Future	will be asked	—	will have been asked

В страдательном залоге употребляется только две формы времен группы *Continuous: Present Continuous* и *Past Continuous*; формы *Future Continuous* отсутствуют. В страдательном залоге отсутствуют также времена группы *Perfect Continuous*.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим: *Is he asked?* Если вспомогательный глагол употребляется в сложной форме (*shall be, have been, etc.*), то первая часть вспомогательной формы глагола ставится перед подлежащим: *Shall I be asked? Have I been asked?*

При образовании отрицательной формы частица *not* ставится после вспомогательного глагола: *I am not asked*. Если вспомогательный глагол употреблен в сложной форме, то частица *not* ставится после первого вспомогательного глагола: *I shall not be asked, I have not been asked*.

Страдательный залог употребляется:

– когда лицо, совершившее действие, не известно, не важно или очевидно из контекста.

The most important papers <i>were stolen</i> . I <i>was advised</i> to rewrite the article. Experiments <i>are being carried out</i> in the laboratory.	Самые важные бумаги <i>были украдены</i> . Мне <i>посоветовали</i> переписать статью. Эксперименты <i>проводятся</i> в лаборатории.	носитель действия не известен носитель действия не важен носитель действия очевиден из контекста
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– когда действие важнее, чем лицо, его совершившее.

The report *was prepared* on time. Доклад *был подготовлен* вовремя.

– когда нужно акцентировать внимание на носителе действия.

Penicillin *was invented* by A. Fleming in 1928. Пенициллин *был изобретен* А. Флемингом в 1928.

– когда утверждение необходимо сделать более вежливым или придать ему официальный характер.

The new phone *has been broken*. Новый телефон *сломан*.
 (It is more polite than saying “You’ve broken my new phone”). (Это вежливее, чем сказать: «Ты сломал мой новый телефон».)

– в официальном стиле (научном, газетном и т. д.)

Quantitative methods *are widely used* in conducting scientific research. Количественные методы широко *используются* при проведении научного исследования.

Действительные и страдательные обороты

Предложение со сказуемым, выраженным глаголом в действительном залоге, носит название действительного оборота, а предложение со сказуемым, выраженным глаголом в страдательном залоге, носит название страдательного оборота.

	<i>Субъект</i>	<i>Глагол</i>	<i>Дополнение</i>	<i>Носитель действия</i>
<i>Действительный оборот (Active)</i>	Tim Berners-Lee	<i>developed</i>	the World Wide Web (WWW).	–
<i>Страдательный оборот (Passive)</i>	The World Wide Web (WWW)	<i>was developed</i>	–	<i>by</i> Tim Berners-Lee.

При преобразовании предложений из действительного залога в страдательный дополнение при глаголе в действительном залоге становится подлежащим в предложении в страдательном залоге. Глагол в действительном залоге ставится в соответствующем времени, лице и числе страдательного залога, а подлежащее в предложении в действительном залоге становится носителем действия.

В страдательном залоге лицо или предмет, производящее действие, вводится предлогом *by*.

The experiment was carried out *by* the scientist. Эксперимент проводился ученым.

Глаголы, часто употребляемые с предлогом *by*:

<i>to build</i> строить	<i>to compose</i> составлять	<i>damage</i> повреждать
<i>to design</i> проектировать	<i>to destroy</i> разрушать	<i>to discover</i> открывать
<i>to invent</i> изобретать	<i>to make</i> делать	<i>to write</i> писать

Лицо, выполняющее действие, вводится в пассивную конструкцию, только если оно добавляет информацию. В случае когда носитель действия не

известен, не важен или очевиден из контекста, он опускается (например, *someone, people, I, you* и др.)

Hamlet was written **by Shakespeare**. «Гамлет» был написан **Шекспиром**.

Лицо, выполняющее действие, не опускается, т. к. оно добавляет информацию.

Somebody changed the password. Кто-то изменил пароль.

The password was changed (**by somebody**). Пароль был изменен.

Носитель действия не известен, поэтому он опускается.

После глагола в страдательном залоге употребляется также дополнение с предлогом **with**, если нужно указать на орудие, при помощи которого совершается действие.

The cake was cut **with** a knife. Пирог был разрезан ножом.

С глаголами, после которых употребляются два дополнения (прямое и косвенное), более употребительной является пассивная конструкция, в которой подлежащим становится косвенное дополнение.

They gave **additional instructions** to **He** was given additional instructions **him**. (более употребительная конструкция).

Additional instructions were given to him (менее употребительная конструкция).

Наиболее распространенные глаголы, принимающие два дополнения:

to allow разрешать	to mention упоминать	to refuse отказывать
to ask спрашивать	to offer предлагать	to report сообщать
to award присуждать	to order приказывать	to sell продавать
to buy покупать	to pass проходить	to send посылать
to bring приносить	to pay платить	to show показывать
to give давать	to present представлять	to take брать
to grant предоставлять	to promise обещать	to teach учить
to hand вручать	to read читать	to tell говорить
to lend одалживать	to receive получать	to write писать
to make делать	to recommend рекомендовать	

После модальных глаголов (*can, may, must, etc.*) используются **be + Past Participle** или **have been + Past Participle**.

The manager **must sign** the check. Управляющий **должен подписать** чек.

The check **must be signed** by the manager. Чек **должен быть подписан** управляющим.

После глаголов *make, hear, see, help* в страдательном залоге инфинитив употребляется с частицей **to**.

The teacher **made** him **check** the results. He **was made to check** the results by the teacher.

На русский язык английская пассивная конструкция переводится тремя способами:

1. Сочетанием глагола **быть** (в прошедшем и будущем времени) + краткая форма причастия страдательного залога.

The article *was translated*.

Статья *была переведена*.

The article *will be translated*.

Статья *будет переведена*.

Глагол-связка **быть** в настоящем времени в русском предложении опускается.

The article *is translated*.

Статья *переведена*.

2. Возвратной формой глагола, оканчивающейся на -сь/ся в соответствующем времени.

The article *is being translated*.

Статья *переводится*.

3. Неопределенно-личной формой, т. е. без подлежащего.

The article *was translated*.

Статью *перевели*.

Иногда английский страдательный оборот может переводиться двумя или даже тремя способами, в зависимости от соответствующего русского глагола и контекста:

I *was invited* to the conference.

1. Я *был приглашен* на конференцию.

2. Меня *пригласили* на конференцию.

Особенности употребления страдательных оборотов в английском языке

В английском языке подлежащим пассивной конструкции может быть:

- 1) прямое дополнение активной конструкции;
- 2) косвенное дополнение активной конструкции;
- 3) предложное дополнение активной конструкции.

<i>Активная форма</i>	<i>Пассивная форма</i>
They showed <i>us a new device</i> . Они показали нам новый прибор.	1. <i>A new device</i> was shown to us. Новый прибор был показан нам. 2. <i>We</i> were shown a new device. Нам показали новый прибор.
We aimed <i>at this result</i> . Мы стремились к этому результату.	<i>This result</i> was aimed at. К этому результату стремились.

В том случае когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение активной конструкции, предлог ставится после смыслового глагола.

He was relied *upon*.

На него полагались.

Пассивные конструкции английского языка с подлежащим, выраженным словом, которое в активной конструкции выполняло функцию косвенного или предложного дополнения, следует при переводе заменять русским неопределенно-личным предложением (за ними послали, на них часто ссылаются и т. д.), и перевод надо начинать с предлога.

The force was acted *upon*.

На эту силу воздействовали.

The agreement was arrived *at*.

Пришли к соглашению.

В пассивной форме особенно часто употребляются следующие глаголы и глагольные фразеологические сочетания:

а) глаголы с послелогом:

to account for объяснять;
to act on (upon) действовать на;
to agree upon договориться;
to aim at стремиться к;
to deal with иметь дело с,
рассматривать вопрос;
to depend on (upon) полагаться на,
зависеть от;
to dispose of реализовывать;
to hear of (about) слышать о;
to insist on (upon) настаивать на;
to laugh at смеяться над;

to listen to слушать;
to look after смотреть за;
to look at смотреть на;
to look for искать;
to object to возражать;
to provide for предусмотреть;
to refer to ссылаться на;
to rely on (upon) полагаться на;
to speak about (of) говорить о;
to send for посылать за;
to touch upon касаться, затрагивать;
to wait for ждать.

This book *is* often *referred to*.
His proposal *was objected to*.

На эту книгу часто *ссылаются*.
Против этого предложения *возражали*.

б) глагольные фразеологические сочетания:

to catch (take) hold of схватиться за;
ухватиться за что-либо;
to do away with покончить с;
to find fault with обвинять;
to lose sight of терять из виду;
to make application применять;
to make mention of упоминать;

to make provision for предусматривать;
to make use of использовать;
to pay attention to обращать внимание на;
to put an end to покончить с;
to take advantage of воспользоваться;
to take care of заботиться о;
to take notice of принимать во внимание.

His words *were not taken notice of*.
This material *will be made use of*.

На его слова *не обратили внимания*.
Этот материал *будет использован*.

Когда нужно привлечь внимание к самому действию, выражаемому фразеологическим сочетанием, существительное выносится на первый план и глагол принимает форму страдательного залога. Предложение переводится неопределенно-личным предложением.

Mention has been made...

Было *упомянуто*...

Application should be made...

Следует *применить*...

Advantage was taken of this fact...

Воспользовались этим фактом...

Use is being made of...

Применяют...

Care should be taken...

Следует *позаботиться*...

Provision is made for...

Предусматривается...

В английском языке имеется ряд глаголов, которые являются переходными, т. е. требуют прямого дополнения, в то время как

соответствующие русские глаголы являются непереходными и требуют предложного дополнения. К таким глаголам относятся:

<i>to affect smb., smth.</i> влиять на кого-л., на что-л.;	<i>to influence smb., smth.</i> влиять на кого-л., на что-л.;
<i>to answer smth.</i> отвечать на что-л.;	<i>to join smb., smth.</i> присоединяться к кому-л., к чему-л.;
<i>to attend smth.</i> присутствовать на чем-л.;	<i>to need smb., smth.</i> нуждаться в ком-л., в чем-л.;
<i>to enjoy smth.</i> получать удовольствие от чего-л.;	<i>to watch smb., smth.</i> следить за кем-л., за чем-л.
<i>to follow smb., smth.</i> следовать за кем-л., за чем-л.;	

Страдательные обороты с такими глаголами переводятся на русский язык соответствующими действительными оборотами, при этом перевод следует начинать с предлога:

The question <i>was answered</i> .	<i>На</i> вопрос ответили.
A great number of people <i>attended</i> the conference.	<i>На</i> конференции присутствовало много людей.

При отсутствии дополнения с предлогом *by* такие страдательные обороты переводятся на русский язык неопределенно-личными оборотами, которые начинаются с предложного дополнения:

Your help <i>is needed</i> .	В вашей помощи <i>нуждаются</i> .
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Страдательные обороты с формальным подлежащим *it*

Обороты, состоящие из местоимения *it* и глагола в страдательном залоге – *it is said, it was said, it is reported, it was reported*, соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением: *говорят, говорили, сообщают* и т.п. В таких оборотах *it* играет роль формального подлежащего и не имеет самостоятельного значения:

<i>It is reported</i> that the experiment has been carried out.	<i>Сообщают</i> , что эксперимент проведен.
---	---

В таких оборотах часто встречается сочетание модального глагола с инфинитивом страдательного залога: *it can be said* можно сказать, *it should be mentioned* следует упомянуть, *it was to be expected* надо было ожидать и т. п.

При наличии *as* со значением как перед оборотами такого типа *it* не употребляется: *as is reported* как сообщают, *as was believed* как полагали, *as was to be expected* как надо было ожидать.

В некоторых случаях опускается и глагол-связка *to be*: *as shown* in Table 3 как показано в таблице 3, *as stated* below как указано ниже, *as mentioned* above как упомянуто выше, *as reported* in the last issue как сообщалось в последнем номере журнала.

Сложноподчиненные предложения, в которых главное предложение выражено страдательным оборотом с *it*, часто заменяются предложениями с субъектным инфинитивным оборотом.

<i>It is said</i> that he knows English well.	<i>Говорят</i> , что он хорошо знает
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He is said *to know* English well.

АНГЛИЙСКИЙ ЯЗЫК.

EXERCISES

Exercise 1. *Mark with a P those sentences which will go into the passive.*

Model: *Someone will pick you up at the station.*

P

1. Almost everyone enjoyed the lecture yesterday.
2. Many scholars have translated that famous Greek epic.
3. Today a large number of people speak English.
4. They left early in the morning.
5. The noise from the trains annoyed me terribly last night.
6. I work till 9 every other day.
7. It's snowing.
8. He borrowed the money from the bank two weeks ago.
9. She's coughing again.

Exercise 2. *Underline all the passives.*

Energy from the sun reaches the Earth as heat. Some of this heat energy is subsequently radiated into space, while some of it is trapped by greenhouse gases in the atmosphere and reflected back to Earth. This is a natural process, but in recent decades, human activities have led to an increase in the amount of gases in the atmosphere which is now trapping too much heat.

One of the main greenhouse gases is carbon dioxide which is released into the atmosphere as a result of burning fossil fuels as a source of energy in power stations, factories and homes. Exhaust gases from cars and lorries have resulted in further emissions of carbon dioxide.

Exercise 3. *Supply the passive forms with by + agent where necessary.*

1. When Jasper Morgan died his collection of pictures ____ (*sell*) to raise enough money to pay his taxes. Tremendous interest in the sale ____ (*show/the general public*).
2. The music that ____ (*compose/Beethoven*) towards the end of his life is very different from his early music. The music ____ (*write*) in extremely difficult conditions.
3. Many beautiful old buildings in cities ____ (*replace/modern ones*). If this replacement ____ (*not control*), it isn't very long before a city loses its character.

Exercise 4. *Underline phrases which are not necessary in these sentences. Not all sentences contain unnecessary phrases.*

1. All her valuable jewelry has been stolen late at night by somebody.
2. Our homework is corrected by our teacher.
3. Flight 202 from France has been delayed by bad weather.
4. The cocktails are being served by a waiter.
5. They were shown round the city by a guide.

6. The repair work was done by the mechanic.
7. That car was checked by the inspector.
8. The report hasn't been examined by a committee of experts yet.

Exercise 5. Turn these sentences into passive. Keep them in the same tense and remove they, we, someone, etc.

Model: We *clean* rooms carefully every day.
Rooms *are cleaned* carefully every day.

1. Someone has given her a beautiful ring.
2. We check every machine-tool thoroughly.
3. We export our equipment to many foreign countries.
4. They have cancelled the order.
5. We closed the shop at 10 o'clock.
6. They have constructed two buildings.
7. We have invited all our friends to the party.
8. We have told them not to be late tomorrow.
9. They promised me a lot of money for the project.
10. Fortunately, they didn't do any damage to the new device.

Exercise 6. Complete each sentence with a passive verb.

Model: The Prime minister *signed* the agreement.
The agreement *was signed* by the Prime minister.

1. Millions of people enjoy the game.
The game _____.
2. They will finish the report in two weeks.
The report _____.
3. They have just completed the project.
The project _____.
4. The president has announced the news.
The news _____.
5. They are building a hotel in the city center.
The hotel _____.
6. The police in New York arrested three robbers.
7. Three robbers _____.
8. They are painting the flat now.
The flat _____.
9. The government hasn't changed the regulation yet.
The regulation _____.
10. They are rebuilding the damaged building.
The damaged building _____.
11. They have opened the sports center.
The sports center _____.

12. A criminal stole my purse.
My purse _____.
13. *Arsenal* won the cup last year.
The cup _____.
14. Someone will meet you at the airport.
You _____.

Exercise 7. Rewrite these sentences in the passive. Omit the agent where it can be omitted.

Model: Visitors *mustn't feed* the animals.
The animals *mustn't be fed* by visitors.

1. We had warned him the day before not to go to the forest alone.
2. They were examining the motor when the accident happened.
3. You must clean the microwave oven every time you use it.
4. You should water the flowers in a hot day.
5. They are repairing the roof at the moment.
6. Someone will drive your van to Cardiff on Tuesday.
7. We don't allow smoking at the office.
8. We expect students not to consult any textbooks at the examination.

Exercise 8. Put in the correct forms, active or passive, the verbs in brackets.

How the other half lives?

Lord Manners was a rich and a famous banker. When he (die) *died* recently, he 1.____ (*give*) a magnificent funeral which 2.____ (*attend*) by hundreds of famous people. The funeral was going to 3.____ (*hold*) in Westminster Abbey. Many ordinary people 4.____ (*line*) the streets to watch the procession. The wonderful black and gold carriage 5.____ (*draw*) by six black horses. The mourners 6.____ (follow) in silence. Lord Manners 7.____ (*give*) a royal farewell. Two tramps were among the crowd. They 8.____ (*watch*) the procession with amazement. As solemn music 9.____ (*could hear*) in the distance, one of them 10.____ (*turn*) to the other and 11.____ (*whisper*) in admiration. "Now that's what I call really living!"

Exercise 9. Begin these sentences with *it, there* or a name/a noun + passive construction.

Model: *It is expected* that inflation level will rise again this month. (*expect*)

1. _____ that some of the passengers had died in the fire. (*fear*)
2. _____ to be an expert in information technologies. (*suppose*)
3. _____ to have committed the crime. (*think*)
4. _____ that much attention will be paid to that problem. (*think*)
5. _____ to be promoted next month. (*believe*)
6. _____ to be honest and responsible. (*consider*)

7. _____ that lots of people are waiting to renew their driving licenses. (*say*)
8. _____ that new jobs will be created in the computer industry. (*say*)
9. _____ to be a decrease in prices by 15 percent but I haven't noticed any.
(*suppose*)

Exercise 10. Underline the errors in these sentences. Rewrite each sentence.

Model: Many pets are losing every year.
Many pets are lost every year.

1. The child has been taken to hospital.
2. A new bridge is be built across the river.
3. All the food for the picnic was supply.
4. No decision will being taken before next Monday.
5. The program is shown every Saturday evening.
6. The burglar unlocked the door by a false key.
7. This article was writing by a famous scientist.

Exercise 11. Make up dialogues by analogy.

1. A: What is this amazing building made of?
B: It's made of stone and glass.
2. A: What subjects are taught at your University?
B: Technical sciences are mainly taught here.
3. A: What is produced at this plant?
B: Lorries and trucks.
4. A: She is called Beth? What's her full name?
B: It's Elizabeth.

Exercise 12. Deny these facts.

1. The project can be done in a month.
2. This room has been freshly painted.
3. When the boss came, all the letters had been typed.
4. These facts are well-known.
5. The company was founded in 2002.
6. When they arrived, the dinner was being served.
7. The meeting will be held on Tuesday.
8. The proposal is being discussed at the moment.

Exercise 13. Speak about these people or things in the past and in the future.

Model: They are invited to the party.
They *were invited* to the party.
They *will be invited* to the party.

1. The e-mail is received in the morning.
2. The problem is considered by the scientists.

3. Many books are sold on the Internet.
4. She is often laughed at.
5. His report is translated into many languages.
6. The patient is being examined now.
7. The agreement is being worked out.

Exercise 14. Reproduce the following dialogues using the given words.

1. A: Were you received by Mr. Blake?
B: Yes. But I was kept waiting for 20 minutes.
Prompts: the dean, the chief, the professor, the lawyer.
2. A: Let's drop in at the electronic library.
B: I'm afraid we won't be let in.
A: Why?
B: Because it's closing time already.
Prompts: department store, bank, art gallery, internet-café.
3. A: The translation can't be done on time although we have tried hard.
B: Never mind the time. Quality is of primary importance.
Prompts: the application, the project, the work, the research.
4. A: When must the paper be returned to you?
B: It must be returned in 3 days.
Prompts: in 2 weeks, in a month, as soon as it's ready, any time you like.

Exercise 15. Act out a conversation, using the passive forms.

- Uncle:* In one word, when are you going to pay your debts?
Nephew: Oh, presently, dear uncle. I will do it as soon as I receive the money which will be paid by the publisher if my novel is accepted.
Uncle: Do you think it will be accepted, young man?
Nephew: No doubt, it will. I'm going to send it as soon as the work is finished which I will begin the moment I have found a suitable subject and necessary inspiration.

Exercise 17. Develop the suggested situations giving your opinion as in the model.

Model:	<p>A: People are pleased when they are given presents.</p> <p>B: I think people are pleased when they are given presents because they are given attention and most of them like it.</p> <p>C: To my mind some people may get annoyed because they feel obliged.</p>
---------------	--

1. People are troubled when they are accused of something.
2. People are satisfied when they are given exact answers.
3. People are confused when they are interrupted.
4. People are pleased when they are paid compliments.
5. People are flattered when they are praised.

Exercise 18. *Exchange your expressions of a visit to London paying special attention to its architecture. Work in groups of three. Make use of the following questions.*

1. When was St. Paul's Cathedral (the Tower of London, the British museum, the Tate Gallery, etc.) built?
2. Who was it designed by? When was its construction completed?
3. What new buildings have been built recently? What new buildings are being built now?
4. What building were you most impressed by?
5. What museums, monuments, parks were you amazed by?

Exercise 19. *Express your opinion on the following statements.*

1. Nobody can deny that where there's a will, there's a way.
2. Some people think that the designer clothes are the best.
3. People admit that it is never too late to learn.
4. People too often say that tastes differ.
5. Nobody argues that actions speak louder than words.
6. Everyone quite rightly thinks that a man is known by the company he keeps.
7. People believe that he laughs best who laughs last.
8. People agree that exception proves the rule.

Exercise 20. *Use the following proverbs in short situations.*

1. A tree is known by its fruit.
2. Lost time is never found again.
3. Rome was not built in a day.
4. Ask no questions and you will be told no lies.
5. What is done cannot be undone.

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В 2-х частях
Часть 1

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In two parts
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