

A COURSE OF ENGLISH GRAMMAR

I YEAR

BY S. KECHYAN

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ԳճԳՍՍ 2004

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INTRODUCTION

GRAMMATICAL STRUCTURE OF THE ENGLISH LANGUAGE

Languages may be synthetic and analytical according to their grammatical structure.

In synthetic languages, such as Armenian, the grammatical relations between words are expressed by means of inflections: փնժ չԿԱ, ի՞նչ
հարկն է

In analytical languages, such as English, the grammatical relations between words are expressed by means of form words and word order: e. g. *the page of the book, the walls of the house;*
The doctor examined the patient

In English analytical forms are mostly proper to verbs. An analytical verb-form consists of one or more form words, which have no lexical meaning and only express one or more of the grammatical categories of person, number, tense, aspect, voice, mood and one notional word, generally an infinitive or a participle (participle I or participle II):

She will speak to him about it.

He is reading a newspaper. The letter has already arrived.

200 trees will have been planted by the end of the month.

The analytical forms are:

- a) Tense and aspect verb-forms (the Continuous form: *They are talking.* The Perfect form: *She has been to London* . the Perfect Continuous form: *He has been working since he came home.* All the other forms of the Future: *I'll be back in no time. I'll be seeing him tomorrow. We'll have laid the tables by the time the guests arrive.* Also the interrogative and the negative forms of the Present and Past Simple: *Do you play the piano? I didn't know you were ill.*
- b) The Passive voice: *I was told about it yesterday.*

c) The analytical form of the Subjunctive Mood: *If I had had the money I would have bought that house.*

In all these analytical forms the form word is an auxiliary verb.

However, the structure of a language is never purely synthetic or purely analytical.

Accordingly we find analytical forms in the Armenian language (e. g. $\text{Էձե՞ս} \gg \text{ՍԷձե՞ս} \gg \text{Է՞ս} \gg \text{Էձե՞ս} \gg \text{ՅԷձե՞ս} \gg \text{ՅԷձե՞ս}$, $\text{ՍԷձե՞ս} \gg \text{ՅԷձե՞ս}$, $\text{ՍԷձե՞ս} \gg \text{ՅԷձե՞ս}$) and synthetic forms in the English language (e. g. *speaks, went, trees;*)

The synthetic forms in the English language are:

1. Endings:

- a) –s in the third person singular in the Simple Present: *he/she it plays;*
- b) –s in the plural of nouns: *trees;*
- c) –s in the genitive case: *my brother's girlfriend ;*
- d) –ed in the Past Simple of regular verbs: *We revised the rules yesterday.*

2. Inner flexions: *tooth – teeth, write wrote;*

3. The synthetic forms of the Subjunctive mood: **were, be, have;** (for all the persons): *It is demanded that all the students be present at the meeting.*

Owing to the scarcity of synthetic forms in the English language, the word order acquires extreme importance. As it has been mentioned above, it helps to express the grammatical relations between words. Unlike Armenian, the order of words in English is fixed. Compare:

I went home.

$\text{Ե՞ս} \cdot \text{Գնացի} \text{ իմ տուն} \gg \text{Ե՞ս} \cdot \text{Գնացի} \gg \text{Ե՞ս} \cdot \text{Գնացի} \gg \text{Ե՞ս} \cdot \text{Գնացի} \gg \text{Ե՞ս} \cdot \text{Գնացի}$:

GENERAL CLASSIFICATION OF THE PARTS OF SPEECH

According to their meaning, morphological characteristics and syntactic functions, words fall under certain classes called parts of speech.

We distinguish between notional and structural parts of speech.

The notional parts of speech perform certain functions in the sentence: the functions of subject, predicate, attribute, object, or adverbial modifier.

The notional parts of speech are:

1. the noun
2. the adjective
3. the pronoun
4. the numeral
5. the verb
6. the adverb

The structural parts of speech serve either to express various relations between words and sentences (prepositions and conjunctions) or to specify or emphasize the meanings of words (articles and particles). The structural parts of speech have no independent function in the sentence.

The structural parts of speech are:

1. the preposition
2. the conjunction
3. the particle
4. the article

Modal words, interjections, words of affirmation and negation are words which are characterized by peculiar meanings of various kinds (e. g. **yes, no, certainly, unfortunately, oh, alas, etc.**). They do not perform any syntactic function in the sentence and have no grammatical connection with the sentence in which they occur. They are called independent elements.

THE VERB

The verb is a part of speech which denotes an action. The verb has the following grammatical categories: **person, number, tense, aspect, voice and mood**. These categories can be expressed by means of affixes, inner flexion and by form words.

1. According to their morphological structure verbs are divided into:

- a) simple: **ask, live, write**;
- b) derived (having affixes): **widen, simplify, demonstrate, resell, disarm, unload, overdo, organize**;
- c) compound (consisting of two stems): **whitewash, daydream, browbeat**;
- d) composite (consisting of a verb and a postposition of adverbial origin): run **away**, sit **down**, look **up**:
The postposition often changes the meaning of the verb with which it is associated.
to give up, to bring up, to do away;

2. Verbs have:

- a) Finite forms which can be used as the predicate of a sentence.
- b) Non-finite forms - verbals (infinitive, participle I, participle II and gerund) which cannot be used as the predicate of a sentence:
 - a) *She speaks perfect English.* (predicate)
 - b) *Her dream is to become an actress.* (infinitive used as a predicative)

3. According to the way of forming the past simple and the participle II, all verbs may be divided into three groups: **regular** verbs, **irregular** verbs and **mixed** verbs.

Regular verbs form the past simple and participle II by adding **–ed** to the stem of the verb, or **–d** if the stem of the verb ends in **–e**.
The pronunciation of the **–ed** (**–d**) depends on the sound preceding it.
It is pronounced:

[id] after **t, d**: *parted, handed*;

[d] after voiced consonants except **d** and after vowels: **signed, stayed**;

[t] after voiceless consonants except **t**: **booked, worked**;

The following spelling rules should be observed:

- a) Final **y** is changed into **i** before adding *-ed* if it is preceded by a consonant:
study – studied, hurry- hurried
y remains unchanged if it is preceded by a vowel.
enjoy enjoyed, play - played
- b) If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled.
stop – stopped, sob – sobbed, plan - planned
- c) Final **r** is doubled if it is preceded by a stressed vowel.
prefer – preferred,
refer – referred
occur - occurred
Final **r** is not doubled if it is preceded by a diphthong.
appear - appeared
fear – feared
- d) Final **l** is doubled when preceded by a short vowel, stressed or unstressed.
travel – travelled
quarrel – quarrelled

Irregular verbs form their past simple and participle II in different ways.

swim – swam – swum (change of the root vowel)

take – took – taken (change their root vowel and add **-en**)

hold – held – held (change their root vowel and add **-d**)

bring – brought – brought (change their root vowel and add **-t**)

lend – lent – lent (change their final **-d** into **-t**)

cut – cut – cut (have the same form)

go – went – gone (verbs whose forms come from different stems)

be – was/were – been, do – did – done, make – made – made (special irregular verbs)

Mixed verbs. Their Past Simple is of the regular type, and their Participle II is of the irregular type:

sow – sowed – sown

show – showed – shown

4. Semantically all verbs can be divided into two groups – **terminative** and **non – terminative** (durative) verbs.

Terminative verbs imply a limit beyond which the action cannot continue: **to refuse, to break, to bring, to open;**

Non – terminative (durative) verbs do not imply any such limit and the action can go on indefinitely: **to live, to exist, to speak, to know;**

But as most verbs in English are polysemantic they may be terminative in one meaning and non –terminative in another. The meaning of the verb becomes clear from the context. Compare:

I saw that film a week ago. (terminative)

I don't believe in fairies. I never see _____ any. (non - terminative)

5. English verbs can be divided into **notional, auxiliary, and link** verbs from the semantic and the syntactic point of view.

- a) Notional verbs have a lexical meaning of their own and can have an independent syntactic function (a simple predicate) in the sentence.

He left early this morning.

- b) Auxiliary verbs are those which have lost their meaning and are used as form words, thus having only a grammatical function. Here belong such verbs as **to do, to be, to have, shall, should;**

I have lost my way.

- c) Link verbs have to a smaller or greater extent lost their meaning and are used in compound nominal predicate. Here belong such verbs as **to be, to get, to turn, to become, to sound, to taste, to smell, to appear**;

When water freezes and becomes solid we call it ice.

In different contexts the same verb can be used as a notional verb and an auxiliary verb or a link verb.

Her sister is in London now . (notional verb)

She is reading a telegram . (auxiliary verb)

She is a doctor. (link verb)

There is a special group of verbs which cannot be used without additional words, though they have a meaning of their own. These are modal verbs such as **can/could may/might, must, ought to, shall/should, will/would** etc,

I couldn't believe my eyes.

You should see a doctor.

6. English verbs fall into two groups – **transitive** and **intransitive** verbs.

Transitive verbs take a direct object (they express an action which passes on to a person or thing directly). Examples are **invite, give, send, make, see, show, to love**;

She took the letter and went out.

Intransitive verbs do not require any object. Here belong such verbs as **stand, laugh, hear, think, go, come, swim**;

As we stood on the steps, we felt the smell of fallen leaves coming from the garden.

There are verbs whose primary meaning is transitive and whose secondary meaning is intransitive. Examples are **sell, read, add, act**;

*This book reads well. She is reading a book.
 “And don’t be late,” he added.” They added a second
 bathroom to the house.*

Some intransitive verbs can be used as transitive verbs when they obtain a **causative** meaning (the person or thing denoted by the object is made to perform the action.) Here belong such verbs as **work** (³Бѣ³и»óŸ»É), **starve** (ëáí³Ů³Ň ³Ÿ»É) , **run** (í^{3 1/2}»óŸ»É);

*The stream which worked the mill came bubbling down in
 a dozen rivulets.
 For that man, I’ve been running people through the front
 line!
 Are you running your horse in the next race? (to cause an
 animal to take part)*

There are verbs which in different contexts can be transitive or intransitive. Here belong such verbs as **to open, to move, to turn, to change, to drop**;

*She is changing the baby . (transitive)
 Will he ever change or will he always be selfish?
 (intransitive)
The door opened, and he walked in. (intransitive)
 The maid opened the door, and showed the guest in.
 (transitive)*

7. Tense and Aspect

The category of **tense** is very clearly expressed in the forms of the English verb. This category denotes the relation of the action either to the moment of speaking or to some definite moment in the past or future. The category of **aspect** shows the way in which the action develops, whether it is in progress or completed.

Some of the English tenses denote time relations (the Indefinite form – Simple Present, Simple Past, Simple Future) others denote both time and aspect relations (Continuous, Perfect, Perfect Continuous).

There are four groups of tenses: **Indefinite, Continuous, Perfect** and **Perfect Continuous**. Each of these forms includes four tenses: Present, Past, Future and Future in the Past. Thus there are 16 tenses in English.

For Voice, see Unit VI

UNIT I

SIMPLE PRESENT, PRESENT CONTINUOUS

Simple present

Affirmative	Interrogative	Negative
I play	do I play?	I do not play
you play	do you play?	you do not play
he/she/it plays	does he/she/it play?	he/she/it doesn't play
we play	do we play?	we do not (don't) play
they play	do they play?	they do not play

Formation and pronunciation

The simple present is formed from the infinitive without the particle **to**. In the third person singular it has the suffix **-s /-es**.

-s is pronounced [z] after voiced consonants and vowels: **bring – brings, stay – stays**

[s] after voiceless consonants: **pack – packs, put – puts**

-es is pronounced [Iz] after sibilants **-s, -ss, -z, -ch, -sh, -x**: **dress – dresses, buzz – buzzes, watch – watches, wash – washes, fix – fixes** and

[z] after **-o** preceded by a consonant **go – goes, do - does**

Spelling

In the third person singular **y** changes to **ie+s** if it is preceded by a consonant:

study – studies, apply - applies

y remains unchanged if it is preceded by a vowel:

play – plays, spray - sprays

Use:

Simple present has different uses. It is not only used to express present time situations, but also to refer to future and past events.

General time

1 The simple present is often used:

- a) To talk about things in general.

Bob's father is a good doctor.

I don't like milk.

Ann studies at the University.

Mountain Everest is in Nepal.

- b) To describe actions or events that happen all the time or repeatedly. This use of the simple present is often associated with such adverbial modifiers of frequency as **sometimes, seldom, often, occasionally, always, never, ever, every day/week/month/year, daily, once/twice a week/month/year, on Mondays/Sundays** etc.

Her mother goes to that health resort twice a year.

Bob often goes to her parties.

- c) To express a general statement or a universal truth.

A mother's love means devotion, unselfishness, sacrifice.

A bad workman quarrels with his tools. (saying)

Air consists mainly of nitrogen and oxygen.

The moon goes round the earth.

Characterizing a person/thing

2. We can give a general characteristic to the person (or thing) using the simple present tense.

Like all young men, he likes to do everything in his own way.

This tree gives a pleasant shade.

Directions/instructions

3. We often use the simple present when we ask for and give directions and instructions.

-How do I get to the Opera House?

-You go straight ahead and then turn to the right

First (you) boil some water. Then warm the teapot. Then add three teaspoons of tea. Next pour on boiling water.

Summaries

4. The simple present is common in summaries of plays, stories etc.

In Act I Hamlet meets the ghost of his father. The ghost tells him...

This book is about a man who deserts his family and goes to live on an island.

5. We use the simple present with the verb *say* when we are asking about notices or very recently received letters or quoting from books,

- *What does that notice say?*

- *It says, "No parking."*

I see you've received a letter from your mother. What does she say?

Shakespeare says, "Neither a borrower nor a lender be."

Temporary situations

6. The simple present isn't usually used to talk about temporary situations or actions that are only going on around the present. However, the simple present is used:

- a) With verbs that cannot normally be used in continuous forms.

"Do you see anything from here?" "No, I can neither see nor hear the actors."

- b) In stage directions to express succession of point actions taking place at the moment of speaking (however, the present continuous is used for the 'background' - the situations that are already happening when the story starts, or that continue through the story).

Gwendolen (reproachfully): Mamma!

Lady Bracknell: in the carriage, Gwendolen!

(Gwendolen goes to the door. She and Jack blow kisses to each other behind Lady Bracknell.)

When the curtain rises, Juliet is sitting at her desk. The phone rings. She picks it up and listens quietly...

- c) In commentaries (radio and TV)

Lydiard passes to Taylor, Taylor to Morrison, Morrison back to Taylor... and Taylor shoots – and it's a goal!

7. The simple present is preferred to the present continuous when the happening itself is more important for the speaker than the progress of the action. This use of the simple present is also found in exclamatory, interrogative, and negative – interrogative sentences.

You two talk nonsense! I won't listen to such nonsense!

Do you know who that singing girl is? Oh my God, how beautifully she sings!

Where are your examples? Why don't you illustrate what you say?

Talking about the future

8. The simple present is used to refer to future events if they are part of a timetable or a program (entertainment programs, itineraries), fixed events (which are not simply the wishes of the speaker), calendar references.

The train leaves at 10.30.

On day three we visit Stratford - upon- Avon.

Tom retires in three years.

Tomorrow is Friday.

Christmas is on a Tuesday next year.

9. The use of the simple present is structurally dependent in **a)** time clauses **b)** conditional clauses **c)** concessive clauses and **d)** in

object clauses after **to see (that), to take care (that) to make sure (that)** when the action refers to the future.

- a) Clauses of time referring to the future may be introduced by the conjunctions **when, while, till, until, after, before, as soon as, once**.

*Don't be late, honey. She won't go to bed till you come.
Please phone me as soon as you get there.*

- b) Clauses of condition are introduced by the conjunctions **if, unless, on condition (that), provided (providing) and in case**.

*I won't forgive him unless he apologizes.
We'll go on a picnic if it doesn't rain tomorrow.*

- c) Clauses of concession are introduced by the conjunctions **even if, even though, no matter how, whenever, wherever, whatever** etc.

*Even if he gets angry, I'll try not to argue with him.
She will follow him whenever he goes.*

- d) Object clauses after **to see, to take care** and **make sure** are introduced by the conjunction **that** or joined *asyndetically*.

*She will take care that nobody hurts the boy at that school.
I'll make sure that nobody overhears us.*

Note: In clauses other than those of time and condition, the Simple Future is used even if these clauses are introduced by the conjunctions **if** and **when**.

*Don't wait here! I can't say when he'll be back (object clause)
She simply wants to know if you will show that letter to them (object clause)*

10. The use of the simple present with reference to the future is also structurally dependent in some special questions.

Where do we go now?

When do they start?

‘Historic’ present

11. We may find the simple present in literary style to describe a succession of actions in the past (especially to make the narration seem more immediate, vivid and dramatic). It is often called *historic* or *dramatic* Present.

She arrives full of life and spirit. And about a quarter of an hour later she sits down in a chair, says she doesn’t feel well, gasps a bit and dies.

12. The simple present is used with a perfect or past meaning in introductory expressions like **I hear, I see, I gather, I understand.**

I gather he doesn’t want to marry her.

I hear they have bought a new house.

Present continuous

Affirmative Interrogative		Negative
I am working	am I working?	I am not working
you are working	are you working?	you are not working
he/she/it is working	is he/she/it working?	he/she/it isn’t working
we are working	are we working?	we aren’t working
they are working	are they working?	they aren’t working

Formation and spelling

The present continuous is built up by means of the auxiliary verb **to be** in the simple present and the **participle I**. The suffix **–ing** is

added to the stem of the verb. In writing the following spelling rules should be observed:

A mute **-e** at the end of the verb is dropped before the suffix **-ing**:

rise – rising, give - giving

A final consonant is doubled if it is preceded by a short stressed vowel:

put – putting, begin - beginning

Final **-r** is doubled if it is preceded by a stressed vowel:

occ'ur – occ'urring, ref'er - ref'erring

Final **-l** is always doubled:

travel – travelling, quarrel – quarrelling (Am. Eng. – traveling, quarreling)

Use:

The present continuous is generally used to talk about temporary actions and situations that are going on 'around now' (before, during and after the moment of speaking).

'Around now'

1. We use the present continuous to talk about temporary actions and situations that are going on 'around now'.

She can't answer the telephone. She is bathing the baby at the moment.

2. It is used for an action happening about this time but not necessarily at the moment of speaking:

- *What are you doing these days?*
- *I am writing an interesting book about wild animals.*

Changes

3. We also use the present continuous to talk about developing and changing situations, even if these are long-lasting.

Let's stay at home today. The weather is changing for the worse.

The population of the world is rising.

The universe is expanding, and it has been expanding since its beginning.

Annoying habits

4. The present continuous is used to say that something happens more often than we think it normal or reasonable. This use of the present continuous gives an emotional colouring to the statement. Often such adverbials as **always, constantly, continually**. are found in these sentences. Compare:

Ann says that her granny always complains though she has nothing to complain of.

(It merely means that her granny does it regularly)

Ann says that her granny is always complaining though she has nothing to complain of. (It means that Ann's granny complains more often than Ann thinks it normal or reasonable.)

Their new car is always breaking down. They want to sell it.

Note: Notice the following sentence patterns:

I wonder if all grown-up people play that childish way when nobody is looking? —

When Adeline is grinning, we know she is happy.

Talking about the future

5. The Present Continuous is used mostly to talk about fixed plans, personal arrangements in the near future, especially when the time and place have been decided.

We are leaving for Boston in a week.

"I am sailing early next month," John said.

6. We can also use **be going + infinitive** to talk about future plans. This structure is used:
- a) To emphasize the idea of intention, of a decision that has already been made.

We're going to buy a new house.
Bob and Ann are going to get married.

- b) To predict the future on the basis of present evidence.

Look at the sky. It's going to rain.
Look out! We're going to crash!

Verbs not used in progressive forms

7. Some verbs are never or hardly ever used in progressive forms.
Many of these non-progressive verbs refer to states rather than actions. Some refer to mental states (e. g. **know, believe, think**); some others refer to the use of the senses (e. g. **smell, taste**);

Common non- progressive verbs

Believe, belong, consist, contain, doubt, fit, have, know, like, love, hate, matter, mean, own, owe, prefer, understand, seem, suppose, suspect, want, wish, agree, forbid, forget, find, need, hear, see, notice, respect, care for, refuse, remember, feel, measure, taste, smell, weigh, think, expect, depend, impress, etc.

Progressive and non – progressive uses

8. Some verbs have a stative meaning and a different active meaning.
Typical examples are: **be, feel, depend, have, measure, taste, smell, weigh, think, see, like, hear, expect**;

be used to imply that the subject is temporarily exhibiting some quality:

(**be** in the meaning of **behave** + adjective)

You are being silly today.

see meaning meet by appointment, interview, visit:

I am seeing my parents tomorrow.

feel in the medical sense can take either form:

How does she feel today?

How is she feeling today?

expect when it means await:

I am expecting an important letter today.

weigh to measure (by means of scale) how heavy something or somebody is.

Sue is weighing herself on the scales.

smell to use one's sense of smell:

She is smelling the fish.

hear meaning receive news of or from:

Are you hearing anything from him?

have except when it means possession (**have** can be used in the continuous form when it is a part of a set phrase, as in: **to have a smoke, to have a walk, to have breakfast/lunch/dinner/supper, to have tea/coffee, to have a good holiday, to have a bath/shower;** or when it is followed by the words **problem, difficulty, trouble**).

The weather is fine and we are having a wonderful time here.

They are having some problems with their son.

9. Sometimes some of the non – progressive verbs may also be occasionally used in the continuous form, though on the whole, it is not typical of them. In this case the continuous form gives them emotional colouring.

*“Dear Amy,
I’ve already forgotten all about it. I’m liking my new life here very much ”*

They are always wanting to do something they should not do.

- 10.** Some durative (non-terminative) verbs may be used either in the simple present or in the present continuous without any marked change in the meaning. Here belong such verbs as to **shine, to hope, to wear, to look** (= to seem) and some others.

*We have had no news from him but we are still hoping.
She was wearing (wore) a coat and heavy shoes when I saw her.*

ACTIVITY

Ex.1. Explain the use of the Simple Present in the following sentences.

1. “Women always think men have secret sorrows. It’s a way of separating them from other women”. “And men like you, Hilary, always think women are against other women”, said Laura. 2. This newspaper provides more foreign news than domestic news. 3. Shakespeare says, “Neither a borrower nor a lender be”. 4. May I put my car away in your garage in case anyone comes. 5. The pen is mightier than the sword. 6. When the curtain rises, Juliet is sitting at her desk. The phone rings. She picks it up and listens quietly. Meanwhile the window opens and a masked man enters the room. 7. “So do you want to get married?” I said. –“All right. Yes, I do want to get married, I think perhaps I do want to get married to Arthur”. 8. We leave London at 10 a. m. next Tuesday and arrive in Paris at 1 o’clock. We spend 2 hours in Paris and leave again at 3.30. 9. I expect I’ll do whatever you say”, she said. 10. Barbara held out a hand, “And say hello to Sandy for me if you see her”. 11. In Mexico people often take a siesta (nap) after they have lunch. 12. “I’ll resign before I let her insult me again”, she said angrily. 13. When he went into his study Helen said, “I’ll make sure that nobody disturbs you.” 14. “It’s too late to go anywhere. “What do we do then?” 15. Oh my God, how beautifully she sings! 16. Please see that the children don’t get nervous. 17. This house is mine; I own it. 18. I hate to trouble you

but you are sitting on my hat. 19. However much you cry, I won't change my mind. 20. She bit with her hand on the back of the sofa and cried to them: "You talk too much." 21. "Why don't you listen to me? Am I a boring speaker?" asked Mother. 22. "Why don't you phone me tomorrow?" he said. 23. Air consists mainly of nitrogen and oxygen. 24. They are having some problems with their son. 25. Do you suppose she is telling the truth? 26. ... Smith passes to Devaney, Devaney to Barns, Barns to Lucas and Harris intercepts... Harris to Simms, nice ball and Simms shoots!

Ex. 2. Give the third person forms of the verbs in these sentences. Show whether you would pronounce the third person form as /s/, /z/ or /Iz/

Example: *We often see them. She often sees them. /z/*

- 1. They work hard. He..... //
- 2. I often forget things. Mother..... //
- 3. They drink a lot of coffee. He //
- 4. We pay \$ 50 a week rent. She //
- 5. My children cry at sad films. Granny //
- 6. I rush around a lot. My brother //
- 7. They often lose things. Sally //
- 8. We go to the dentist every six months. He //
- 9. We usually catch the 6 o'clock train. //
- 10. I often use his car. She//

Ex. 3. Comment on the use of the Present Continuous and the Simple Present in the following sentences.

"Normally you are very sensible, so why are you being so silly about this matter?" 2. Son, I am not going to send you any more money this month. You are spending far too much. You need to learn to be more careful. 3. We got an invitation in the mail from Ron and Maureen. They are having dinner party next Saturday evening. 4. You two are always assuming people are unhappy so that you can pity them. 5. Thanks for your invitation, but I am going to have dinner with my sister and her husband. 6. Opinion is changing in favour of stronger

penalties for armed robbery. 7. The shops are getting ready for Christmas already. They are beginning to put up the decorations in Regent Street. 8. They haven't got anywhere to live at the moment. They are living with friends until they find somewhere. 9. The world is changing. Things never stay the same. 10 I want to lose weight, so this week I am not eating lunch. 11. My grandmother is never satisfied. She is always complaining. 12. That car is useless! It's always breaking down. 13. I apologize for what I said about you. 14. The new restaurant in Hill Street is very good. I recommend it.

Ex. 4. Add –ing to the verbs in these sentences.

Example: *I am copying the text. (copy)*

1. I'm of thirst. (die)
2. He is abroad. (travel)
3. She on her coat. (put)
4. Mother is the beds. (make)
5. He is my bag. (carry)
6. Ann is a letter. (write)
7. Sue isthe piano. (play)
8. He is his work tomorrow. (begin)
9. It isn't to you. (refer)
10. I think hevery fast. (age)

Verbs which in different contexts have different meanings

Ex. 5. Make up situations to justify the use of the Simple Present and Present Continuous in the following pairs of sentences.

1. The head teacher is expecting you.
2. All I expect of them is a little kindness.
3. I am tasting the cake.

4. It tastes good.
5. Tom is thinking of emigrating.
6. What do you think of it.
7. Why are you smelling the fish?
8. The fish smells bad.
9. He has a country house with a large garden.
10. They are having some problems with their sons.
11. The parcel weighs 10 kilos.
12. She is weighing the baby.
13. It depends what you mean.
14. I am depending on you, so don't make any mistakes.
15. This room measures 10 meters across.
16. The doctor is measuring out a dose of medicine.
17. Are you hearing anything from Andy these days?
18. Don't shout I hear you quite well.

Ex. 6. Complete the sentences with the Simple Present or Present Continuous of the verbs in parentheses.

1. That man is twice my weight. He (to weigh) 98 kilos.
2. I (to weigh) myself on the scales. I think I am over weight
3. Martha is at the market. Right now she (to look) at the figs. She wants to buy some. They (to look) fresh.
4. Sue is in the science building. The chemistry experiment she is doing now is very dangerous, so she (to be) very careful. She doesn't want to spill any of the acid. She (to be) always careful when she does a chemistry experiment.
5. "Susie! Get your fingers out of the dessert! What are you doing?" "I am (to taste) the cake. It (to taste) good."
6. Mrs. Edwards (to have) a cat and a dog. They are always fighting.
7. Don't disturb your father, Bob! He (to have) an important conversation with his boss.
8. "Will you listen to him?" "That (to depend)."
9. Don't let him down. He (to depend) on you.
10. I (to smell) something burning. Is there anything cooking on the stove?

11. Look! The child (to smell) the flower. He is imitating the grown-ups.
12. Where did you buy these sheets? They (to feel) soft.
13. Close the door, please. I (to feel) cold. I (to feel) that I am going to get ill.
14. "I still (to think) about John." "I (not to think) you should worry about him."
15. "I have an appointment with Mr. Jackson". "Yes, I know. He (to expect) you" said the secretary.
16. I haven't seen Carol today. I (to expect) her to phone me this evening.

Ex. 7. A) Supply an appropriate form of the verb *to be* and the present participle of the verbs in parentheses. The usual pattern of such sentences is:

There + be + subject + verb + prepositional phrase

Examples: a) *There is a concert taking place at school tonight.*
 b) *There isn't much water running in the rivers now.*
 c) *Is there anyone working in that office now?*

1. There (to be) nobody (to live) on the moon.
2. There (not to be) anyone (to speak) about me behind my back..
3. (to be) there any people (to swim) in the pool?
4. There (to be) someone outside in the hall (to wait) for me.
5. There (to be) a political discussion (to take place) tonight.
6. (to be) there anyone (to live) in that house?
7. There (not to be) any roses (to grow) in my garden this summer.
8. There (to be) something very important (to take place) in my life right now.

B) Make up your own sentences using the pattern and the Present Continuous Tense. Explain the difference between the two sentences.

Example: *There is a man standing at the door.* (.,é³Ÿ ùáï
 ĩ³Ÿ.Ÿ³ĭ ù³ñ¹ ĩ³ :)

The man is standing at the door. (Ø³ñ¹Á ĩ³Ý·Ý³Í ħ¹É³Ý Ûáĭ.)

The student is working in the next room .

There is a student working in the next room.

Ex. 8. Use the proper tense-aspect form to express future actions in the following sentences.

1. I am sorry, I can't say when she (to be) home.
2. If interview (to go) well, I shall get that job.
3. Joseph, see that there (to be) plenty of lamps for the guests.
4. What time the train (to leave) for Nottingham?
5. Mary and Adam's wedding (to be) next week.
6. Norah said: "I (to go) home tomorrow. My law term (to begin) soon".
7. She looked at her husband. "I am nervous. What I (to tell) them?"
8. The next plane (to leave) Salt Lake at six o'clock.
9. I wonder if the agent (to manage) to make contact with him in Amsterdam.
10. I am sure we will have peace together when he (to be) gone.
11. Her voice was sharp and commanding: "I (not to go) home alone. Come on."
12. "What we (to do) now?" she asked as they reached the street.
13. Don't ask me any more questions. I only know that he (to leave) the country tomorrow.
14. I am Dr. Salt. And I have an appointment with your chief. Now where I (to go) in?
15. "Do you know what time we (to arrive) at the frontier?" asked the soldier.

Ex. 9. Rewrite each sentence, beginning as shown, so that the meaning stays the same.

Example: *I study hard, so I spend a lot of time in the library.*

I study hard, and it means that I spend a lot of time in the library.

(Or this means spending a lot of time in the library)

1. Sunrise is at 4.30 tomorrow morning.
2. The cost of the excursions is part of the price of the holiday.
3. What is the weight of that piece of meat?
4. Paul is ill. He has flue.
5. Charles and his father are exactly alike.
6. What's your opinion of Wendy's new painting?
7. How long is that wall?
8. Never mind about the price, just buy it!
9. Nigel keeps interrupting me.
10. Do you enjoy modern music?

Ex. 10. Translate the following sentences into English.

1. 9è ĩ³ñłáõÙ »Ù, áñ ³Ùè ·ÇñùÁ Ù»Í Ñ³çáÕáoõÃÙáoÝ ĩáoÝ»Ý³:
2. æ»ÙYÁ ³ñÓĪáoñ¹áoÙ ĺ, ³Ù¹ á³ĩ×³éáí ÈÇY¹³Y ĺ ĩ³ñáoÙ Yñ³ ·áñĪ»ñÁ:
3. ²Úá, ÇYãá»~è ĺ Á³Ù³Y³ĪÁ ÁéãáoÙ, - ÝĪ³ĩ»ó ÈÇÉÇY:
4. 9ñłłáo ·ñÇñ Yñ³Y · Ñ»ĩÇñ, áñ ³ÙY Á³Ù³Y³ĪÇY áõÕ³ñĪíÇ:
5. ØÇ ûñ ĩ³á³ĩ³ñáoõÃÙáoÝ ÇēĪ³á»è ĩÑ³ñóYÇ Ù³ñ¹ĩ³Yó ĄÇ ÇYã »Ý Yñ³Yù áõ½áoÙ:
6. ĪÙ³YùÁ á³÷³¹²³Yó ĩ³ñ× ĺ, áñá»ē½Ç áYãÇY μ³Y»ñÇ Ñ³Ù³ñ ³YÑ³Y·ēĩ³Y³ù:
7. ³áo ÇYÓ ß³ĩ »ē ¹áoñ ·³ÉÇē, μ³Úó »ē ù»½ á»Ù ēÇñáoÙ, - á³- ĩ³ēĒ³Y»ó Ē³áoñ³Y:
8. ÐÇÙ³ Ç±Yã »Yù ³Y»Éáõ, - Ñ³ñóñ»ó Ī»ñ ĩÇİÇYÁ »ñμ Ñ³ē³Y ÷áoáo:
9. ²ÚáoēYáo Ó³ÙYÁ éáoñ · ÇßĒáo ĺñ. - 9è Ùĩ³¹Çñ á»Ù Ù»ÝĪ ĩáoÝ ·Ý³É: ¶Y³ ·Yù, ßĩ³áÇ ·ñ:
10. 9è á·ÇĪ»Ù` ÇYã ³Y»É: ³áo ÙÇßĩ máÕáuáoÙ »ē ÇÙ ĒáÑ³ñ³- ñáoõÃÙáoÝÇó /»÷»Éáoó/:
11. á»Ù Ñ³ēĩ³YáoÙ` ÇYãáo± ĺ Ý³ ³Ù¹ù³Y »ē³ēÇñ³μ³ñ á³ÑáoÙ Çñ»Ý ³Ùēùñ: éáíáñ³μ³ñ Ý³ ³Ù¹áÇēÇY áĩ:
12. Æ±Yã »ē ĩ³ñłáoÙ, á±í ĺ ³Ù¹ Ù³ñ¹Á, · ÇYãáo± ĺ Ý³ Ù»½ ³Ù¹á»ē Ý³ÚáoÙ:
13. ³áo á»ĩù ĺ ÁáoÙÉ ĩ³ē, áñ »ē ĩ×³ñ»Ù ×³ßÇ Ñ³Ù³ñ, »ē áY¹áoÙ »Ù:

14. ĐÇÛ³ ³Û¹ Êë³ñ³ÝáõÛ ùÝÝáõÃÛáõÝ Ñ³ÝÓÝáÕ áñ· ï áõë³ÝáÕ Ì³±:
15. ³ ÇÛ Û»ÕùÝ ï: ²ë Ý»ñáÕáõÃÛáõÝ »Û ÊÝ¹ñáõÛ, - ³ë³ó Ý³ ³Û³ã»Éáí:
16. â»±ë ï»ëÝáõÛ, áñ Ý³ Ñ³ñµ³í ï. Ýñ³ÝÇó ÍáÝÛ³ÍÇ Ñáí ï ÷ãáõÛ:
17. ³ÛÍÁ Ñ³×³Ê ï ³Ý³ÊáñÃáõÃÛáõÝÝ»ñ áõÝ»ÝáõÛ áõëáõóÇãÝ»ñÇ Ñ»í:
18. ²ë ã·Çí»Û, Ã» »ñµ ï á³ííÇñ³ÍáõÃÛáõÝÁ Å³Û³Ý»Éáõ, ë³í³ÛÝ »ñµ Ýñ³ÝÛ ³Ûëí»Õ ÊÇÝ»Ý, Û»ÝÛ Ýñ³Ýó á³ííÇÝ ×³ÍÍ»ñáõÛÃ Í³¹½Û³Í»ñã»ÝÛ.
19. ²Û¹Û³Ý ÇÝÛÝ³Ñ³í³Ý ÛÇ »ÕÇñ, ¹³ ù»½ áÇ ë³¹½áõÛ:
20. - ÆÝáá±õ »ë ³Û¹ã»ë ÑÇ³ó³í Ý³ÛáõÛ ÇÝÓ:
- áõ ÑÇ³Ý³ÊÇ í»ëù áõÝ»ë ³Ûëùñ:
21. ÆÝáá±õ »ë ³ááõñÇó Ñáí ù³ÍáõÛ, ê»Û: ÆÝáá±õ ã»ë áõíáõÛ: ²ÛÝ ß³í Ñ³Û»Õ ï ï:
22. ³áõù Ñ³Ý»ÉáõÍÝ»ñáí »ù ÊáëáõÛ ³Ûëùñ, »ë Ó»½ ã»Û Ñ³ëí³ÝáõÛ:

Ex. 11. Find and correct the errors in the following sentences. All of the mistakes are in verb tense form and usage.

1. The bank lent us money for a downpayment; so now we are owning the house we used to rent.
2. Look at Joan. She bites her fingernails. She must be nervous.
3. He won't let anyone see the painting until it will be finished.
4. I am feeling that you don't want to join us.
5. These shoes are feeling tight.
6. He is owing an apology and an explanation to us.
7. The other big island, which is lying to the west of Great Britain, is Ireland.
8. This box is weighing a lot. It is too heavy for me to lift.
9. Juan! What's the matter with your hand. It bleeds.
10. I think about the verbs in this grammar practice right now. I am thinking all of my answers are correct, but I'll use the answer key to check them when I'll finish, just to make sure.

Ex. 12. Use either the Simple Present or the Present Continuous of the verbs in the list to complete the sentences. Use each verb only one time.

to retire	to go fishing	to be	to name
to exaggerate	to expect	need	to prefer
to suppose	to walk	to get over	to see to (to repair)
to fight	to feel	to shrink	to stand
to overhear	not to do	to contain	to prepare
to depend	to burn	to realize	to go

1. Pete was ill, but he... his illness now.
2. People traditionally... coloured eggs at Easter.
3. "Write and tell her you won't come on Thursday, Tell her you ... it isn't right."
4. My two children don't get along. It seems they always....
5. The plumber is here. He ... that leak in our tank.
6. At the further end of the village... the medieval church.
7. That sweater won't fit you if you wash it in hot water. Wool ... in hot water.
8. I... that she will phone tonight.
9. Norah see that there... enough champagne for the guests.
10. "Tell her to come and see me if she ... a medical attention or a friend."
11. Stay by the door and make sure that nobody ... us.
12. My car has broken down, so I ... to work these days.
13. That's the best we can hope for, I....
14. I hear our boss ... tomorrow.
15. If all ... well, I shall finish it in a fortnight.
16. "If you feel so strongly", she said, "Why ... you it?"
17. "Will you come?" – "That ..., will Sue be there?"
18. Come on! Tell me everything. I ... with curiosity to know what happened to you yesterday.
19. I think I'll buy this atlas. It ... forty maps.
20. In nine cases out of ten children ... chocolate ice-cream.
21. If you always ... people will no longer believe you.
22. "And how about you? ... you still ... on Saturday mornings?"
23. "Ladies and gentlemen, I ... this ship HMS Victory."
24. ... you ... that we have been here for six months already?

Ex. 13. Put each verb in brackets into the most suitable present tense.

I work in a large office with about thirty other people, most of whom I (to know) quite well. We (to spend) most of the day together, so we have all become friends. In fact, most of my colleagues are so interesting that I (to think) of writing a book about them!

(To take) Helen Watson, for example. Helen (to run) the accounts department. At the moment she (to go out) with Bob Balantine, one of the sales representatives, and they (to seem) very happy together. But everyone except Helen apparently (to know) that Bob always (to make) eyes at Susan Porter. But I (to happen) to know that Susan (to dislike) Bob. "I can't stand people who (to apologies) all the time!" She told me. "And besides, I know he (to deceive) poor Helen. He (to see) Betty Wills from the overseas department." And plenty of other interesting things (to go on). For instance, every week money (to disappear) from the petty cash box. When you (to realize) that someone in your office is a thief, it (to upset) you at first. But I (also try) to catch whoever it is before the police (to be called in). I'm going to tell you who I (suspect), well, not yet anyway.

Ex.14. Comment on the following questions.

1. What do people do that irritates you?
2. Why are you irritated by these things?
3. Do you think you have any annoying habits?
4. What do you do to overcome these habits?

UNIT II

SIMPLE PAST, PAST CONTINUOUS

Simple past

Affirmative Interrogative	Negative	
I broke	did I break?	I did not break
you broke	did you break?	you did not break
he/she broke	did he/ she/it break?	he/she/it did not break
we broke	did we break?	we did not break
they broke	did they break?	they did not (didn't) break

Formation

(For the formation, pronunciation and spelling of the simple past, see The Verb.)

Use:

The simple past tense is generally used to talk about past events: short finished actions and happenings, longer situations, and repeated events. It is often used with references to finished periods and moments of time.

Past events

1. We use the simple past to express a single accomplished action in the past. The time of the action is usually indicated by adverbs and adverbial phrases such as **yesterday, the day before yesterday, the previous day/week/month/year, two /three/ a few/some days/weeks/years/ centuries ago, last week/month /year** etc.

A burglar broke into our house last week.

I heard of it through a friend of mine a few days ago.

He first became a member of parliament in 1991.

Note1: The time of the action may be implied in the situation through the mention of the place or other attending circumstances.

-Did you buy anything in Paris? (the speaker knows when she was in Paris)

- *Yes, I bought clothing and a lot of toys for my little daughter.*

Note 2: Sometimes the mention of the time or the place of the action appears unnecessary because the action is definite in the mind of the speaker and the hearer.

“Did you speak to her?” “No, I didn’t dare. She looked so serious.”

2. We can also use the simple past in narration to express a succession of actions in the past.

*It was a hot summer evening. Brenda took a bath, dressed and then phoned John’s parents.
He opened the drawer, took out a revolver and rushed out of the room.*

These actions may be either short finished actions or actions of some duration occupying a whole period of time.

*She stayed with them for about three months and then decided to move to Belgium.
She looked at him for a long time and then shrugged.
He spent all his youth in Russia.*

Time relation

3. We may find the simple past in complex sentences introduced by **when, as** or **while** conjunctions when the two actions are fully simultaneous.

*He spoke French when he was in Paris.
Frank learnt Japanese when he studied at the University.
He didn’t say a word as we drove home.
While he lived in Germany he got to know a family of musicians.*

4. We use the simple past to say that one thing happened after another.

When Father entered the room, my sister put the receiver down.

She stopped playing the piano when Soames came in.

Repeated events

5. The simple past is used to express permanent states or recurrent actions in the past. The latter is generally supported by frequency adverbs: **often, never, now and again, sometimes**, etc.

He lived by the sea – in an old and deserted hut.

His father was a famous doctor.

The couple often went to discos when they were on holiday.

Regularly every summer, he opened an exhibition of his pictures.

Note 3: In English there are special means of expressing a recurrent or permanent action in the past. They are ‘*used to*’ and ‘*would + infinitive*.’

‘*used to*’ expresses a past habit or situation that no longer exists.

When he was much younger, he didn’t use to believe in God.

Some years ago there used to be a nice oak tree here. (a permanent state in the past)

He would get up early in the morning and go for a walk in the woods.

A period of time now over

6. The simple past is used to express an action which occupied a whole period of time now over. The period of time is usually indicated by means of ‘**for phrases**’, **during** or **all day, all night** and the like.

“How long did you stay in Paris?” “For about a month.”

He worked in the bank for two years and then decided to quit it.

I was ill for a week and during that week I ate nothing.

Future actions viewed from the past

7. The simple past is used to express a future action viewed from the past in **a)** time clauses, **b)** conditional clauses, **c)** concessive clauses **d)** object clauses after **to see** (that), **to take care** (that), **to make sure** (that). Future- in- the Past is usually used in the principal clause. (see Unit I)

- a) *We visited all the museums before we left the city.*
- b) *I asked him not to worry if I was late.*
- c) *Even if he didn't want to listen to me, I would try to speak to him.*
- d) *He promised he would take care (that) no harm came to her.*

Past Continuous

Affirmative Interrogative		Affirmative Negative
I was playing	was I playing?	I was not (wasn't) playing
you were playing	were you playing?	you were not playing
he/she/it was playing	was he/she/it playing?	he/she/it was not playing
we were playing	were we playing?	we were not playing
they were playing	were they playing?	they were not (weren't) playing

Formation

The past continuous tense is formed by the past tense of the verb **to be** + **participle I** (For the spelling, see Unit I)

Use:

The past continuous is chiefly used for past actions which continued for some time but whose exact limits are not known and are not important.

He was reading a book when I came home.

Used without a time expression it can indicate gradual development:

It was getting dark and we decided to turn back.

‘Around a particular past time’

1. The past continuous is used to say that something was in progress (going on) around a particular past time.

*When they arrived, we were still laying the table.
We entered our own flat. I picked up two letters which were
lying on the floor.*

2. It is used to express an action going on at a given period of time in the past.

*This time last year they were traveling round Europe.
They were cleaning the basement from 7.00 till 9.00
yesterday.
What were you doing before you came here.*

Note 1: Sometimes the past continuous is found in apparently parallel actions:

Between one and two I was doing the shopping and walking the dog.

Annoying habits

3. The Past Continuous with **always, continually, constantly** expresses a frequently repeated past action which often annoys the speaker.

*He was always ringing me up at a very late hour.
I didn't like him – he was continually borrowing money.*

Time relation

4. We may find the simple past and the past continuous used in different combinations with each other.
A complex sentence with a time clause introduced by the conjunction **as**:

- a) The actions of the two clauses may be fully simultaneous. The simple past is commonly found in both clauses.

As he got older he got more optimistic.
As the tree grew, its leaves turned brown.

Note 2: A continuous form is usually used for longer 'background' action or situation (**was walking, are having, were playing**);

It was raining as I was walking up the hill towards the station at six o'clock on a Saturday.

But **as** and **while** can be used with a simple tense, especially with a verb like **sit, stand, lie, grow** etc. which refers to a continuous action or state:

As I sat reading the paper, the door burst open.

- b) The actions of the principal and subordinate clauses may be partially simultaneous. The action of the subordinate clause serves as a 'background' for the action of the principal clause which is usually a shorter accomplished action. The simple past is found in the principal clause and the past continuous in the subordinate clause.

As I was walking in the street, I saw Bob.
As we were leaving home, the telephone rang.

- c) The actions of the two clauses may form a succession. The simple past is found in both clauses.

As I turned back into the room a gust of wind crashed the door shut behind me.
As the sun rose, the birds began to sing .

5. Time clauses introduced by **when**:

- a) The two actions may be fully simultaneous. We find the simple past in both clauses.

When he lived in that small town his friends often visited him.

His parents died when he was twelve.

- b) The actions can be partially simultaneous (the action/situation of the principal clause serves as a background for the action of a when clause which is a short accomplished action). The past continuous is found in the principal clause and the past simple in the subordinate clause.

It was raining when we arrived

When I saw him in the street, he was arguing with an elderly man.

- c) A **when** clause may serve to introduce a longer 'background' action or situation, which is/was going on when something else happens/happened.

He hurt his back when he was working in the garden.

My boss doesn't/ didn't like to be interrupted when he is/was

having an important talk.

The telephone always rings/rang when you are/ were having a bath.

Note 3: **(just) as; (just) when** are used to say that two short actions or events happen/happened at the same time.

Mary always arrives/arrived just as I start/started work.

I thought of it just when you opened your mouth.

6. Time clauses introduced by **while**:

- a) The two actions may be fully simultaneous. In this case either the simple past is found in both sentences or the past continuous is found in the subordinate clause and the simple past is found in the principal clause. We may as well find the past continuous in both sentences.

Martha said nothing but looked from one face to the other while they discussed the plans.

She sat still as a statue while he was playing the sonata.

The child was drawing while her mother was ironing her clothes.

- b) Partially simultaneous actions - the action of the subordinate clause serves as a background for the action of the principal clause which is a shorter accomplished action. The simple past is found in the principal clause and the past continuous in the subordinate clause.

He fell asleep while he was reading a book.

Dave broke his leg while he was playing football (or ...while playing football)

While they were playing cards, somebody broke into the house.

7. The past continuous or the simple past is often used after such phrases as **the whole day, all day long**.

Grandfather was working in the garden all day long.

Grandfather worked in the garden all day long.

Future events

8. We use the past continuous to express an action which was supposed to take place in the near future due to a previous arrangement.

He said that Jane was leaving the country in two days.

Note 5: Notice the following sentence which is a stereotype. It is emotionally coloured, expressing irritation.

I thought you were never coming.

9. These sentences describe events intended to take place, but which didn't happen.

I ~~was going to phone~~ you, but I forgot.

I ~~was thinking of going~~ to Italy this year, but I haven't decided.

I ~~was about to do~~ it, but I started doing something else.

ACTIVITY

Ex. 1. Explain the use of the Simple Past in the following sentences.

1. Alexander Graham Bell was the inventor of the telephone. 2. Many scientists were responsible for the development of the atomic bomb. Albert Einstein was one of them. 3. I saw Barbara and her husband at the football game. 4. We left the country before the war began. 5. The Egyptians were the first people to use paper. 6. "Who gave you your name?" "My father." 7. I worked on my book for several years. 8. Whom did you dance with at the party? 9. I went into the bedroom and put my tie on and looked at myself in the mirror. 10. He did his best to look after her, he took her out on long slow strolls: he saw that she went to bed early. 11. If no contact was made, he was to return to the library and wait. 12. In this circumstances, whoever followed the old man would be revealed. 13. Sometimes Catherine and I went for rides out in the country in a carriage. 14. But time after time she would go to the school and sit on a bench outside with Mrs. Curtis, watching her son play and learn to sign now. 15. When our daughter was a little girl, she used to play house. 16. When he was much younger he didn't use to believe in God, but now he does. 17. "But why did he think you would come here to begin with." 18. Everybody at the office knew that he retired the next week. 19. Scofield wanted to get to the airport before the agent found him. 20. He knew that the plane flew at 2.30 a. m.

Ex.2. Give the past forms of these regular verbs. Show whether you would pronounce these past forms as /d/, /t/ or /id/

Example: *The plane ...landed in the field* · /id/ (land)

1. The soldiers The sergeant's orders. (obey)

2. We first class. (travel)
3. He an hour yesterday. (wait)
4. They to talk me into coming. (try)
5. I his letter a week ago. (post)
6. Nobody at him. (laugh)
7. You to me! (lie)
8. She into the house. (hurry)
9. He when he saw me. (stop)
10. Bob finally her. (marry)

Ex.3. Complete the following sentences using the simple past.

1. She followed him wherever he
2. When I studied at school.....
3.while I made breakfast.
4. As soon as I
5. If he/she phoned me.....
6. It was raining all day yesterday so I.....
7. before I went to bed.
8. When I was a little girl/boy
9. Everybody kept silent When.....
10.after I finished school.

Ex. 4. Comment on the use of the Past Continuous or Simple Past tenses in the following sentences.

1. Life was changing very quickly during the second half of the twentieth century.
2. I was listening to the radio when the sensational news suddenly came on.
3. They weren't sleeping at the time of the earthquake, fortunately.
4. What was happening in the world when you were born?
5. Dr. Johnson was very busy at the hospital yesterday, she was delivering babies all day long.
6. How many people were sitting in the theatre when the fire started?
7. It was bright sunlight in the room when I woke.

8. He turned to him and said that the office smelt like a stage-dressing-room.
9. During the study period in class yesterday, it was hard for me to concentrate because the student next to me was humming.
10. When Joan was a child she used to be very nervous, she was always biting her fingernails.
11. She said that she didn't want to stay there any longer and that she was leaving the country in a week.
12. I looked at my watch, it read five minutes to eleven.
13. He saw that one of the students was having difficulty with the homework.
14. Philip made no haste to move from where he sat.
15. Then he noticed Jack. He was standing in front of the fire and was talking Italian to a man in glasses.
16. She stopped beside Tommy who was in a particularly scornful mood. He was leaving in the morning.
17. His steps slowed down as he mounted the stairs.
18. She left the house and went along a sandy path leading to the vegetable garden. Soon she saw that someone was moving among the tomato plants.

Ex.5. Make up situations to justify the use of the Past continuous and the Simple Past in the following pairs of sentences.

1. Sally cleaned her apartment.
She was cleaning her apartment.
2. I did my laundry.
I was doing my laundry.
3. He filled out his income tax form.
He was filling out his income tax form.
4. I studied English.
I was studying English.
5. Mr. and Mrs. Warren looked for an apartment.
Mr. and Mrs. Warren were looking for an apartment.
6. David and Jeff washed windows.
David and Jeff were washing windows.
7. She typed letters.
She was typing letters.

Ex. 6. Complete the sentences with the Simple Past or the Past Continuous of the verbs in parentheses.

1. Yesterday I (to clean) my apartment from the time I (to get up) to the time I (to go) to bed.
2. When the balloon (to burst), everyone (to be startled).
3. Emily accidentally (to stick) her finger with a needle while she (to sew).
4. Maria promised to help us. I hope she (to mean) what she said.
5. While the artist (to paint) her portrait, she (to admire) his handsome profile.
6. I (to write) to him for a while, then I (to stop) writing.
7. There (not to be) anything (to cook) on the stove when I got home.
8. The team (to celebrate) it's victory at the Olympics all night long.
9. I left myself in with my key and made my way upstairs. Crystal and Arthur (to sit) at the table. They both (to rise) when I (to enter).
10. I couldn't understand why he (to be) selfish. He wasn't usually like that.
11. She was very nervous. She (to tear) her dress while she (to change).
12. Mother looked at her son. He (to smell) the soup. She (to see) that the boy (not to want) to eat the soup.
13. We entered our own flat. I (to pick up) two letters which (to lie) on the floor.
14. It was already late. As I (to stop) at the bar to have a drink I (to see) them talking it over.
15. He asked me what work I (to do) and whether I (to intend) to go to the University.
16. She told me last night that she (to go) for a swim if she (to wake) early.

Ex.7. Rewrite each sentence, beginning as shown, so that the meaning stays the same.

Example: *Harry kept interrupting me.*

Harry was always / continually interrupting me.

1. There was a smell of onions in the kitchen.
2. I intended to call you yesterday, but I forgot.
3. George had the irritating habit of making trouble.
4. Diana wasn't always as rude as that.
5. What was there in that box?
6. What was his opinion of the government's decision?
7. He said that he was sure ghosts didn't exist.
8. We used to spend Sunday afternoons working in the garden.
9. He was doing well in his examinations.
10. The new stadium could admit 120.000 people supporters.
11. Though she was a woman she was organizing and controlling her business perfectly.
12. I was not sure if he was telling the truth.

Ex. 8. A. Use the Simple Past or the Past Continuous in the following sentences containing “as” clauses, “ while” – clauses and “when ”- clauses.

1. It (to be) idle chitchat as they (to drive) along. 2. While the uniformed attendant (to usher) the last strugglers through the great glass-paneled double doors, the manager (to sit) in his office interviewing Raymond Hewson. 3. It (to rain) as I (to walk) up the hill towards the station at six o'clock on a Saturday. 4. The driver was injured. A young woman (to hurry) into the station and (to phone) for an ambulance while I (to take) care of the driver. The poor man (to groan) quietly when the ambulance (to arrive.) at high speed and (to rush) him away to hospital. 5. John (to take) a photograph of me while I (not to look). 6. When she (to come) back an hour later, Daphne still (to work). She never remembered to eat when she (to write). 7. She (to pick up) her handbag and (to walk) out the door as Barbara (to watch her). 8. The doorbell (to ring) while I (to take) a bath. 9. I (to walk) along the road when I (to see) Dave. So I (to stop) and (to have) a chat. 10. The Caliph decided to go to the market and investigate. When he (to find) the man in black, he (to speak) to him angrily. 11. John (to manage) to use his crib

while the teacher (not to look).12. When I first (to see) Alan, he (to try) to find a job in London.

B. Write sentences (or short situations) with “as” clauses, “while” – clauses and “when” - clauses. Explain the time relation between the two sentences.

Ex. 9. Translate the following sentences into English using the Simple Past or Past Continuous Tenses.

1. Ø³ÝÇ áñ ß³í ÷Ç ß÷áÃí³í ³Ù¹ á³ÑÇÝ, »ë ã÷Ç Ñ³ëí³ÝáðÙ, Å» ÇÝÇ Ù³ëÇÝ ÷ Ý³ ÈáéáðÙ:
2. ²é³ÇÇÝ Ù³ñ¹Á, áðÙ »ë ï»ë³, »ñµ ÇÇ³ ÇÝÝ³ÃÇéÇÓ, ÇÙ ùáðÙñÝ ÷ñ: Ð³Ùñë èá³éáðÙ ÷ñ ÇÝÓ Çñ Ù»ù»Ý³ÙáðÙ` ù¹³Ý³í³Ù³ÝÇÓ ¹áðñë:
3. í³é³í³ñÇäÝ ³ë³ó, áñ Ýañ Ñ³Ù³í³ñ·ÇäÁ äÇ ³ßÈ³í³áðÙ, `` áñ ×³ñí³ñ³·»íÝ»ñÁ ÇÝä-áñ ÈÝ¹ÇñÝ»ñ áðÝ»Ý` í³á³í³ ³Ù¹ Ñ³Ù³í³ñ·äÇ Ñ»í:
4. ²ñÇí³ë³ñ¹ Ù³ëÝ³·»íÁ Èáëí³ó³í, áñ í³í³ñíÇ ³Ù¹ ³ßÈ³í³ÝùÁ, ÇÝäù³Ý ÷É áñ ³ÙÝ Çñ»ÝÇÓ Á³Ù³Ý³í ÈÉÇ:
5. Ùñ³Ýù í³ñíáðÙ ÷ÇÝ, Å» »ë Ùí³¹Çñ »Ù óáðÙó í³É Çñ»Ýó` ÇÝä»ë í³ñ»É ³Ù¹ ÁÝí»ñáðÙ³Ý ·áñí»ñÁ:
6. ²ñµ æáÝÁ »ñÇí³ë³ñ¹ ÷ñ, Ý³ éáíáñáðÙáðÝ áðÝ»ñ ³Ù»Ý ùñ ë³éÁ óÝóáðÙ ÁÝ¹áðÝ»É Ý³Èù³Ý ³ßÈ³í³ÝùÇ ·Ý³ÉÁ:
7. Ù³ á³ñ¹÷³á»ë áð¹÷áðÙ ÷ñ Ñ³í³ëí³ÇÝ³É, áñ áá ÙÇ íÝë ä»Ý á³í×³éÇ Çñ »ñ»É³ÙÇÝ ³Ù¹ ¹áñáóáðÙ:
8. é³é³ÙÇ ³ÙáðëÇÝÁ »ñµ»ù ä÷ñ ëÇñáðÙ Ñ»é³Èáéáí Èáë»É: ²ñµ ÷É áñ ³ÙÝ ½Ý·áðÙ ÷ñ, Ý³ ÙÇßí ·áéáðÙ ÷ñ. “²ë ³Ùëí»Ö ä»Ù:”
9. æ»ÙÝÁ óáðÙó íí»ó Çñ íÇñ³í³á³í Ù³íÁ: Ø»Ýù á¹÷³ñÙ³ó³Ýù: Ù³ ÙÇßí ÷É Ù³íÁ ïñáðÙ ÷ñ, »ñµ áñ` ÷ µ³Ý ÷ñ á³í³ëíáðÙ:
10. í³ñÇÝ»ñ ³é³Ç Ý»ñí³ÙÇë §ðáëí³í íÇÝÁÃ³íñáÝÇ í»ÖáðÙ ÙÇ »í»Ö»óÇ í³ñ` ÝíÇñí³í éáðñµ ááÖáë ` ä»íñáë ³é³ùÙ³ÉÝ»ñÇÝ:
11. ´áÉáñÁ ½ñáðóáðÙ ÷ÇÝ, µ³Ùó Èé»óÇÝ, »ñµ á³ñáÝ èÙÇÁÁ è»ÝÙ³í Ùí³í:
12. ²ë Ùí³ ·ñ³ë»ÝÙ³í ` ßáðñÇµáÉáñë Ý³Ù»óÇ: ´áÉáñÁ ½µ³Öí³í ÷ÇÝ Çñ»Ýó ·áñí»ñáí:

Ex. 10. Identify any possible errors in these sentences.

1. When you lived in London were you travelling by double-decker?
2. I am yet waiting for an answer from him.
3. Everyone was having a good time, although not many people danced.
4. I managed to talk to Carol once she was leaving.
5. Everyone was talking but stopped at the time.
6. We bought our tickets and five minutes after the train arrived.
7. It was more than a month until I realized what had happened.
8. Ann wasn't seeming very happy at the moment.
9. When he was a student he was often making that mistake.
10. It got dark now and the general drove more slowly than ever.
11. Who he was he didn't have any right to speak to me like that.
12. At the end of the week she wrote that she returned.

Ex. 11. Put each verb in brackets into a suitable past tense. Only use the past perfect where this is absolutely necessary.

Harry went back to the camp the following morning, but it was in some confusion. Soldiers (to wander) around carrying equipment from one place to another, but there (not to seem) to be any purpose to what they (to do). Harry (never to be) in an army camp before, but it (not to take) a genius to realize that most of the officers (to take) the first opportunity to abandon the men and head for safety. He (to try) to phone the newspaper, but something (to happen) to the telephone lines. He (to try) to find out exactly (to go on), when the first plane (to fly) low over the camp. A wooden building a few hundred yards away suddenly (to disappear) in an explosion of flame. Before long bombs (to explode) all around him, and then everything (to go.) quiet. The planes (to vanish) as suddenly as they (to appear). Smoke (to rise) from burning buildings. A dead man (to lie) next to Harry, the first dead man person he (ever to see). And suddenly it (to begin) to rain.

UNIT III

PRESENT PERFECT, PRESENT PERFECT CONTINUOUS

Present Perfect

Affirmative Interrogative	Affirmative Negative	
I have worked	have I worked?	I have not worked
you have worked	have you worked?	you have not worked
he/she/it has worked	has he/she/it worked?	he/she/it has not (hasn't) worked
we have worked	have we worked?	we have not (haven't) worked
they have worked	have they worked?	they have not (haven't) worked

Formation

The present perfect is built up by means of the auxiliary verb **have/has+ participle II** of the notional verb.
(For the formation of the participle II, see The Verb)

Use:

This tense may be said to be a mixture of present and past. It always implies a strong connection with the present and is chiefly used in conversations, newspapers, radio reports, lectures and letters.

Finished events connected with the present

1. The present perfect is used just to name a past occurrence without mentioning any definite circumstances under which it occurred. (It may have an obvious result in the present).

I have heard about him. They say he is a very decent person.

They have brought their children with them.

He can't come to your party because he's broken his leg.

Note 1: Although the present perfect is mainly used for fairly recent occurrences, we may sometimes find the present perfect used for actions which took place long ago. (It may also express recurrent actions or states of some duration.)

"You have so often been helpful in the past." "I have tried," said Joseph.

"You've all been young once, you know. We've all felt it, Roy."

- I am afraid they'll find her rather dull.

- I've only seen her once. It was a long time ago and then she didn't speak much.

2. The present perfect is the most normal tense for giving (or asking) news of recent events.

I hear the pound has fallen against the dollar.

Do you know that the number of unemployed has reached 30.000?

I have bought a new dress to wear at their wedding.

Have you seen the current production of "Romeo and Juliet?"

Notice that the present perfect is not used to talk about a finished event, if we say when it happened. Compare:

There has been an explosion at the station.

There was an explosion at the station last night.

3. As it has been mentioned above, this tense is often used in newspapers and radio reports lectures and letters to introduce an action or an event which will then be described in the simple past tense (when we go into details, the present perfect changes to the simple past or past continuous. The time of the action is very often given in the second sentence.).

There has been a plane crash near Bristol. Witnesses say that there was an explosion as the aircraft was taking off. Two prisoners have escaped from Dartmoor. They used a ladder, climbed a twenty foot wall and got away in a stolen car.

*Dear George,
Lots of things have happened since I last wrote to you. I
have bought a new car. I bought it last week. It cost me a
lot of money...*

‘Time up to now’

4. We often use the present perfect for past events when we are thinking of a period of time continuing up to the present – for example when we use indefinite time adverbs that mean “at some time / at any time up to now”: like *ever, before, never, yet, already, recently, lately, so far, just...*

*I am sure we have never met before.
Have you ever been to Europe?
They have just missed their train.*

Note 2: In an informal style, simple past tenses are sometimes possible with **always, ever** and **never** when they refer to ‘time up to now’.

*I always knew I could trust you. (or I’ve always known...)
Did you ever see anything like that before? (or have you ever
seen...?)
I never heard such nonsense. (Am. Eng.)
I didn’t call Bob yet. (Am. Eng.)*

Note 3: Notice the use of the simple past with **just now**.

That rule was just now explained to us.

5. The present perfect is used with **today/this morning/this week** when these periods aren’t finished.

*I haven’t seen Alice this morning. (the period isn’t over yet)
I didn’t see Alice this morning. (the period is over)*

Repetition and continuation to now

6. We can use the present perfect to say that something has happened several times up to the present.

How often have you been in love in your life?

He has written five letters to her since lunchtime.

7. We often use the present perfect to talk about how long present situation has lasted. In this case either the whole period of duration of the action is marked or its starting point: **for an hour, for a long time, for the past/in the last few days, in years, in a long while ..., since last spring, since she was ten years old** etc.

The children haven't had any fun in a long while.

That house has been empty for six months.

He has been like that since his childhood.

They haven't seen each other since they left school.

However, we sometimes find in both parts of the complex sentence two parallel actions which began in the past and continue into the present. In this case the present perfect (or the present perfect continuous) is found in both clauses.

I have loved him since I have known him. (parallel actions which began in the past and continue into the present).

She has been singing since she has been taking a bath.

8. Care should be taken when we use the present perfect to express the duration of an action. If the period of duration belongs to the past time sphere, the simple past is used and if the period of duration comes close to the moment of speaking, or includes it, the present perfect should be used. Compare:

How long have you been in Paris . (the person is in Paris)

How long did you stay in Paris? (the person is no longer in Paris)

The use of the present perfect with special questions

9. The simple past is used with the special questions **when** and **how** because the attention in such sentences is drawn to the circumstances of the action rather than to the occurrence itself. But as for **what, what...for, where** and **why** both the present perfect and simple past may be used, depending on the meaning to be conveyed.

When did you pass your exam? (present perfect is never used in *when* questions)

What books did you read when you were on holiday?

What books have you read about it?

Where were you yesterday? I came to your office but you weren't there.

Where have you been all this time?

Note 4. Notice that we usually prefer a simple past tense when we identify the person, thing or circumstances responsible for a present situation (because we are focusing on the past cause, not the present result.)

Compare:

"They have met, sir" said the assistant manager.

"Who has met?" asked John St. Jacques.

Who has dropped this ten pound note?

-Some fool has let the cat in. -Look what John has given me!

(Who let that cat in?) (Who gave you that watch?)

"Why are you crying?" "Granny hit me."

That's a nice picture. Did you paint it yourself?

How did you get that bruise?

The Chinese invented paper.

Time clauses

11. The present perfect is found in time clauses after **when, as soon as, after, until to** express a future action (to show that one thing will be accomplished before the other thing starts.).

Can I borrow that magazine when you have finished it?
but *When I phone Kate this evening, I'll invite her to the party.* (in this example the two things happen together)

We may find the simple present in this type of clauses. The choice of the form (simple present or present perfect) depends on the lexical meaning of the verb. With durative verbs the present perfect is more common. With terminative verbs the use of the both forms is possible.

*I can tell you whether the machine is good or bad when I have tried it.
I'll tell you when I've finished /finish it.*

12. Note that we say “It’s the first/second third...time something **has happened**”

*It's the second time I have lost my wallet.
It's the third time she has broken a cup.*

Present Perfect Continuous

Affirmative Interrogative		Negative
I have been playing	have I been playing?	I have not (haven't) been playing
you have been playing	have you been playing?	you have not been playing
he/she/it has been playing	has he/she/it been playing?	he/she/it has not (hasn't) been playing
we have been playing	have we been playing?	we have not been playing
they have been playing	have they been playing?	they have not been playing

Formation

The present perfect continuous is built up by means of the auxiliary verb **to be** in the present perfect and **participle I** of the notional verb.

have/has been + participle I

Use:

We usually use the present perfect continuous to talk about actions which started in the past and are still going on or which have just stopped and have present results. It is not used in narration where reference is made to past events. Like the present perfect, the present perfect continuous is found in present time contexts. It is used in conversations, newspaper and radio reports, lectures and letters.

‘Up to now’ focus

1. The present perfect continuous is used to express an action, which began before the moment of speaking and continues into it or up to it. In this meaning it is parallel to the present perfect and may be

used with the same indications of time as have already been described in the present perfect tense (**for a long time, for the last three days, since last spring, since my childhood** etc.)

It has been raining / has rained steadily since last Saturday.

He has been jogging every morning for the last month.

I have been waiting for you for three hours.

“She looks tired.” “She has been writing letters all morning”.

How long have you been learning English?

Continuous activity recently finished or coming to an end

2. The present perfect continuous is used to express an action which was in progress quite recently and has a connection with now. The precise time limits of the action aren't specified (it is only occasionally found with indications of time). In this meaning the present perfect is not parallel to the present perfect continuous.

He began abruptly: “I’ve been thinking about what you told me.”

“What have you been doing?” “I have been shutting the windows. The wind is rising.”

“You are out of breath.” “I have been running all the way to the office.”

but “You look tired.” “I was cycling non- stop until five o’clock.”

*I’ve just been having such a delightful chat with Margaret. (sometimes **just** is found with the present perfect continuous form)*

3. This tense is common when we are talking about situations which are just coming to an end or may change.

I have been having violin lessons every two weeks, but I think I’ll make it every week from now on.

4. We can use the present perfect continuous to talk about repeated actions and events, (but not if we say **how many/ how many times** they have happened because this stresses the idea of completion)

*I have been taking French lessons this year.
I have been playing a lot of tennis recently.
but I have played tennis three times this week.*

Continuous change or development

5. We generally use present perfect continuous to talk about continuous change or development, even if this is permanent.

Scientists believe that the universe has been expanding steadily since the beginning of time.

Simple Perfect and Present Perfect Continuous

Basic contrasts:

1. The present perfect continuous focuses on the action / situation itself, looking at it as a continuous, extended activity (not necessarily finished). The simple perfect on the other hand looks more at the ideas of completion and present result. Compare:

I have been reading your book. (focus on continuous activity)

I have read your book. (focus on completion)

I must have a bath. I have been planting new rose bushes. (focus on continuous activity)

My garden looks nice. I've planted a lot of new rose bushes. (focus on result)

2. We can use the present perfect continuous to talk about repeated actions and events, but not if we say how often they have happened because this stresses the idea of completion. We also avoid using the present perfect continuous with **how many** and **how many times** questions. Compare:

I have been playing a lot of tennis recently.

I have played tennis three times this week. (how many times)

I have been ironing since morning.

I have ironed five shirts so far. (how many)

How many pages of that book have you read?

3. We often prefer the present perfect continuous to talk about more temporary actions and situations; when we talk about longer-lasting or permanent situations we often prefer the simple present perfect.

That man has been standing on the corner all day.

For 900 years the castle has stood on the hill above the village.

However, both tenses are possible in cases like this, with a slight difference of emphasis:

He has worked / has been working in the same job for thirty years.

4. Remember that a number of verbs are not used in the continuous form, but that some of these can be used in this form in certain cases (see Unit I). We can therefore say:

Have you been hearing from him recently?

I have been wanting to throw at him something for a long time.

Note 1: The present perfect continuous is also found in negative sentences but in this case the negation doesn't refer to the action but to the length of its duration or to the circumstances attending the action.

I haven't been sleeping well recently (which means I have been sleeping but my sleep hasn't been sound enough)

ACTIVITY

Ex. 1. Comment on the use of the present tense aspect-forms in the following situations.

1. "Robbed!" said Silas gaspingly. "I have been robbed. I want the constable."
2. "Tell them about you. That's what people always want to know. They always ask me." "And what do you say? That I have had a tragic life? That's exactly what I don't want to tell them."
3. "I have heard that story before. But you've made enough for Andrew by now, Daff. Why don't think of yourself for a change?"
4. "I am thirty-four."
"You mention it often enough."
"You have taken years of my life."
"Only three, dear."
"You owe it to me."
5. "Andrew was born deaf. He is in a school for the deaf in New Hampshire."
"Jesus Christ. You never told me that."
6. "I don't know ..." She sounded so fragile and so sad. "I ... I have lost so much in the past, Matt ..."
7. "Now I have got you!" she said, "Now you can't get away."
"Why, hello," said her host. "Well. How are you?"
8. Thirty thousand pound's worth jewellery has been stolen from Jonathan Wild and Company, the jewelers. The thieves broke into the flat above some time during Sunday night and entered the shop by cutting a hole in the floor.
9. "Hello," she said. "Are you awake?"
"Where have you been?"
"I just went out to get a breath of air."
10. "Don't you ever relax?"
"No more than you do. From what I have seen in the last two days, you are entitled to a nervous breakdown."
11. "Well ... look ... I have to be honest. Family turkey dinners just aren't my style. I haven't done that kind of thing since I was in high school."

12. "I am not going to lose her, Barb." He felt a lump rise in his throat. "I have been in love with her since I have known her."
13. "I have been here all day," said Iris. "Did you call Murdock?" His eyes were hard as he looked at Iris.
 "Not yet. But I will."
 "If you don't, I will. I meant what I said this morning."
14. "You're right, he is terrific." Said Barbara, "and he is the smartest human being I have ever known."
15. "Forgive him for being rude."
 "No. I won't speak to him until he has apologized."
16. "Has anybody come here today?"
 "An absolutely stunning girl was here looking for you."
 "Did she say what she wanted?"

Ex. 2. Make up situations to justify the use of the Present Perfect and the Simple Past in the following pairs of sentences.

1. Tom has broken that chair.
Tom broke that chair.
2. We have settled everything.
We settled everything.
3. Have you spoken to him?
Did you speak to him?
4. I taught little children.
I've taught little children.
5. I have seen him today.
I saw him today.
6. I left the car outside the garage.
I've left the car outside the garage.
7. I passed all my exams.
I've passed all my exams.
8. I haven't read the paper this morning.
I didn't read the paper this morning.

Ex. 3. Complete the sentences with the Simple Past or Present Perfect of the verb in parentheses.

Example: *I have worn my new evening dress only once since I bought it. I wore it to my sister's wedding (to wear).*

1. Our University ... 120 students to study in other countries last year. In total, we ... 864 students abroad over the last ten years (to send).
2. The night has ended and it's daylight now. The sun It ... at 6:08 (to rise).
3. Alex is an artist. He ... many beautiful pictures in his lifetime. Last week, he ... a beautiful mountain scene (to draw).
4. When she was in collage, Julia ... home at least once each week. Now she has a job and is living in Chicago. In the last six months, she ... only three letters to her parents (to write).
5. Jack really needs to get in touch with you. Since this morning, he ... here four times trying to reach you. He ... at 9:10, 10:25, 12:15 and 1:45 (to call).
6. Mark ... the violin with the London symphony since 1985. Last year he ... a Beethoven violin concert at one of the concerts (to play).
7. The company and the union finally ... on salary raises two days ago. Since then, they ... on everything, and the rest of the negotiations have gone smoothly (to agree).
8. Karl ... a trip to Asia last October. He ... many trips to Asia since he started his own import-export business (to take).
9. Masaru is a pilot for JAL. He ... nearly 8 million miles during the last 22 years. Last year, he ... 380.000 miles (to fly).

Ex 4. Use the Present Perfect (I) or the Simple Past in the following situations.

1. "Can we get dinner here?" asked John.
"Of course we can. Have you got enough money? I (to spend) my last dollar on the taxi."
2. "Mr. Dillon (to arrive) Kate?"

- “Yes.”
- “Oh, good. You (to find) your way all right then, Mr. Dillon? I (not to hear) you ring the bell.”
- “I (cannot) find the bell; so I (to knock) instead.”
3. “Did you call Murdock?” Her eyes were hard as she looked at Iris.
- “Not yet. But I will.”
- “If you don’t, I will. I (to mean) what I (to say) this morning.”
4. “You (to read) “Winnie the Pooh” by A. Milne?” the guest tried to talk to the little boy.
- “Yes,” answered the boy.
- “And how you (to like) it?”
- “Very much indeed.”
5. Christopher opened the door for me. I entered my flat.
- “I say, an absolutely stunning girl (to be) here looking for you,” said Christopher.
- “She (to say) what she (to want)?”
6. “I understand you (to have) an unpleasant experience there. What (to happen) exactly?”
- “Let’s forget it. Even now I can’t believe I (to do) it.”
7. “I (to save) some money – enough for Tony to go off for a couple of years,” said Milly.
- “You (to raise) all that money by doing your own housework?”
- “No, of course not.”
- “What you (to be) up to? What you (to do)?”
- “I (to sell) the house.”
- “What’s Tony going to say? You (to tell) Tony?”
- “Why should he care? He is young.”
- “Why you (not to tell) him?”
8. “Hello,” said the little girl to her mother and looked at her companion.
- “Come and say ‘How do you do’ to Mr. Ogden.”
- “I (to see) him already,” answered the child.
- “It’s impossible, dear. He only just (to arrive) here.”
- “I (to see) him in the hall this afternoon.”
- “I am sure you didn’t. You (to see) my little girl yet, Mr. Ogden?”
- “I don’t think we (to meet) before,” said Mr. Ogden.

Ex. 5. Complete each sentence from a) to j) with an appropriate ending from 1) to 10). Don't use an ending more than once.

- | | |
|---|--|
| a) She hasn't got over her cold ... | 1) so far ... |
| b) I got a very good mark ... | 2) ... yet |
| c) Many countries have become independent nations ... | 3) ...three years ago |
| d) I have warned you about this ... | 4) ... on the final examination |
| e) I have decided to believe you ... | 5) ... was in 1990 |
| f) I haven't been feeling very well ... | 6) ... time and time again |
| g) The last time I saw him ... | 7) since the end of World WarII |
| h) Mary started learning German ... | 8) ... since I last went to a football match |
| i) It's a long time ... | 9) ... for the past hour or two |
| j) ... we haven't noticed anything unusual. | 10) ... for the time being |

Ex.6. Read the text and put each verb in the brackets into the Simple Past or the Present Perfect.

Mr. Patterson doesn't work now. He (to work) in a bank for 25 years. Then he (to give) it up. He says he enjoys staying at home. Mr. And Mrs. Patterson (to be) happily married for thirty-five years. They are very proud of their family. Their son, Louis, is very successful. For the past six years he (to be) the manager of the Big Value Supermarket on Grant Street. Louis (to work) very hard to get where he is today. First he (to be) a clerk for two years. Then he (to be) a cashier for three years. After that, he (to be) an assistant manager for five years. Finally, six years ago, he (to become) the manager of the store. Everybody at the Big Value Supermarket is very proud of Louis. He (to start) at the bottom and he (to work) his way up to the top.

Ex.7. Rewrite each sentence beginning as shown, so that the meaning stays the same.

Example: *It's a long time since I last went to the seaside.*
 I haven't been to the seaside for a long time.

1. Eating Chinese food is new to me.
2. Her boyfriend is different from what he used to be
3. There is a definite improvement in your English
4. I don't know where my keys are.
5. After I arrived here, I started to feel better.
6. This is my second visit to your country.
7. They have been married for five years.
8. My boss hasn't been to Paris before.
9. I paid this bill earlier, actually.
10. The children are at the park. It's two hours since they started to play ball.
11. Cuba became a socialist country in 1959. It's still a socialist country.
12. Latin is a dead language now. After the decline of Rome, people gradually stopped speaking Latin.

Ex. 8. Explain the use of the Present Perfect and the Simple Past in the following questions.

1. "I have seen that couple lately." "When did you see them?" "Why hasn't he let us know where he has gone?" 2. "What time is it?" "Almost nine o'clock" "Damn," he swore, "Why didn't someone wake me?" 3. "How did you learn to drive?" "My father taught me." 4. As Rosemary entered her room, her mother called to her: "Where have you been?" 5. Jane is always on holiday, "Oh, is she? Where has she gone?" 6. "Nick has just come back from his holiday." "Oh, where did he go?" 7. You seem to know a lot about your neighbours. How long have you lived here. 8. "I know that you didn't like that city, but how long did you stay there?" 9. You look upset. What has happened to you? 10. "I am going to see Mr. Warren," she said. "He is in St Joseph's Hospital." Her father turned from TV. "What _____ happened to him?"

Ex. 9. Supply the Present Perfect or the Simple Past in the following questions.

1. What a heavenly dress! Where you (to buy) it? 2. When Renny came in his grandmother asked him: "Where on earth you (to be) all day?" 3. "How many children you (teach) in that other family?" the girl asked her new governess. "Not many, just one girl." "How long you (to stay) with her?" 4. How many cameras you (to assemble) yet? 5. He turned to me and asked: "You (to hear) that noise?" 6. He is very secretive. You ever (to hear) him speak about his past? 7. How many times you (to win) money in the lottery? 8. When my mother came home and saw me, she got surprised. "Why you (not to go) yet?" she asked. 9. "My son doesn't want to work." "Why you (to give) your son that kind of education then?" 10. All roads are blocked by the heavy snowfall. How on earth you (to get) here

Ex. 10. Put in the Present Perfect or the Simple Past in questions in the following text.

- Are you a soldier by profession?
- Yes
- How long you (to be) in the army?
- Twenty-five years.
- When you (to join) the army?
- In 1932.
- Where you (to serve) during the war?
- First on the territory of the Ukraine, then in the Far East.
- You (to see) much fighting in the Ukraine?
- A good deal.
- How long you (to remain) there?
- For over a year.
- Why you (to be) sent to the Far East?
- I (to be) wounded.
- What sort of wound it (to be)?
- A bullet through the shoulder.
- How many times you (to be) wounded during the war.
- Three times.
- They (to be) serious wounds?
- Rather.
- When you (to be) wounded the last time?
- In 1945.

- How you (to feel) since then?
- Not very strong.
- Why you (not to leave) the army?
- I can't imagine my life outside the army.
- Where you (to serve) lately?
- In the Caucasus mostly. The climate there suits my health.

Ex. 11. Use the Simple Present or the Present Perfect in the following clauses of time referring to the future.

1. "Has the visitor gone?" "No, he refuses to go till he (to see) you."
2. It's a deserted place. You'll find it lonely here after the sun (to set).
3. It's raining cats and dogs, we shall wait here till it (to stop).
4. Don't you hear me, John? Don't start watching TV till we (to have) supper.
5. I promise. When I (to be) off duty, we shall go there.
6. I shall probably bore you to death by the time I (to finish) talking about myself.
7. "Don't forget to ring me as soon as you (to arrive)."
8. I don't want to see him. I'll come home after he (to leave).
9. That boy has brains. I think he'll become a great scholar when he (to graduate) from the University.
10. After we (to do) all the packing, it will be nice to have a light meal.
11. Don't say anything while Ian is here. Wait until she (to go).
12. When I (to phone) Kate this evening, I'll invite her to the party.

Ex. 12. Compare the use of the Simple Perfect and the Present Perfect Continuous in the following situations.

1. "Freddie, you really have got hold of the wrong end of the stick." "You have been coming here for years," said Freddie, "you've been a bloody nuisance with your Thursdays. We have refused hundreds of invitations because of you. We've entertained you, we've fed you, we've stayed in to be bored by you, and it has never occurred to you in all this time to offer us as much as a drink."
2. "I am too tired too," said Hilary. "You have been doing nothing all day except trailing round the shops buying nothing."

"I have been writing my lecture for Monday."

"And I have been making glove puppets."

3. "Well, aren't you ever going to tell me?"
"Tell you what?"
"About where you go every night while I work. And don't tell me that you have been going to the movies."
4. "We have been married for thirty-five years, my dear. It's a very long time, isn't it? You are a good woman in your way, but not suitable for me. You are literary and I am not. You are artistic and I am not."
"But all this time I have been doing everything in my power to interest you in art and literature, said Mrs. Forrester."
5. "I missed you too. What have you been doing?"
"I am growing a vegetable garden," said Andrew.
6. "You look like as if you have just seen a vision."
"I think I have. I have been talking to Justin Wakefield."
7. "Turn down the music, Jane. Don't you see Dad is working?"
"It's OK, dear. I have been listening to that music since I have been working here."
8. Lincoln spoke first: "We have been talking it over ever since we got your letter last month."
9. "This has been a rough shoot. You don't know how much of myself I've been pouring into this film, Daff ... how desperately I've wanted to please you," said Justin.

Ex. 13. Make up situations using the following sentences. Justify the use of the Present Continuous, Past Continuous and the Present Perfect Continuous in your situations.

1. I am working on my new book.
I was working on my new book.

I have been working on my new book.

2. What is going on here?
What was going on here?
What has been going on here?
3. He is telling funny stories.
He was telling funny stories.
He has been telling funny stories.
4. I am speaking with my neighbour.
I was speaking with my neighbour.
I have been speaking with my neighbour.
5. I am washing the dishes.
I was washing the dishes.
I have been washing the dishes.

Ex. 14. Read the situations and write two sentences using words in brackets. (You should use Simple Perfect to show completed action).

Example: *Ann started translating a manual two hours ago. She is still translating it and now she is on page 7.
(translate/ for two hours) Ann has been translating for two hours.
(translate/for two hours so far) She has translated 7 pages so far.*

1. Dave is an excellent swimmer. His father taught him to swim when he was four years old. This year he is a national champion again – for the forth time. (win/ the national championship for times). (to swim/ since he was ten).
2. When they left college, Mark and Bob started making films together. They still make documentary films. (make/ documentary films since they left college). (make/ five films since they left college).

3. Frank likes fishing. He started fishing early in the morning. It's 11 o'clock and he is still fishing. (to fish/ since 7 a. m.). (to catch/ 12 fish so far).
4. The couple is away on a honeymoon. They are traveling round Europe at the moment. The couple started their tour three weeks ago. (to travel/ for three weeks). (to visit/ four countries so far).
5. Sam is a heavy smoker. He started smoking four hours ago and the packet is empty now. (to smoke/ for four hours). (to smoke/ 20 cigarettes already).

Ex. 15. Complete the sentences by using the Present Perfect or Present Perfect Continuous of the verbs in the list. Each verb is used only one time.

feel hear see grow
 make wear do happen
 fight have work wait
 ride change be show up
 to like know write own

1. He is a nuisance. He ... nothing but trouble for years.
2. I'm surprised that George apologized for what he said. As far as I can remember, I never ... him say. "I'm sorry" before.
3. Their daughter ... lipstick since she was sixteen.
4. All of the flowers in our garden are dying because there ... much rain lately.
5. Dick and Janet ... with each other ever since the day they were married.
6. Well, hello! How are you? What you ... lately?
7. Chris ... her horse for several days now, and she misses her.
8. This is the happiest evening I ... in a long while.
9. I am fond of Alice, but I ... much of her lately.
10. I don't think he ... in thirty years I ... him.
11. My brother's daughter ... nearly six inches (15cm) since I last saw her two years ago.
12. Mr. Elliot ... for his wife for more than an hour and she ... yet.
13. Everyone in the world is worried about the situation in the Middle East. A lot of things ... there recently.
14. You are making mistakes because you ... hard enough.

15. How you ... since your operation?
16. I like your house John. By the way, how long ... you your house?
17. Officers Jackson and Parker ... parking tickets since 8 a. m. and they are exhausted. They have to write only one more parking ticket, and then they can go home.
18. I ... country music since I moved to Nashville seven years ago.

Ex. 16. Make up situations for these statements using the Present Perfect Continuous tense.

1. your hands are rough (hard)
2. your shoes are muddy.
3. you look upset.
4. you seem irritated.
5. your room is in a mess..

Ex. 17. Translate the following sentences into English.

1. ĨñíáóŮ° »Ů, áñ Ů³ñ¹ÇĪ ³ñ¹»Ý Ńá·Ý»É »Ý Ñ»éáóëĩĩ»ë³ŮÇÝ ĩñ³·ñ»ñÇ ó³ĩñ áñ³ĪÇó: 2. ÆÝăăÇĕÇ~ ³Ý³ĪÝĪ³É. ÁáŮÁ " Ø»ñÇÉÇÝÁ ĩ»ñÇă»ë ³ŮáóëÝ³ó³Ý: 3. Ø»ñÇÝ µ³ñĪ³ó³Ī ĺ, áñáíÑ»ĩ" Ýñ³ ÁÝĪ»ñÁ ¹»é äÇ Ń³ŮĩÝĩ»É, ÇĕĪ Ý³ ³Ī»ÉÇ Ů³Ý »ñĪáó Á³Ů ĺ, ÇÝă ëă³éáóŮ ĺ Ýñ³Ý: 4. ´áÉáñ Çñ»ñÁ Ī³ăĪă»Éáóó Ń»Īá É³Ī ĪÉÇÝ»ñ ŮÇ Á»Á" ÁÝĂñ»ÇÝŮ: 5. ²ë ŮÇßĪ ó³ÝĪ³ó»É »Ů ßñÇ³.³Ů»É ³ßĒ³ñŃáĪ Ů»Ī: ĩ³ëÁ ĩ³ñ»Ī³ÝÇó »ë »ñ³½»É »Ů ³Ů¹ Ů³ëÇÝ: 6. ²ñĪ³ñ Á³Ů³Ý³Ī Ýñ³ÝŮ ÝēĩĪ ĺÇÝ ĪáŮŮ ĪáŮŮÇ: æ»ĪÁ ³é³ÇÇÝÝ ĺñ, áñ Ē³Ēĩ»ó ÉéáóĂŮáóÝÁ: 7. ³ 1995 ĀĪ³ĪÝÝ ĺñ, »ñµ ĩ»ñÇÇÝ ³Ý.³Ů ĩ»ë³ Đ»É»ÝÇÝ: 8. ăó ĩ»ñÇ»ñë áñ" ĺ Ń»ĩ³ŮñŮÇñ Ý³Ē³.ĪÇ ĩñ³ ³ßĒ³ĩ»±É »ë: 9. ²Ů¹ ³ÝĪ³ÝăĂ Ů³ñ¹Á Ń»Ýó Ýáñ ÉáéáóŮ ĺñ Ůá Ń³ñ"³ÝÝ»ñÇ Ń»ĩ: ²Ă» ßĪ³ă»ë, ¹áó ¹»é ĩµéÝ»ë Ýñ³Ý: 10. Ů³ ·ÉáóĒ ĺ ·áíáóŮ, ÇĕĪ ³é³áĩĩ³ÝÇó ÁÝ¹³Ů»ÝÁ ŮÇ ä³ĪáóŃ³Ý ĺ Ý»ñĪ»É: 11. Ůñ³ÝŮ ŮáĪ »ñĪáó Á³Ů Éáë»óÇÝ, " Ń»Īá ŮÇŮÝ ³ë³ó, áñ ä»ĩŮ ĺ Ī³Ů³ñ³Ý ·Ý³ ` ŮáñÁ ¹ÇŮ³Īñ»Éáó: 12. Ůñ³ Ů³ŮñÁ Ů³Ń³ó»É ĺ: Ů³ »ñĪ³ñ ĩ³ñÇÝ»ñ áóëáóóÇă ĺñ ³ßĒ ³Ī»É: 13. Ů»ÝĕÇÝ ŮáĪ Ů»Ī ĩ³ñÇ éáíáñ»ó ³Ů¹ ¹ăñáóáóŮ " Ń»Īá áñáß»ó Ů»ĪÝ»É ĐéáŮ` Ů³ëÝ³.ÇĪ³ÝÉáó Á³ŮÝ³ĪĪÇó ³ñĪ»ë- ĪáóŮ£ 14. ĐÇÝ. ĩ³ñÇ ĺ, ÇÝă Ý³ äÇ ³ßĒ³ĪáóŮ " ³éáóŮ ĺ, áñ ³Ů¹ăÇĕÇ ĪÇ×ĪÁ É »É³.³ñ»óÝáóŮ ĺ Çñ»Ý£ 15. ÆÝă~ »ŮŮóÇĪ ĩ»ë³ñ³Ý ĺ£ é³ ³Ů»Ý³.»Ů»óÇĪ ĩ»ë³ñ³ÝÝ ĺ, áñ »ë »ñµ" ĺ ĩ»ë»É

»Ù£ 16. ÆYáá±ð »ë ³Û¹á»ë óñí³í£ ²ñ¹»Ý »ñĩñáñ¹ ³Ý.³ÙÝ ¿, áñ
 ³ÝÓÝ³.Çñ¹ ÍáñóYáðÛ »ë£ 17. Ûñ³Ýó áñ¹ÇÝ Û»Í í³ñÇ ¿, ÇYá
 Û»ÍÝ»É ¿ ³ñí³ë³ÑÛ³Ý, ë³í³ÙÝ Ýñ³ Í»ñ ÍYáÖÝ»ñÁ Ýñ³ÝÇó ¹»é
 áá ÛÇ Éáðñ ä»Ý ëí³ó»É£
 18. - àñí»±Ö ¿ æáYÁ£
 - Û³ áëíÇí³ÝÇ Ñ»í ¿ É áëáðÛ:
 - Æëí ÇÝ±ä ¿ ä³í³Ñ»É:
 - Û³ ³é³Ýó í³ñáñ¹³í³Ý Çñ³ÍáðÝÛÇ ¿ í³ñ»É Û»ù»Ý³Ý:

Ex. 18. Put each verb in brackets into the Simple Past, Present Perfect or Present Perfect Continuous.

Ever since the day I (to decide) to move to London, I (worry) whether the decision I (to take) was the right one. As I already (to sell) my house and (to arrange) a new job, it is too late to change my mind. However, since then I (to hear) a lot of negative things about living in the capital, and lately some of them (to begin) to bother me. I (to grow up) in a fairly small town and I (to spend) all my life there. I always (to want) to live in a big city and so when my company (to offer) me a job in their London office, I (to grab) at the chance. But according to a programme I just (to hear) on the radio, more and more people (to stop) working in London recently, and a lot of large companies (to choose) to move away from the center. Of course, I (to tell) my parents that I'm moving and they (to accept) my decision, but when I (to tell) my friends they (to seem) rather shocked. Since then I (to hope) secretly that the company would tell me that the move was off.

Ex. 19. Comment on the following questions.

1. What did you do when you learnt that you were admitted to the University? (Speak about your emotions.)
2. What was your first impression on the University and the teachers? (Is it right to go by first impressions?)
3. Have you made any friends? (What do you do together?)
4. What have you been doing since you entered the University?
5. Have you had a good night's sleep since you entered the University? (Have you been sitting up?)
6. What subjects do you take at the University?

7. Have you had a heavy or light work load? (Have you had any problems yet?)
8. Have you had much fun lately?
9. Do you look back on your school-days with pleasure now?
10. What were you doing at this time last year?

UNIT IV

PAST PERFECT, PAST PERFECT CONTINUOUS

Past perfect

Affirmative	Interrogative	Negative
I had worked	had I worked?	I had not (hadn't) worked
you had worked	had you worked?	you hadn't worked
he/she/it had worked	had they worked?	he/she/it hadn't worked
we had worked	had we worked?	we hadn't worked
they had worked	had they worked?	they hadn't worked

Formation

The past perfect is built up by means of the auxiliary verb *to have* in the simple past and the participle II of the notional verb.

had + participle II

Use:

The basic meanings of the past perfect are 'earlier past' and 'completed in the past'.

A common use is to '**go back**' when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

'Earlier past'

1. The past perfect tense generally refers to an event in the past which happens before another event in the past. (Sometimes there is no time expression to make it clear.)

When he got home he realized he had left his case on the 4.40 train.

By the time I got to the station the train had left. (or The train left five minutes before I got to the station.)

By ten o'clock the manager had already looked through the documents and was waiting to see the representative of the firm.

I had told her that I didn't want to be present at her parties (sometimes the speaker doesn't specify the time.)

2. The past perfect is found in narrations when it becomes necessary to refer back – to ‘*step back*’ to a previously accomplished action or actions. In this case the past perfect may be used either **(a)** for all actions or **(b)** for the first action alone.

- a) *Sarah was twenty then. Her parents had died three years before and since then she had lived with her aunt. Her mother had advised her not to get married till she was twenty-five. Sarah intended to follow her advice.*
- b) *It was at Blackstable that I first met Edward. I was fifteen and had just come back from school for the summer holidays. The morning after I got home I took a towel and bathing draws and went down to the beach.*

But if we merely give the events in the order in which they occurred **no** past perfect is used. The simple past is used instead. (see Unit II.)

He came home early that day. He took a shower, changed and was about to leave home when somebody knocked on the door.

Situations continued up to or into that past moment

3. The past perfect can be used with **since** and ‘**for phrases**’ for an action which began before the time of speaking in the past and continued to that time or stopped just before it.

When I met him he was 39. He had been in the army for twenty years. (or... since he was nineteen.)

The use of the past perfect in time clauses

4. The past perfect is used in time clauses after the conjunctions **when, before, after, till/until, as soon as** when it is necessary to emphasize that the first action was completely finished before the second one started. Compare:

When she had sang her song she sat down.

When she sang her song se sat down. (might give the impression that she sang seated)

After the will had been read there were angry exclamations.

He refused to go till he had seen all the documents.

He went out before I had finished my sentence.

5. In complex sentences with *before- clauses and when- clauses* there may be a specific time relation between the two actions, namely, the action in one of the clauses is not fully accomplished before the action of the other clause takes place. Sometimes there are indications of measures (time, distance) in such sentences.

Before I had known him a week he tried to borrow money from me. (Ø»Í ß³µ³ñ ìÉ ãĩ³ñ, ÇŸã ×³Ÿ³ääôÙ ìÇ Ÿñ³Ÿ, »ñµ Ÿ³ Ũáí»ó³í ¨ ÷áñÓ»ó ÇŸÓŸÇó ä³ñüáí ÷áŒ ËŸ¹ñ»É:)

We hadn't gone four miles before we understood that we were going in the wrong direction.

I hadn't gone a hundred yards from the corner when I noticed there was a car behind me.

Inversion

6. The past perfect is used in complex sentences with a subordinate clauses of time introduced by the correlatives **scarcely ... when, hardly ...when, nearly ... when, and no sooner... than**, the time relation between the two actions is of a specific character – the action of the subordinate clause takes place when the action of the principal clause is hardly accomplished. Such sentences are emphatic in meaning and a negative adverb or an adverbial expression may be put at the beginning of a sentence for emphasis. In this case negative adverbs are followed by the inversion of subject and verb (the word order is changed).

negative adverb + auxiliary verb + subject.

I had no sooner reached the door than I realized it was locked.

No sooner had I reached the door than I realized it was locked.

Rarely can a minister have been faced with such a problem.

Not only did he fail to report the accident, but also later denied that he had been driving the car.

Little does the government appreciate what the results will be.

Past Perfect Continuous

The past perfect continuous is formed with **had been + participle I**. It is therefore the same for all persons:

I/he/she/it we/you/they had been working

Use:

1. The past perfect continuous is used when the action began before the time of speaking in the past, and continued up to that time, or stopped just before it. We can often use either form here.

*When I found Mary, I could see that she had been crying.
It was now six and he was tired because he had been working / he had worked since dawn.*

2. We use the past perfect continuous to say that something had been happening for a period of time before something else happened.

*Our game of tennis was interrupted. We had been playing for about half an hour when it started to rain very heavily.
Dave gave up smoking a year ago. He had been smoking for 20 years.*

3. A repeated action in the past perfect can sometimes be expressed as a continuous action by the past perfect continuous.

He had been trying to get her on the phone.
but *He had tried five times to get her on the phone.*

The past perfect continuous bears the same relation to the past perfect that the present perfect continuous bears to the present perfect. (see Unit III. The Present Perfect and The Present Perfect Continuous: Basic difference)

ACTIVITY

Ex. 1. Explain the use of the past tense-aspect forms in the following extract. (Translate the extract into Armenian.)

It had snowed all night. Now the sun was shining. I was with Kitty in Kensington Gardens. We had met at Peter Pan and walked up to my “Leningrad garden.” Here there were few people about. Some well-padded individuals were exercising their dogs, watching with absurd pleasure the dogs’ amazement at the snow, their play, and the doggy footprints. The stone basins were frozen and some ducks, with comical caution, were slithering about on the ice. The fountains were bearded with opaque white icicles. We had carried a couple of chairs into the little stone pavilion at the end and were sitting there in a corner. The pavilion, heaped over with snow, was enclosed and private, our corner almost obscure. The snow had dulled the traffic noise, muffled the world about us, arched us in. Every now and then the dog ran up to the doorway, sniffed and ran off, wild with snow-joy, and smiling wool-clad owner plodded by. No one else came, straight ahead, between two stone nymphs, the lake curved away, goldened with willows, and the cloudless glittering blue sky arched over the snowy park.. There was not a breath of wind.

Ex.2. Join the sentences using *because* and the Past Perfect.

Example: *Judy and Errol spent the morning shopping. They are tired.*

Judy and Errol were tired because they had spent the morning shopping.

1. He didn't work hard enough during the year. He failed his exam.
2. Mike left his wallet at home. He was cross.
3. They didn't pay their telephone bill. The telephone company cut them off.
4. They left their passport at home. They couldn't cross the frontier.
5. She lost her glasses. She couldn't read the sign.

Ex. 3. Complete the following sentences using the Past Perfect

1. When I went to pay, I realized that
2. When he arrived at the station, he saw that
3. When they got home, they found that
4. Soon after the wedding, she knew that
5. When I asked about the mess on the floor, she said that.....

Ex. 4. Complete the text using the Past Perfect or Simple Past tenses.

I (to go) to London for the first time in 1970 when I (to be) just a child.

My parents (to be) already there many times so they (to know) the city well. But they never (to be) there with a child so they saw a different side of London with me. We (to go) out every day and (to have) a fantastic time. My parents (to study) English for many years so they (to have) no difficulty with the language.

It (to rain) while we (to be) there, but we (to pack) all our waterproof clothes so it (to be) no problem. When the time (to come) to leave, I (to feel) quite sad because I (to have) such a good time.

Ex. 5. Supply the required past tense-aspect forms in the following sentences containing time clauses.

1. Thursday evening I (not to go) home and change as usual, but (to sit) in the Sloane Square bar until it (to be) time to go along to Queen's Gate Terrace.
2. I hated eating my own food with a witness, Laura (to watch) in silence until I (to finish). It (to take) about a minute.
3. I never (to be) to any European country before I (to go) to Paris.
4. When I (to let) myself into my own flat I (to realize) at once that there was a woman there.
5. "How long the patient (to be) sick before she (to be) cured?"
6. "I (to come) as soon as I (to get) your message", Lloyd said.
7. David (to disappear) as soon as we (to have) breakfast.
8. After she (to go), Willy (to lock) the door and (to go) into the bedroom.
9. "I (cannot) stay in Wales after what (to happen)," he added angrily.
10. Godfrey (to rise) and (to take) his own breakfast earlier than usual, but lingered in the parlour till his younger brothers (to finish) their meal and (to go) out.
11. When they (to show) him round and (to feed) him on their best, they eagerly (to demand) news.
12. The bus (to move) before we (to reach) it.

Ex. 6. Rewrite each sentence beginning as shown so that the meaning stays the same.

(You should remember that negative adverbs **never, rarely, seldom, hardly, barely, scarcely, no sooner**, and phrases containing **no,/not, not only, little and so such** are followed by the inversion of subject and verb).

Example: *He had hardly reached the door of his office when he encountered two young men.*
 Hardly had he reached the door of his office when he encountered two young men.

1. As soon as I got into the bath someone knocked at the door. No sooner.....
2. The judge was taken ill just after the trial proceeding began.

- Barely.....
3. She knows little what has been going on in her presence.
Little.....
 4. I didn't know where I was until I asked a passer-by. Not
until.....
 5. He had only just arrived home when the police called.
Scarcely.....
 6. We have never spent so much money on clothes. Never
before.....
 7. The demand for tickets was so great that people queued night
and day. Such.....
 8. The snowfall was so heavy that all the trains had to be
cancelled. So heavy.....
 9. Harry broke his leg and also injured his shoulder. Not
only.....
 10. The bus driver cannot be blamed for the accident in any way. In
no way.....
 11. The money is not to be paid under any circumstances. Under no
circumstances.....
 12. The train had only just left the station when there was an
explosion. Hardly.....
 13. It had just stopped raining when the sun came out. No
sooner.....
 14. Just after the play started there was a power failure.
Hardly.....

Ex. 7. Complete the sentences with the Past Perfect or the Past Perfect Continuous of the verbs in the list. Each verb is used only once.

to lose	to win	to write	to eat
to play	to discuss	to be	to know
to see	to get	to wait	to rain
to live	to swim	to hear	to sleep

1. We ... for Nancy for the last two hours, but she hasn't arrived yet.

2. The students asked the famous writer how long he ... books.
3. Everything in our garden was dying because we ... rain for more than five months.
4. Bob was very excited. His favourite team finally ... a game.
5. We went to Disneyland when we visited Los Angeles. Prior to that time we never ... such a big amusement park.
6. How much money the company ... before they finally went out of business?
7. He told me he ... from her since the day she walked out of their office.
8. Anne's lack of accent was explained by the fact that she ... for twenty years in London.
9. She could see from the wet look of their costumes that they just....
10. When he came back we tried to pretend that we ... him.
11. How many years ... Jesus before he was crucified?
12. I sat in the kitchen smoking. Flora, who ... the piano in the sitting-room, came to see what I was doing.
13. The noise woke Joe who... in his pram by the garage door.
14. It was cold and dark in the small room because it ... for five days.
15. The last member of the party was Neville, the film star, whom David ... for some time.
16. She realized that she was faint for food. She ...nothing since the picnic.

Ex. 8. Translate the following sentences into English.

1. ÁíáõÙ ìñ, Ã» ³Ù¹ ù³Õ³ù ï»Õ³÷áĖí»Éáóó Ç í»ñ, áã ÙÇ Ĩñ"áñ μ³Ý ä»Ù ³ñ»É:
2. ²ñμ í»ñ ĩÇİÇÝÁ ĩ»ë³ĭ ³Ù¹ Éáõë³Ýİ³ñÁ, ³ñóáõÝùÝ»ñÁ Náë»óÇÝ Ýñ³ ³äù»ñÇó: ²ñ¹»Ý »ñíáó ĩ³ñÇ ìñ, ÇÝä Ý³ Íáñóñ»É ìñ áñ¹áóÝ:
3. ³ñëáõÙ ß³ĭ óáóñĭ ìñ: ï»ñçÇÝ ÙÇ ù³ÝÇ ûñ»ñçÝ ë³éÝ³Ù³ÝÇù ìñ »Õ»É, μ³Úó ÓÚáóÝ ¹»é äìñ »Í»É:
4. ø³ÙÇÝ ùß»É, Áéóñ»É ìñ Ýñ³ ·ÉĖ³ñÍÁ, " ³ÙÝ ³ÚÁÙ ·ÉáñíáõÙ ìñ ÷áÓáóÝ Ç í³ñ:
5. ²ñμ »ë Ýñ³ ³ĖĖ³ĭë»ÝÙ³ÍÁ Ùĭ³, Ý³ ·ÉáõĖÁ μ³Óñ³óñ»ó ·ñùÇó, áñÁ ÙÇÝä ³Ù¹ Ĩñ¹áóÙ ìñ, " ½³ñÙ³ó³Í Ý³Ù»ó ÇÝÓ:

6. $\text{\AA}\acute{\text{a}}\acute{\text{u}}\text{\AA}$ »ñµ»ù ãžñ áó½áoù, áñ Û³ÛñÝ ÇÙ³Ý³, \AA ÇýùÝ Çýǎ žñ ³ñ»É
³Û¹ ³ÛµáŒÇ \AA ³Û³Ý³ĩ:
7. øáoŨñ»ñÇ \AA ³Û³Ý»Éáo »ñĩáo ùñ ³Ýó Û»Ýù áñáß»óÇýù á³ĩÛ»É
Ýñ³Ýó ³Û¹ ÛÇÇ³¹»áÇ Û³ëÇÝ:
8. ØÇ \AA ³Û žÉ ãĩñ, áñ ù³ÛÉáoù žÇýù, »ñµ ÉáoëÇÝÁ »ñ³ó µÉñÇ
»ĩ³Çó:
9. ÛÇùÁ óáoŬó ĩĩ»ó Ýñ³Ýó Ý³Û³ĩÁ ³ë³ó, áñ Çñ ùáoŬñÁ ³Ýñ³
³ÛáoëÇÝÝ ³ñ¹»Ý Û»ĩÝ»É »Ý ĩ³Ý³¹³:
10. ²ñ»É³ÛÇ ĩÇ×³ĩÁ ·ÝÉái ĩ³³Ýáoù žñ: Ð³½Çĩ žñ æáñçÁ
ĩáoÝ Ûĩ»É, »ñµ Ýñ³Ý áóŒ³ñĩ»óÇÝ µǺĩÇ »ĩ³Çó:
11. Û³ áóÝ»ñ ĩñĩë»ñ »Œµ³Ûñ° Ð³ñáÉ¹Á, áñÇÝ Ý³ »ñµ»ù ãžñ ëÇñ»É:
12. ²ñµ µáÉáñ ŨŬáoñ»ñÝ ³ñ¹»Ý Ũ»é³ó»É žÇÝ, Ð³ñÇëÁ Ŭáĩ»óĩ
¾ÛÇÉÇÇÝ ³ë³ó, "ÐÇÛ³ Û»Ýù ĩ³ñáo »Ýù Éáë»É:"
13. ĩ³ñùñÇÝ³ĩ žñ, áñ áñÇëÁ ĩ»ñÇÝ »ñ»ù ĩ³ñÇÝ»ñÇ
ÁÝÁ³óúáoù áá ÛÇ ýÇË ãžñ Ýĩ³ñ³Ũ³Ý»É: ³Ýñ³Ý µÝáñáß ãžñ:
14. Ø»Ýù` µáÉáñë, µ³ñŒñ ĩñ³Û³ñáoŨ³Ý Û»Ç žÇýù: ĩáŬë»ñÝ
³ñ¹»Ý ·Ý»É žÇýù ³ÛÁŬ áóŒ»ááoŨ³Ý á³ĩñ³ëĩáoŨáóÝ
žÇýù ĩ»ëÝáoŨ:

Ex. 9. Complete the sentences with the verbs in parentheses. Use any appropriate past tense-aspect forms.

1. The fog was a little less dense. I (to stand) still for a while, then began to walk along in the direction of the King's Arms.
2. Then I heard someone say in the hall that the Joplings (to leave) for Italy as soon as the vocation (to begin).
3. Tuesday dawned at last. I hardly (to sleep). The unusualness of insomnia was a physical torture. The house (to seem) empty and sad without boys.
4. This was not the first time I (to see) Gunnar. The very first time I (to see) him was across the High Street. He (to stride) along, wearing his gown, arm in arm with Anne.
5. I told him because he (to be going) to marry Crystal and because he (to be) a gentle harmless being.
6. And I went into the room where I (to lie) in the afternoon and put on my nightdress and then I (to go) to see what Joan (to do) and she just (to lie) down on her bed and I (to tell) her to get undressed and get into bed.

7. It was Wednesday evening. I (to spend) longer than usual at the Liverpool Street bar and (to feel) rather drunk now.
8. Suddenly I remembered Tommy. I (to look) at my watch. Tommy (to wait) for me for well over an hour. I (to go) into the telephone box outside the Royal Theatre and (to ring) her number.
9. A light fine rain (to fall) now, the rain which (to tap-tap) discreetly Gunar's window through those immensely long seconds during which I (to be) in his room.
10. Kitty, wearing a long peacock-blue woolen evening dress (to gaze) at me. Standing behind her and holding a brush, with which she evidently (to brush) Kitty's hair, was her maid.

Ex. 10. Put each verb in brackets into suitable past tense.

This time last year I (to cycle) in the rain along a country road in France with a friend of mine. We (to decide) to go on a cycling holiday in Normandy. Neither of us (to be) to France before, but we (to know) some French from our time of school and we (to manage) to brush up on the basics. Now we (to wonder) if we (to make) the right decision. We (to plan) our route carefully in advance, but we (to forget) one important thing, the weather. It (to rain) solidly since our arrival and that night we (to end up) sleeping in the waiting room at a railway station. Then the next morning as we (to ride) down a steep hill my bike (to skid) on the wet road and I (to fall off). I (to realize) immediately that I (to break) my arm, and after a visit to the local hospital I (to catch) the next train to Calais for the ferry home. Unfortunately my parents (not to expect) me home for a fortnight, and (to go) away on holiday. So I (to spend) a miserable couple of weeks alone, reading "Teach Yourself French".

Ex. 11. Talk about the reasons why these things happened.

1. One of the students in your group failed the exam.
2. Your teacher praised you the other day.
3. You didn't go to his/her party.
4. You didn't approve your girlfriend's/boyfriend's decision to marry him/her.

UNIT V

FUTURE TIME

There are different ways of expressing future actions. The meaning of futurity is often associated with various other modal meanings, such as intention, willingness, readiness, obligation, assurance, expectation and the like. That explains why English is rich in means of referring an action to the future (see Unit I)

Simple Future

Affirmative Interrogative	ve Negative	
I shall/will play	shall/will I play?	I shan't/won't play
you will play	will you play?	you won't play
he/she/it will play	will he/she/it play?	he/she/it won't play
we'll play	shall/will we play?	we shan't/won't play
they'll play	will they play?	they won't play

Formation

The formation: **shall/will+ infinitive** without to.

Use:

The simple future is not only used for giving information about the future, but it is also common in offers, promises, orders and similar kinds of 'interpersonal' language use.

Future actions or states

1. We use the simple future when we decide to do something at the time of speaking:.

Oh, I've left the door open. I'll go and shut it.

"What would you like to drink?" "I'll have an orange juice, please."

"Did you phone Ruth?" "Oh no, I forgot. I'll phone her now."

I like it. I'll buy it.

but Well, we've agreed on a price, and I'm going to buy it.

We'll be there in five days.

2. It may show a succession of actions in the future:

I'll finish it and then we'll go for a walk.

3. The simple future is used to give (or to ask) information about the future, in case where there is no reason to use a present continuous or '**be going to**'.

*All the family will be at the wedding.
We shall need the money on the 15th.
It'll be spring soon.*

Predictions

4. We often use the simple future in predictions of future events- to say what we think (don't think), guess or calculate will happen.

*Who do you think will win on Saturday?
Tomorrow will be warm, with some clouds in the afternoon.
You'll never get that job.
Compare: Don't lend him your car. He is a terrible driver- he'll crash it. (the speaker's knowledge)
Look out – we are going to crash. (there is outside evidence)*

Sometimes there is no much difference between the simple future and **going to**:

*I think the weather will be nice later.
I think the weather is going to be nice later.*

5. We often use **shall/will** in these situations:

a) offering to do something

*You can't do that work alone. I'll help you with it.
"The telephone is ringing." "I'll get it."*

b) agreeing to do something

- *Will you dine with me tomorrow?*
- *I will if you don't change your mind till tomorrow.*

c) asking somebody to do something

Will you open the window, please? It's hot in here.

6. will not or won't is used to refuse, or to talk about refusals.

I don't care what you say, I won't do it.

The car won't start.

7. will / won't can be used emphatically to tell someone of the speaker's intention or to forbid an action in response to a **will** expression.

- *I'll take the money, anyway!*

- *You won't!*

- *I will!*

Shall ...? I/shall we ...? will you ...?

8. shall ...? I/shall we...? are used to ask somebody's opinion (especially in offers and suggestions)

What time shall we come and see you?

Shall we go out for a meal?

Where shall we go this evening?

Let's go to the cinema, shall we?

will you ...? is used to give instructions and orders:

Will you be quiet, please?

Make me a cup of coffee, will you?

Will you get me a newspaper when you go out?

Compare: *Shall I shut the window?* (do you want me to shut it?)

Will you shut the window? (I want you to shut it)

The Future Continuous

Affirmative Interrogative	Negative	
I shall/will be working	shall/will I be working?	I shan't/ won't be working
you'll be working	will you be working?	you won't be working
he/she/it will be working	will he/she/it be working?	he/she/it won't be working
we'll be working	will we be working?	we won't be working
they'll be working	will they be working	they won't be working

Formation:

The future continuous is built up by means of **shall/will be + participle I**

Use:

Event which will be happening at a future point

1. The future continuous describes an event which will be happening at a future point.

This time next week I'll be lying on a beach or swimming in the sea.

Events which are expected to happen

2. It is used to refer to future events which are decided, or which are expected to happen in the normal course of events. It doesn't suggest the idea of personal intention.

*I'll be seeing her this evening, so I'll tell her then.
Professor Baxter will be giving another lecture on Roman glass-making at the same time next week.*

3. This tense can be used to "predict" the present – to say what we think or guess is happening now.

Don't phone them now – they'll be having lunch (×³ß»ÉÇë ĬÉÇY»Y)

Polite enquiries

4. The future continuous is used to make polite enquiries about people's plans.

Compare: *Will you stay in this evening?* (it shows request or order)

Will you be staying in this evening? (the speaker simply wants to know your plans)

Are you going to stay in this evening? (pressing for a decision)

5. Continuous form with **be going to** is also possible:

I'm going to be working all day tomorrow, so I won't have time to shop.

The Future Perfect

Affirmative Interrogative		Negative
I shall/will have finished	will I have finished	I won't have finished
you will have finished	will you have finished	you won't have finished
he/she/it will have finished	will he/she/it have finished	he/she/it won't have finished
we'll have finished	will we have finished	we won't have finished
they'll have finished	will they have finished	they won't have finished

Formation:

The future perfect is formed by means of **shall/will have + participle II**

Use:

Event completed/achieved by a certain time in the future.

1. The future perfect is used to say that something will have been completed or achieved by a certain time in the future.

*By next Christmas we'll have been here for eight years.
The builders say they'll have finished the roof by Tuesday.*

Predicting the present

2. We can also use the future perfect tense to “predict the present”- to say what we think or guess has probably happened.

It's no use phoning – he'll have left by now. (·Ý³Ó³Í
İĖÇÝ»Ý)

The Future Perfect Continuous

Formation:

The future perfect continuous is built by means of **shall/will have been + participle I**

Use:

The future perfect continuous form can be used if we want to emphasize the continuity of a future achievement. We often use the future perfect continuous with verbs like **learn, lie, live, rain, sit, wait, work** etc. which naturally suggest continuity

*By the end of the month, I'll have been working for this
firm for a year.
They will have been traveling for a month on Friday.*

Future in the past

In English there are special forms to express future actions if they are viewed from some moment in the past. (**The Simple Future, the Future Continuous in the Past, the Future perfect in the Past, the Future Perfect Continuous in the Past**). In addition to the Future in the Past there are other means of expressing actions which are future from the point of view of the past (see Unit II).

*She said she would be ready in a few minutes.
We knew he would be playing billiards in the club that
evening.*

He told them not to worry because they would have hidden everything before the police came.

John said that by the end of the year he would have been working for fifteen years for that company.

He didn't know that her plane flew at 9 p. m.

Alan and Jane were glad because they were leaving for Paris the next week.

Everybody was excited to hear the news. They were going to tell Dave about it when he returned home.

He was about to close the door when the phone rang.

ACTIVITY

Ex. 1. Explain the use of the Future tenses in the following sentences.

1. "I am going in to bathe", she said. "I'll be right out. I'll eat with you and then we'll put the cot in."
2. "There are people who want to talk with you." "I'll listen. But only after the girl is free."
3. "What name did you use?" asked Scofield. "R. M. Nixon. The receptionist was real nice. She thanked me. " "You'll go for Amos." "I intend to."
4. "The old fool's wife is in her room and he's in his chapel of course." "Where?" "Oh, all right. Come on, I'll show you ... You are better looking, more polite too."
5. "Stay the night at the Yevropeyskaya Hotel on Brodsky Street. I'll contact you there." "They'll demand identification." "By all means, give it to them. A colonel of the KGB will no doubt get a better room."
6. "I've told you about this before, Maggie," said Mrs. Hurstwood. "I'm not going to tell you again."
7. "Have you made up your mind, George, when you will take your vacation?"

8. "We'll go without you." "You will eh?" he sneered. "Yes, we will." "Well, we'll see about that. It seems to me you're trying to run things with a pretty high hand of late."
9. "I'll not live with you," said Carrie. "I don't want to live with you. You've done nothing but brag around ever since you have been here."
10. "Why don't you come and see me?" "I will," said Carrie. "Really, I've been wanting to come."
11. "Will you let me come back if I want to?" "Of course," he answered, "you know I will."
12. "There is somebody at the door." "That will be the postman."
13. "As you will have noticed, there is a new secretary in the front office."
14. The regiment will start at dawn.
15. I am going to be working all day tomorrow, so I won't have time to shop.
16. I've been going to write to you for ages, but I've only just found time.
17. "By next Christmas we'll have been here for eight years," said Alice.
18. Professor Baxter will be giving another lecture on Roman glass-making at this time next week.
19. She is taking that medicine whether she likes it or not.
20. OK. We'll buy the tickets if you buy supper after the show.
21. "I'll have been teaching for twenty years this summer," said Mrs. Hendersson.

Ex. 2. Complete the sentences with will or be going to.

1. - Oh dear, I've broken the vase.
- What your mother ... say?
2. - What's all this paint for?
- We ... paint my mother's house.
3. - Excuse me, waiter! This isn't what I ordered. I wanted a chicken sandwich.
- Sorry, sir. I ... take this back and get your sandwich.

4. - You look pale.
- I feel terrible. I ... be sick.
5. - Did you travel by train?
- No. We ... travel by train, but then we decided to go by car instead.
6. - Have you seen Carol today?
- No, I haven't, but I expect she ... phone this evening.
7. - What would you like to drink?
- I ... have an orange juice, please.
8. - Did you apply for that job, George?
- I ... apply, but then I changed my mind.
9. - Ann is in hospital.
- Oh really? I didn't know. I ... go and visit her.
10. - Did you phone Bob?
- Oh no, I forgot. I ... phone her now.
11. - Hello. Can I speak to Jim, please?
- Just a moment. I ... get him.
12. - I am afraid of your dog.
- There is no need to be afraid of the dog. It ... hurt you.
13. - What time will you be home today, Bob?
- I ... probably be home late this evening, Mom.
14. - I am going downtown.
- It's raining. Don't go out. You ... get wet..
15. - There is an interesting film on television tonight.
- I'm tired. I ... have an early night.
16. - Why did you buy all this sugar and chocolate?

- I ... make a delicious dessert for dinner tonight.

Ex 3. Write questions using *do you think ... will + one verb* .

1. The weather doesn't look very good. Do you
2. The meeting is still going on. When
3. Both Alan and Jack play well. Who
4. My car needs to be repaired. How much
5. Sally and David are in love. Do
6. "I'm going out now." "OK. What time"
7. The future situation is uncertain. What
8. Dave's gone shopping. He wants to buy a nice present for Ann.
What

Ex. 4. Supply an appropriate form of the verb be in the first blank and present participle in the second.

be going to + present participle are used to emphasize the continuing nature (duration) of an event in the future time.

Example: a) *The patient is going to be walking with a cane for a while.*

b) *We aren't going to be using our dictionaries during the test.*

c) *How long is the surgeon going to be operating on the patient?*

1. I (be) going to be ... my typewriter for a couple of more years (to use).
2. The students (be) going to be ... an exam for an hour (to take).
3. The days (be) going to be ... longer (to get).
4. The director (not to be) going to be ... about anything special at the next meeting (to speak).
5. According to the radio, the weather (not to be) going to be ... better until the end of the week (to get).
6. Nick (not to be) going to be ... at this desk until the end of the class (to sit).
7. How long (to be) your baby going to be ... diapers (to wear).

8. How long (to be) the children going to be ... in the pool (to swim).
9. How much longer (to be) your son going to be ... braces on his teeth (to wear).

Ex. 5. Supply the Future Perfect Simple or Future Perfect Continuous.

1. By this time next week, I on this book for a year. (complete)
2. She for work before the children get home from school. (leave)
3. I hope I this translation by the end of the day. (finish)
4. By the end of this week, I five weeks for my phone to be repaired. (wait)
5. We non-stop for fourteen hours before we get to Canada. (fly)
6. I by the year 2029. (retire)
7. They..... will have been traveling for a month on Friday. (travel)
8. Do you realize that on August 15, we in this house for fifty years? (live) Theythe new bridge by the end of the year. (complete)
9. By the end of the day, it For twelve hours. (rain)
10. We This course by the end of the year. (finish)

Ex 6. Complete the sentences with the verbs in parentheses. Use any appropriate tense to express a future action.

1. To be able to qualify as an interpreter, many years of intensive language study are required for non-native speakers. By the end of this year, Chem. (to study) English for 3 years, but he still need more training and experience before he (to master) the language.
2. Right now the tide is low, but when the tide (to come) in, the ship (to leave) the harbor.

3. We are going to be late meeting my brother's plane. By the time we (to get) to the airport, it (to arrive) already.
4. This is the longest flight I have ever taken. By the time we get to New Zealand, we (to fly) for 13 hours. I am going to be exhausted.
5. "How about going across the street for a cup of coffee, Ron?" "I can't. I (to meet) Jennifer at the library at 5.00.
6. I don't feel good. I (to stay) home from work tomorrow.
7. "Let's go! What's taking you so long?" "I (to be) there as soon as I (to find) my keys."
8. "Why did you buy so many vegetables?" "I (to make) a large salad for the potluck dinner tonight."
9. I'll meet you at the airport tomorrow. After you (to clear) customs, look for me just outside the gate. I (to stand) right by the door.
10. It's cold in here. I am frozen. Who (to light) fire for me?
11. The strike has been going on for two months now. The strikers (not to return) to work until they (to get) a rise and the benefits they are demanding.
12. Please come and visit me today when you (to have) a chance. I (to shop) from 1.00 to 2.30, but I (to be) home after that.
13. Just relax, Antoine. As soon as your sprained ankle (to heal) you can play soccer again. At this time next week you (to play) soccer again.
14. "George, I need somebody to take me to the airport tomorrow morning." "That's no problem. I (to take) you. What time your plane (to fly)?"
15. Don't ask Margaret what to do. She (not to know) what to do.
16. I've got some incredible news! You never (to believe). What's happened?
17. "At last I'll see that they (not to do) anything outrageous to her," aunt said.

Ex. 7. Translate the following sentences into English using any appropriate future tense form.

1. -Èë»É »Ù` Yáñ iáõÝ »ë ·Ý»É, ²ñÃá°õñ - ²Ûá°, ÙÛáõë ³ÙÇë
i»Õ³÷áĚí»Éáõ »Ù:

4. Everybody knew that the grand wedding ball (to begin) at eight o'clock that evening.
5. He saw to it that she (to get) everything she needed.
6. Your mother thought that you (to want) a place of your own when you (to come) out of the army.
7. Peter (to dine) with the Duncans on Sunday. But in the morning he called up and asked if he might be excused because his father (to come) down and they (to have) a family party.
8. When I told my father that I (not to go) into his goddamn business, he got angry.
9. I didn't believe her. According to her, by the end of that semester she (to teach) more than 50.000 students from 42 countries.
10. Sue said that she (to do) nothing more until she (to have) a good rest.
11. Bob asked me not to come to his place in the evening as he (to watch) and interesting football match on TV then.
12. My neighbour was sure that I (not hear) that news yet.
13. Jane asked me why I had bought so many tomatoes and I answered that I (to make) a lot of spaghetti sauce.
14. We wondered if she (forgive) Ron if he (to apologize).
15. The washing machine (not to work) so I had to wash the clothes myself by hand.

Ex. 9. Put the verbs in brackets into a suitable tense.

On June 20th, I will return home. I (to be) away from home for two years by that time. My family (to meet) me at the airport with kisses and tears. They (to miss) me as much as I have missed them. I (to be) very happy to see them again. When I (to get) a chance, I (to take) a long look at them. My little brother (to be no longer) so little. He (to grow) at least a foot. He (to be) almost as tall as my father. My little sister (to wear), probably a green dress because that's her favourite colour. She (to change) quite a bit, too, but she (to be) still mischievous and inquisitive. She (to ask) me a thousand questions a minute, or so it will seem. My father (to gain), probably some weight, and his hair (to turn) a little grayer, but otherwise he will be

just as I remember him. My mother (to look) a little older, but not much. The wrinkles on her face (to be) smile wrinkles.

Ex. 10. Study the model and make a dialogue on a telephone conversation. (Act it in class)

- Hi, Jim. This is Fred. Can you talk for a minute?
- I'm sorry. I can't talk right now. I'm typing an important letter now. Can you call back a little later?
- Sure. How much longer will you be typing it?
- I'll probably be typing it for another ten minutes.
- Fine. I'll call you in twenty minutes.
- Speak to you soon.
- Good-bye.

Ex. 11. Comment on the following questions.

1. What do you think you will be doing in four or five year's time?
2. Do you think the world will have changed for the better/worse by then? (Why?)
3. What would you do to make the world better?

**REVISION
OF TENSE FORMS**

Ex. 1. Read the stories and complete the sentences with verbs in parentheses. Use any appropriate tense – form.

A Little Gossip

- Good morning, Mrs. Smith. What beautiful weather again!
- Yes, lovely, Mrs. Jones! What a splendid summer we (to have) so far this year.
- Yes, but some people (to complain) about the heat and (to grumble) because we (not to have) much rain for the gardens.

- Some people are never satisfied. And I think they are a bit lazy. As for me I (to work) in my rose garden since morning.
- By the way, you (to hear) that young Patrick Ellis (to have) another accident in his car?
- How awful! Is he badly hurt?
- Well, they (to take) him to hospital but I (not to think) it (to be) serious because he (to come) home again today.
- I suppose he (to drive) flat out again. Only yesterday I (to tell) Mrs. Taylor how madly he (to drive). And all his friends are just the same.
- I know. What wild things young men are these days!
- Mm... I've got some news for you, too. You (to hear) that Eva Browning (to get) married for the third time on September the tenth?
- Fancy that! She only (to get) her second divorce in the spring. What a dreadful woman she is!
- Her first marriage only (to last) six months – and that was only in 1972, wasn't it?
- Yes, that's right. At this rate she (to lose) count of her husbands before she (to be) forty.
- She may lose count, Mrs. Jones but we certainly won't.

The Appointment

Once upon a time, there was a rich Caliph in Baghdad. He was very famous because he was wise and kind. One morning he (to send) his servant, Abdul to the market to buy some fruit. As Abdul (to walk) through the market, he suddenly (to feel) very cold. He (to know) that somebody was behind him. He (to turn) round and (to see) a tall man, dressed in black. He couldn't see the man's face, only his eyes. The man (to stare) at him, and Abdul (to begin) to shiver.

“Who are you? What you (to want)?” Abdul asked.
The man in black (not to reply).
“What’s your name?” Abdul asked nervously.
“I...am...Death,” the stranger (to reply) coldly and turned away.
Abdul (to drop) his basket and (to run) all the way back to the Caliph’s house. He (to rush) into the Caliph’s room..
“Excuse me, master. I have to leave Baghdad immediately,” Abdul said.
“But why? What (to happen)?” the Caliph asked.
“I just (to meet) Death in the market,” Abdul replied.
“Are you certain?” said the Caliph.
“Yes, I’m certain. He (to be dressed) in black, and he (to stare) at me. I (to be going) to my father’s house in Samara. If I (to go) at once, I (to be) there before sunset.”
The Caliph could see that Abdul was terrified and (to give) him permission to go to Samara.
The Caliph was puzzled. He was fond of Abdul and he was angry because Abdul (to be) badly frightened by the stranger in the market. He (to decide) to go to the market and investigate. When he (to find) the man in black, he (to speak) to him angrily.
“Why you (to frighten) my servant?”
“Who is your servant?” the stranger replied.
“His name is Abdul,” answered the Caliph.
“I (not to want) to frighten him, I just (to be surprised) to see him in Baghdad.”
“Why you (to be surprised)?” the Caliph asked.
“I (to be surprised) because I’ve got an appointment with him...tonight...in Samara.”

Agatha Christie

Agatha Christie (1891-1976) is one of the world’s best-known and best-loved authors. Her famous detectives, Hercule Poirot and Miss Marple, and her brilliantly constructed plots (to catch) the imagination of generations of readers. Although she (to live) to an old age and (to write) many books, she (not to reveal) much about her personal life.

In December 1926 an incident (to occur) which would have made an enthralling detective story in itself. At the height of her success with her first novel, she apparently (to vanish) into thin air for ten days. At the time she (to be) extremely distressed because she (to find out) that her husband (to have) an affair with another woman and (to want) a divorce. She (to sleep) badly, she (not to be able) to write and she (to eat) little.

On Friday 3rd December, Agatha (to tell) her secretary and companion, Carlo (Miss Charlotte Fisher), that she (to want) a day alone. When Carlo (to return) in the evening, she (to find) that the garage doors (to be left) open and the maids (to look) frightened. According to them, Mrs. Christie (to come) downstairs at about eleven in the evening, (to get) into her car and (to drive off) quickly without saying anything to anybody.

A nation-wide hunt for the missing novelist was started. The police (to be) suspicious. – The servants (to know) something more? – Agatha's husband (to hide) something?

Newspapers (to print) wild stories about her disappearance –that she (to commit) suicide, that she (to be kidnapped), that she (to run away) with a secret lover; some even suggested that she (to plan) the whole thing as a publicity stunt.

The mystery ended ten days later when Agatha (to be found) alive and well in Harrogate, a health spa in Yorkshire. Her husband explained to the waiting reporters that she (to lose) her memory. But to this day, nobody really (to know) what (to happen) during those missing ten days.

ERROR ANALYSIS

Ex. 2. Find and correct errors in the following sentences.

1. Jack chose the hotel. He has never been there before, but he has heard his mother speak of it once.
2. How many times have you been winning in the lottery.
3. By the time I return to my country, I am away from home more than three years.

4. As soon as I will graduate, I am going to return to my hometown.
5. He wants to get married, but he doesn't meet the right person yet.
6. I have been seeing that movie three times, and now I am wanting to see it again.
7. I haven't seen my elder brother since about five years.
8. Anna had listened to loud rock music when her friends arrived, but turned off so that all of them could study together.
9. "I can't find the mustard." "Okay. I am going to find it for you."
10. I understood everything before I didn't stay there a week.
11. Hardly I got into bed when the telephone rang.
12. So far he doesn't make friends with anyone. I am thinking he won't stay here long.
13. He said that he was smelling something burning but there wasn't something cooking on the stove.
14. He is my close friend. I have been knowing him for my childhood.
15. I am sure Flora will be here after a while
16. Tomorrow will be my birthday.
17. I leave now but I'll see you two weeks later.
18. I'm sorry, dinner isn't ready yet, but it is going to be ready in a minute.
19. It is no use to phone Bob at the office, he will be leaving.
20. Don't phone me after 11.00. I'll have been asleep.

Ex. 3. Translate the following sentences into English. Use any appropriate tense-aspect forms.

1. àëïçĩ³YáõÃÚáõÝÁ í»ñç³â»ë µéÝ»ó ³ÚÝ »ñ»ù
ĩŌ³Ú³ñ¹ĩ³Yó, áñáYù ³é³Ý.»É ıÇY ÛÇÉÇáY³ĩÇñác áñ¹áõÝ:
2. ì»ñçÇY ÁYĩñáõÃÚáõÝY»ñç Á³Ú³Y³ĩ ³Ú¹ Á»İY³İáõç ¹»Ú
ùí»³ñİáŌ ù³YÇ± Û³ñ¹ ĩ³ñ:
3. ²Ã» ¹áõ ÇÙ ĒáñÑñ¹ÇY áÑ»ĩ"»ë " YáñÇó YáõŪYÝ ³Y»ë, ¹áõ
÷áñÓ³YùÇ Û»ç İÁYİY»ë:
4. Ü³ ÛÇßĩ µáŌáùáõŪ ı, áñ ÷áŌÇ ĩ³ñÇù áõYÇ,µ³Ūó µáÉáñÁ
·Çĩ»Y, áñ Yñ³ ·áñİÁ ĩ³ŌİáõŪ ı:

5. Û³ ÷³ĩ»É Ł ë»ÝÛ³ĩáõÛ `` Ññ³Á³ñíáõÛ Ł 1áõñë ·³É, ÛÇÝã``
Ýñ³Ýù mãÉáñÁ ãÑ»é³Ý³Ý:
6. èáÛÝ ³Û¹ ³Û mãÕÇ Á³Û³Ý³ĩ ³ß³ĩ»É Łñ `` ³ĩ Łñ ùÝ»É: Û³
ß³ĩ Ná·Ý³ĩ ĩ»èù áóÝ»ñ:
7. Ø»Ýù »ñĩáõ ùñ ÛÝ³óÇÝù èÛÇÁÝ»ñÇ Ûáĩ `` Ñ»ĩá ·Ý³óùáĩ
ĩ»ñ³¹³ñÓ³Ýù ÉáÝ¹áÝ:
8. Ð³¹²Çĩ ŁÇ »ë Ýñ³Ýó Ññ³Á»ßĩ ĩĩ»É, »ñµ ·Ý³óùÁ ß³ñÁĩ»ó:
9. ²ñĩáó ³ÛÇë Łñ, ÇÝã ³ãñáõÛ ŁÇÝù ·ÚáóÕáõÛ, »ñµ »Õµ³Ûñë
»ĩ³ĩ Û»¹² ³Ûó»ÉáõÃÛ³Ý:
10. æáÝÝ ³ñ¹»Ý ëĩáõ·»É Łñ Çñ ³ß³ĩ»ñĩÝ»ñÇ
ß³ñ³¹ñáõÃÛáõÝÝ»ñÁ `` ³ÛÃÛ ÛÇ Ñ»ĩ³ùñùÇñ ·Çñù Łñ
ĩñ¹áõÛ, áñÁ ·Ý»É Łñ ³é³ĩáĩÛ³Ý ¹ãñáó ·Ý³Éáõ
×³Ý³ã³ñÑÇÝ:
11. ²ÝÝ³º, »Õµ³Ûñ¹ ĩ»ñ³¹³éÝáõÛ Ł: ĩñĩáõÛ »Û, áñ Ý³ ù»¹²
Ûáĩ ĩÛÝ³:
12. ²ë Ñ³ëĩ³ó³, áñ á³ÑÁ, áñÇÝ »ñĩ³ñ Á³Û³Ý³ĩ èã³ë»É »Û,
»ĩ»É Ł:
13. Û³ mãÉáñáĩÇÝ ŁÉ ³Û³áĩáĩ ãŁñ: ĩ³éÁ ñáã» ŁÉ áĩ³ñ, ÇÝã
Û»Ýù ĩ³ÝáÁ ŁÇÝù ÛÇÛÛ³Ýó, »ñµ Ý³ ĒÝ¹ñ»ó, áñ Çñ»Ý è»ÉÇ
³Ýĩ³Ý»Û:
14. ²Õ³Ý³ĩÝ ³Û¹ ùñÁ Ûé³ÛÉ Łñ: è³éÁ ù³ÛÇÝ, áñ ÷ãáõÛ Łñ
³é³ĩáĩĩ³ÝÇó, ³ñ¹»Ý ¹³¹³ñ»É Łñ, µ³Ûó ¹»é ³ÝÓñ`` Łñ
Û³ÕáõÛ:
15. ĩÝùñ»ÝÝ ³ë³ó, áñ Ýñ³Ýù, áĩù»ñ ĩµ³ó³ĩ³ÛÝ ³é³Ýó
ÑÇÛÝ³ĩáñ á³ĩ×³éÇ, ĩã³ĩÁĩ»Ý:
16. Ûñ³ Úáñ èÇñĩÝ áõÃ·ÇÝ µ³µ³ÉáõÛ Łñ` ³Û¹ Ñáõ¹²Çã
ÝáñáõÃÛáõÝÁ Ēë»ÉÇë:
17. àÝ³Û³ĩ Ýñ³ Ąĩ³óÛ³É ÁÝĩ»ñáõÃÛ³ÝÁ` Ý³ ÇÝÓ áã ÛÇ
Û·ÝáõÃÛáõÝ ŁÉ óáõÛó áĩĩ»ó:
18. ²ë Ýñ³Ý Ē³ĩ »Û ×³Ý³ãáõÛ: Ûñ³Ý »ñ»ë ĩáõñ, ³ëĩ³éÝ ŁÉ
Ñ»ĩÁ ĩáõ¹²Ç:
19. ÁáÚÁ ĩ³ñ`` áñ ùÝÝáõÃÛ³Ý Łñ á³ĩñ³ëĩĩáõÛ Çñ ë»ÝÛ³ĩáõÛ:
Ûñ³ Û³ÛñÁ Ñ»ĩ`` áõÛ Łñ, áñ áã áù Ýñ³Ý ã³ÝÑ³Ý·ëĩ³óÝÇ:

UNIT VI

THE PASSIVE VOICE

The voice is one of the categories of the verb. It shows whether the subject is the doer of the action or whether it is acted upon.

Accordingly, there are two voices in English- **active** and **passive**.

Active: *The surgeon will operate on the patient tomorrow.*

Passive: *The patient will be operated on tomorrow.*

Active and passive forms:

Simple Present active: <i>write/writes</i> passive: <i>am/is/are written/painted</i>	Simple Past active: <i>wrote</i> passive: <i>was/were written/painted</i>
Present continuous active: <i>am/is/are writing/painting</i> passive: <i>was/were being written/painted</i>	Past Continuous active: <i>was/were writing/painting</i> passive: <i>was/were being written/painted</i>
Present Perfect active: <i>have/has written/painted</i> passive: <i>have/has been written/painted</i>	Past Perfect active: <i>had written/painted</i> passive: <i>had been written/painted</i>
Simple Future active: <i>shall/will write/paint</i> passive: <i>shall/will be written/painted</i> Future Perfect active: <i>shall/will have written/painted</i> passive: <i>will have been written/painted</i>	Simple Future in the Past active: <i>should/ would write/paint</i> passive: <i>should/would be written/painted</i> Future Perfect in the Past active: <i>should/would have written/painted</i> passive: <i>would have been written/painted</i>
Modal Verbs active: <i>can/could/ may/might /must/ought to/ should/ would/ etc. write/paint</i> passive: <i>can/could /may/might/ must./ought to/should/would etc. be written/painted</i>	

The passive is not the reverse of the active. The two constructions are not parallel in their use and serve different purposes.

The passive construction is generally used in the following cases:

1. Change of focus (it can change the emphasis of a sentence):

Charles won the prize. (focus on Charles)

The prize was won by Charles. (focus on the prize)

2. Unknown agent (there is no point in adding an agent: *by somebody*):

My wallet has been taken.

3. Obvious agent:

Joan has been arrested. (we assume by the police)

4. Unimportant agent:

I was advised to obtain a visa in advance.

5. Generalized agent (if the subject is “people in general ”or “you” the agent is not mentioned):

Bicycles are widely used in the city instead of public transport.

6. Impersonality (the passive is a way of avoiding the naming of a specific person):

It has been decided to reduce all salaries by 10%.

Test papers are not to be taken outside the examination room.

7. In descriptions of processes, there is emphasis on the actions performed rather than on the people who perform them.:

Then the toys are packed into boxes and sent to shops.

Note that the passive construction is impossible when the direct object of the verb is expressed by:

a) an infinitive

I have arranged to meet him at 10. o'clock.

b) a reflexive pronoun or a noun with a possessive pronoun, referring to the same person as the subject of the sentence

Ann hurt *herself*.

Ann hurt *her leg* yesterday.

c) a clause

I felt that they didn't want to join us.

d) by a set-phrase, the components of which cannot be separated, such as: **to take flight, to take alarm, to lose /to take courage, to lose heart, to keep one's word** etc.

e) with the verbs to **resemble, to suit, to become, to have and to possess**.

Tom resembles his father. We have a lot of relatives.

The number of passive constructions in English is much greater than in other languages. Most verbs with an object (transitive verbs) can be made passive.

The following types of passive constructions exist in English: **direct, indirect, prepositional, adverbial and phraseological**.

Direct passive construction

1. Direct passive construction is such a construction where the subject of the passive sentence corresponds to the direct object of the active sentence.

Alice wrote that letter.

That letter was written by Alice.

2. There are a number of verbs in English which require two direct objects, such as: *to ask, to envy, to teach* etc. With these verbs practically only one passive construction is used. The direct object denoting a person becomes the subject of the passive construction.

The students asked ~~the professor~~ a lot of questions.
~~The professor~~ was asked a lot of questions.

3. The direct passive construction is used with the verbs: **to think, to consider, to know, to suggest, to suppose, to report, to request, to believe, to allege, to consider, to expect**;
Compare the two structures:

~~It is expected~~ that the strike will end soon.
~~The strike is expected to end~~ soon.
~~It is said~~ that he is working on a new book now.
~~He is said to be working~~ on a new book now.

Indirect passive construction

4. Indirect passive construction is such a construction where the subject of the passive sentence corresponds to the indirect object of the active sentence. Indirect passive construction is found with the verbs: **to tell, to give** (and set phrases with **give** and **grant**) **to give a chance, to give an opportunity, to give a party, to give a post /job, to grant leave, to grant audience**;

They were given a party on the day of their arrival.
We weren't granted audience. The secretary said he was busy.

5. Verbs which have two objects can be made passive in two ways.
Common verbs of this type are: **to bring, to give, to lend, to pass, to pay, to promise, to show, to hand, to offer, to send, to tell**;

I was handed a strange note.
A strange note was handed ~~to~~ me.

6. There are verbs in English which require a direct and an indirect object in the active construction, but they admit only of one passive construction- the direct passive, among them we find **to write, to read, to play, to telegraph, to bring, to sing, to buy, to sell, to explain, to describe, to dictate, to repeat, to mention, to introduce, to deliver, to present to recommend, to prove, to point out;**

The teacher explained the rule to the pupils.

The rule was explained to the pupils (by the teacher.)

The director dictated a telegram to the secretary.

A telegram was dictated to the secretary by the director.

The prepositional passive construction

7. The prepositional passive construction is the type of passive construction in which the subject corresponds to the prepositional object of the active construction. It may be found with the following verbs: **to speak of / about, to, to talk of /about, to comment on, to write about, to look at / after upon, for, into, to laugh at, to shout at, to mock at, to sneer at, to frown at, to spit at, to whistle at, to swear at....**

This artist's pictures are always looked at with admiration.

His last film is much talked about.

His jokes are always laughed at.

Notice that the prepositional passive construction is not used with such verbs as: **to explain, to point out, to announce, to dedicate, to devote, to say, to suggest, to propose;** They take two objects, direct and prepositional in active constructions, but they can only have a direct passive construction.

He dedicated his book to his parents

direct object

prepositional object

The book was dedicated to his parents.

The phraseological passive construction

8. The phraseological passive construction is the type in which the subject corresponds to the prepositional object of the active construction, besides the predicate is expressed by a phraseological unit, such as: **to take care (of), to take no notice (of), to pay attention (to), to take responsibility (for), to lose sight (of), to put an end (to), to find fault (with), to make fool (of), to get in touch (with), to make fun (of), to make use (of)...**

The car was lost sight of.

The teacher's remarks were taken no notice of.

Adverbial passive construction

9. Adverbial passive construction is a construction where the subject of the passive construction corresponds to an adverbial modifier of place in the active construction. The use of this construction is very rare. It occurs with the verbs: **to live, to sleep and to sit.**

The house has never been lived in.

Entering the room she saw that the bed had not been slept in.

By and with

10. Generally the person (the agent) who performs an action in a passive sentence is introduced by **by**.

His purse was found by one of the cleaners.

An object (an instrument) which causes something to happen is introduced by **with**.

The tree had been decorated with coloured balls.

With is used after participles such as **filled, packed, crowded, crammed;**

The room was crammed with furniture.

The difference between **by** and **with** may involve the presence of a person..

Dave was hit by a branch. (an accident)

Dave was hit with a branch. (a person hit him with one)

Make is followed by **to** when used in the passive.

She made Ann wash the windows.

Ann was made to wash the windows.

Cover and verbs which involve similar ideas, such as **surround**, **decorate** can use **with** or **by**. Cover can also be followed by **in**.

The old castle was surrounded by/with a high wall.

ACTIVITY

Ex.1. Transform the active verb phrases in the following sentences to passive verb phrases. Omit the performing agents if necessary.

1. They usually deliver the mail twice a day during Christmas.
2. I don't have to defrost the refrigerator until next week.
3. I'll be fired if I don't finish this work in time.
4. People use coal for making artificial materials.
5. Have they sent for a plumber?
6. They never took any major decision without his knowledge or advice.
7. Thousands of people use this underground..
8. I expect you to return the money to me by Friday.
9. What do you call it?
10. Everybody thought that Jack was clever but lazy.
11. They are discussing the possibility of new negotiations.
12. Nobody has ever treated me with such kindness.
13. Someone found the children in the morning.
14. I have fixed my colour TV twice since I bought it.
15. They didn't build Rome in a day.

16. One can seldom find inexpensive food in the stores now.
17. People don't speak English in that part of the world.
18. You must develop this film before the end of the year.
19. When I got to the party, they were already serving dinner.
20. The surgeon will operate on the patient tomorrow.

Passive voice with verbs which have two objects: Direct and Indirect

Ex 2. Rewrite these sentences in the passive.

A) Example: *She sent a letter to Martin.*

A letter was sent to Martin.

Martin was sent a letter.

1. They are showing an interesting film to the children this week.
2. The judge gave him a life sentence.
3. They granted us donations.
4. Tom's parents promised him a bicycle.
5. After graduation they offered him a good job.
6. Did you send him a telegram?
7. He can't tell her the truth.
8. They paid him £ 300 for the work.
9. The authorities gave us no explanation.

B) Example: *He asked them to hand in their reports at once.*

They were asked to hand in their reports at once.

1. The lecture was interesting, the students asked the professor a lot of questions.
2. They taught him several languages when he was a child.
3. The lady doesn't allow dogs to come in here.
4. The doctor ordered me to stay in bed.
5. They instructed him to start early.
6. The boys envied him his talent.
7. He taught them how to play the game.

C) Example:

They bought a new house for their daughter last month.

A new house was bought for their daughter last month.

1. The secretary will dictate the telegram to you over the telephone.
2. They repeated the same thing to him several times.
3. Among other things, he mentioned to me the most interesting fact.
4. Did they explain the difficulty to you?
5. The inhabitants described to us the life in this out-of-the-way place.
6. They sold us the house very cheap.
7. He read an extract to her from his book.
8. I'll write to her a reply as soon as I can.
9. He introduced his girlfriend to us.
10. They repeated the announcement over the radio every 15 minutes.

Passive voice with verbs which have a prepositional object

Ex. 3. Supply the suitable passive form.

Example: *I must insist that you keep to the rules.*

I must insist that the rules are kept to.

1. They argued about the incident for a long time.
2. He always throws away all his old note-books at the end of the school year.
3. They will frown upon any attempts to cheat in the exam.
4. We can't speak of such important matters lightly.
5. People always look at this picture with admiration.
6. Someone had tampered with the lock of the front door.
7. You must think the matter over.
8. We are dealing with your complaint.
9. She laughed at the warning about bad weather.
10. The boy complained that people were picking on him.
11. We have not accounted for all the missing passengers.

Phraseological Passive Construction:

Ex.4. Change the following active sentences to passive.

Example: *I think that we must put an end to this bloodshed.*
I think this bloodshed must be put an end to.

1. When the car turned round the corner, we lost sight of it.
2. He took no notice of their remarks.
3. At the party they made fun of Jack.
4. He understood that the man had made fool of him.
5. They said that they should put an end to poverty.
6. She promised that she would take good care of the children.
7. He didn't pay any attention to my warning.

Ex 5. Write these sentences in another way, beginning as shown:

Example: *They believe that he is a very honest man.*
It is believed that he is a very honest man.
He is believed to be a very honest man.

1. They said that the boy was wearing a white pullover.
2. They alleged that he had kicked the policeman.
3. They expected that the strike would end soon.
4. They think that the prisoner escaped by climbing over the wall.
5. They reported that the building had been badly damaged.
6. They believed that the thieves got in through the kitchen window.
7. They report that many people are homeless after the floods.
8. They suppose that he robbed a bank a long time ago.

Ex 6. Use *be supposed to* with its other meaning. In each example what happens is different from what is supposed to happen. Use *be supposed to* + one of these verbs:

arrive, be, block, come, park, phone, start, do, clean

Example: *You're not supposed to park here. It's private parking only.*

1. The train ... at 11.30, but it was an hour late.
2. What are the children doing at home? They ... at school.
3. We ... work at 8.15, but we rarely do anything before 8.30.
4. This door is a fire exit. You ... it.
5. Oh dear! I ... Ann but I completely forgot.
6. They arrived very early at 2 o'clock. They ... until 3.30.
7. He is much better after his illness, but he still ... any heavy work.
8. You ... the windows. Why didn't you do it?

Ex.7. Complete the sentences with the appropriate form of the verbs in parentheses. Some of the sentences are active and some are passive.

1. The ticket booth (to close) until 6.00. p. m. You'll have to go there after six to get the tickets.
2. Jack has a right to know. He ought (to tell) the news immediately.
3. Why you (not make) a reservation? Make it for 7.00
4. Robert and Julia (vaccinate) against cholera before they went to Mozambique.
5. Mark Twain, the author of The Adventures of Tom Sawyer, (grow up) in a small town on the Mississippi River.
6. My refrigerator doesn't have to (defrost).
7. Almost every part of the world (to experience) an earthquake in recent years.
8. Jane's eyes burned and her shoulders ached. She (sit) at the computer for five hours. Finally she (take) a break.
9. What (discuss) when you left the meeting?
10. The Olympic Games (begin) in 77 B. C. in Olympia, a small town in Greece. At that time, only Greeks (allow) to compete in them.
11. We got an invitation in the mail from Rom and Maureen. They (to have) a dinner party next Saturday evening.
12. By the time he got to work, he (drink) three cups of coffee.

13. The dance company is having successful tour of the United States. Their dances (perform) over 500 times before they return to Senegal.
14. When I went to the school auditorium, the children (rehearse) then musical play. The play is going to (present) this coming Friday at 7.00 p. m.
15. Unfortunately, my grandfather's teeth have got to (pull) out.
16. The batteries in the radio need (change).
17. This problem had better (to take) care of at once.
18. A person named Carl Gauss (recognized) as mathematical genius at the age of 10.
19. Yesterday I told my teenage daughter to clean her room before she (go) to school. After she (leave) the house, I (look) in her room.
20. "Where you (buy) that beautiful necklace?" I (not buy) it. It (give) to me for my birthday.

Causative forms and Giving Instructions

to have (to cause) **smb. do smth.**

to have (to cause) **smth. done**

to get (to persuade) **smb. to do smth.**

to get (to persuade) **smth. done**

Ex. 8. Complete the sentences with the verbs in the list. Use each verb only once.

Examples: *a) I have my apartment painted every three years*
b) I must have my teacher explain this procedure to me.
c) His doctor got him to stop smoking
d) I have got to get my teeth checked as soon as possible.

do eat lengthen put
 cut tune shorten go
 retype spray deliver x-ray
 marry install send examine
 wash take care paint water

1. I have my gardener ... the garden every afternoon.
2. You should have your eyes
3. The doctor says I have to have my lungs
4. How did you get the child ... to bed so early?
5. I had to have the gas station attendant ... some water.
6. I got my apartment ... before I moved in.
7. The General had the best troops ... to the front.
8. I always have the store ... my groceries.
9. Her dress was too long, and she had her seamstress ... it.
10. My pants were too short, and I had my tailor ... them.
11. Why don't you have your lawyer ... of this problem?
12. I had the phone man ... the extension phone in the kitchen.
13. You'd better have your gardener ... the lawn with insecticide.
14. How much does it cost to get a piano
15. What is a good way to get a stubborn child ... all of his dinner?
16. You'd better get your hair ..., it's beginning to look sloppy.
17. I must have my secretary ... this letter.
18. How did the teacher get such a lazy student ... his homework?
19. How much do you have to pay to get your windows ...?
20. How did she finally get that stubborn man ... her?

Stative passive + prepositions

Ex. 9. Complete the sentences with appropriate prepositions.

1. As soon as you are done ... the dictionary, I'd like to use it.
2. I'm not acquainted ... that man. Do you know him?
3. Mark Twain is known ... his stories about life on the Mississippi.
4. A person who is addicted ... drugs needs professional medical help.
5. This apartment comes furnished ... only a stove and a refrigerator.
6. Jack is married ... Joan.
7. Could I please have the dictionary when you are finished ... it?
8. I'm not ready yet. I'm still dressed ... my pajamas.
9. My car is equipped ... air conditioning and a sun roof.

10. Victor is blessed ... a good sense of humor, which has helped him to get out of some very difficult situations.
11. Are the choices in this restaurant limited ... pizza and sandwiches? – If you are interested ... other dishes, take a look at the back page of the menu.
12. Carol is engaged ... Larry. Their marriage is planned for May 3.
13. Last month Billy was bitten by a dog. Now he's scared ... every dog he sees.
14. The department store was filled ... toys for the holiday sale.
15. I am in favour of nuclear disarmament. I am terrified ... the possibility of an accidental nuclear war. And are you opposed ... it?
16. I am annoyed ... my boss.
17. Zoology is more closely related ... biology than it is to Botany.
18. I am very disappointed ... that movie. The whole first hour was devoted ... historical background. I was bored ... it before the plot took shape.
19. George Washington is remembered ... his story leadership during the Revolutionary War.
20. Why are you upset ... the children?
21. I think you're involved ... too many activities.
22. We are finally prepared ... our camping trip.
23. John's bald head is protected ... the hot sun. He's wearing a straw hat.
24. The store was crowded ... last-minute shopper on the eve of the holiday.
25. Are they still associated ... the International Red Cross? – Yes, they are dedicated ... helping people.

Ex. 10. Use the required active and passive tense-aspect forms in the following text.

I once (to know) a village teacher who (to be) partially blind. He (to deprive) of one eye as the result of infection. His blind eye (to take) out, and a glass one (to insert) in its socket in its stead.

One day the teacher (to need) to leave his class of small children alone for half an hour or so. But he (to hold) back by one consideration. The children of the class (to be) really unruly. He (to know) that if they (to leave) alone for any length of time they (to become) violent and complains (to make) by their parents..

Suddenly he (to strike) by an idea. In a moment his glass eye (to take) out of his socket, and (to place) on the table.

“Now, children,” he said, I (to go) out for a few minutes but you (to observe) all the time by my eye. If anything (to do) which (not to approve) by me, it (to see) by my eye, and the child (to punish) when I (to return).

The children (to impress) very much, and the teacher (to go) off. But when he (to return) an hour later, it (to seem) that a hurricane (to pass) through the classroom. The teacher (to astound).

“Evidently,” he thought, “I (to outwit)”. The desks (to overturn), the walls (spatter) with ink from ink-bombs which (to throw) during a battle which still (to fight) out as a manifestation of high spirits. In fact, a good time (to have) by all.

The teacher (to wonder) why the presence of his glass eye (not to respect). He (to look) round for it and (to see) that it (to cover) by a hat.

REVISION

OF THE PASSIVE VOICE

Ex. 1. Complete the sentences with the appropriate form of the verbs in parentheses. Some of the sentences are active and some are passive.

1. The ticket booth (to close) until 6.00. p. m. You'll have to go there after six to get the tickets.
2. Jack has a right to know. He ought (to tell) the news immediately.
3. Why you (not make) a reservation? Make it for 7.00
4. Robert and Julia (vaccinate) against cholera before they went.

5. Mark Twain, the author of The adventures of Tom Sawyer, (grown up) in a small town on the Mississippi River.
6. My refrigerator doesn't have to (defrost).
7. Almost every part of the world (experienced) an earthquake in recent years.
8. Jane's eyes burned and her shoulders ached. She (sit) at the computer for five hours. Finally she (take) a break.
9. What (discuss) when you left the meeting.
10. The Olympic Games (begin) in 77 B. C. in Olympia, a small town in Greece. At that time, only Greeks (allow) to complete in them.
11. We got an invitation in the mail from Rom and Maureen. They (to have) a dinner party next Saturday evening.
12. By the time he got to work, he (drink) three cups of coffee.
13. The dance company is having successful tour of the United States. Their dances (perform) over 500 times before they return to Senegal.
14. When I went to the school auditorium, the children (rehearse) then musical play. The play is going to (present) this coming Friday at 7.00 p. m.
15. Unfortunatly, my grandfather's teeth have got to (pull) out.
16. The batteries in the radio need (change).
17. This problem had better (take) care of at once.
18. A person named Carl Gauss (recognized) as mathematical genius at the age of 10.
19. Yesterday I told my teenage daughter to clean her room before she (go) to school. After she (leave) the house, I (look) in her room.
20. "Where you (buy) that beautiful necklace?" I (not buy) it. It (give) to me for my birthday

Ex. 2. Translate the sentences into English using the Passive voice.

1. ${}^2\hat{U}^1 \gg \tilde{n}\tilde{C}i^3\tilde{e}^3\tilde{n}^1 \hat{U}^3\tilde{e}^3\tilde{Y}^3 \cdot \gg i^3\tilde{Y}^1 \gg \tilde{n}\tilde{l}\tilde{a}\tilde{o}^3 \tilde{Y}^3 \cdot \hat{U}^3 \hat{a}^3\tilde{B}i\tilde{a}^3\tilde{Y}^3\tilde{C}^3$
 $\mu^3\tilde{n}\tilde{O}\tilde{n}^3\tilde{o}\tilde{a}\tilde{o}\tilde{U}^3 \hat{z}^3 \tilde{e}\tilde{i}^3\tilde{o}\gg \tilde{E}^3, \tilde{C}\tilde{Y}\tilde{a}^3 \tilde{e}\tilde{l}\tilde{e}\gg \tilde{E}^3 \hat{z}^3 \tilde{B}\tilde{E}^3\tilde{i}^3\gg \tilde{E}^3 \hat{U}^3\tilde{e}^3$
 $\tilde{A}\tilde{Y}\tilde{l}\gg \tilde{n}\tilde{a}\tilde{o}\tilde{A}\tilde{U}\tilde{a}\tilde{o}\tilde{Y}\tilde{a}\tilde{o}\tilde{U}^3:$

2. Ð³Ōáñ¹í»É ¿, áñ Ñ³¹⁄²ñ³íáñ Ù³ñ¹ÇĪ ³Ý³á³ëĭ³Ý »Ý
¹³ñÓ»É çñÑ»Ō»ŌÇó Ñ»íá:
3. æáÝÇ Ù³ÙñÁ ¹⁄²·³ó, áñ ÇÝă- áñ µ³Ý »Ý Ā³ùóÝáðÙ Çñ»ÝÇó:
4. Æñ³íÇ×³ĪÁ ß³ĭ Éáðñç ¿: Ī³ñláðÙ »Ù, áñ ÇÝă- áñ µ³Ý â»ìù ¿
³ñíÇ ù³ÝÇ ¹»é â³÷Çó ³í»ÉÇ áðß â¿:
5. Ð³Ūĭ³ñ³ñí»É ¿, áñ ¹»é··ë áá Ù»ĪÇÝ áá ÙÇ Ùñó³Ý³ĭ äÇ ĭñíí»É:
6. ØÇ° ³ÝÑ³Ý·ëĭ³Ý³, ù»¹⁄² Ī³ë»Ý, Ā» »ñµ ¿ ĭ»ñçÇÝ ·Ý³óùĀ
Ù»ĪÝáðÙ:
7. ĀÝ¹áðÝ»ÉáðĀŪ³Ý Ā³Ù³Ý³ĭ áñáy»ëáñÇ ĭñ³ áðß³¹ñáðĀŪáðÝ
ã¹³ñŌñ»óÇÝ, µ³Ūó Ýñ³ ëÇñáðÝÇĪ ĭÇĪÝáç ßáðñÇĀ Çñ³ñ³ÝóáðÙ
¿ñ ³é³Ç³ó»É:
8. Éáðñ»ñ »Ý ĭ³ñ³íáðÙ, áñ ³Ū¹ ù³Ō³ù³ĭ³Ý ·áñláÇÝ
³Ñ³µ»ĪÇäÝ»ñÝ »Ý ëã³Ý»É:
9. ĀáŪÇÝ µáÉáñáíÇÝ ¹áðñ ä¿ñ ·³ÉÇë, áñ Çñ»Ý Ñ³×³Ē Çñ »Ōµáñ
ĭ»ŌÝ »Ý ĀÝ¹áðÝáðÙ:
10. üñ»ÝĪÇÝ µ³ó³ĭñ»óÇÝ, Ā» ÇÝăáð ¿ñ Ý³ ëĒ³É, · Ý³ ĀÝ¹áðÝ»ó
Çñ ëĒ³ÉÁ:
11. ä³ŪŪ³Ý³íáñí»óÇÝ, áñ æá°ñçĀ ĪáðŌ»ĪóÇ »ñ»Ē³ŪÇÝ · ĪÑ»ĭ·Ç,
áñ Ýñ³Ý É³ĭ ĒÝ³Ū»Ý ³ŪÝĭ»Ō:
12. ä³Ñ³ÝÇí»ó, áñ Ù³ñ¹ÇĪ Ý³Ē · ³é³Ç ¹⁄²»Ýù»ñĀ Ñ³ÝÓÝ»Ý:
13. ĀáŌáíÇ Ā³Ū³Ý³ĭ Ýßí»ó, áñ Īáñ³Ī ÷³ëĀ³ĀŌĀ»ñÇ Ù³ëÇÝ
³ÝŪÇÇ³á»ë äÇ Ñ³Ōáñ¹í»É Ō»Ī³ĭ³ñáðĀŪ³ÝÁ:
14. êŪáðÇÝ »ñµ»ù ¹áðñ ä¿ñ ·³ÉÇë, »ñµ Çñ»Ý Ù³ĭ³Ý³ÝßáðÙ ¿ÇÝ Çñ
Ā»ñáðĀŪáðÝ»ñĀ:
15. -ĪÇĭ»±ë° Ù»Ī ÷á÷áÉáðĀŪáðÝ»ñ »Ý ëã³ëíáðÙ ³Ū¹
ĀÝĪ»ñáðĀŪáðÝáðÙ:
-â»Ū Ī³ñláðÙ, Ā» áñ·¿ µ³Ý ÑÝ³ñ³íáñ ¿ ÷áÉ»É ³ŪÝĭ»Ō:
16. ĭáðÝÝ ³ŪÝăÇëÇ ĭ»ëù áðÝ»ñ` Ī³ñí»ë ĭ³ñÇÝ»ñ ß³ñáðÝ³Ī
³ŪÝĭ»Ō áá àù ä»ñ ³áñ»É:
17. æáÝÇ Ñáñ Ù³ëÇÝ Ù»Ī Ī³ñíÇù áðÝ»ÇÝ ·ŪáðŌáðÙ:
18. ²ëáðŪ »Ý, áñ ³Ūë Ýáñ ß»ÝùĀ Ý³Ē³ĭ»ëĭ³Ī ¿
ÑÇŪÝ³ñíáðĀŪáðÝ»ñÇ Ñ³Ū³ñ:
19. Éááðñ»ÝéĀ ¹⁄²·áðÙ ¿ñ, áñ ĭ³ŪÇÝ Ñ³ĭ³Ý³µ³ñ ĩëĭÇă»ÇÝ
ĭ³ŪáðĀŪáðÝ äĭ³É:
20. Ūñ³Ý ³ßĒ³ĭ³ÝùÇó ³¹⁄²ĭí»óÇÝ ĪáðŪÉ · ³Ý³¹⁄²ÝÇĪ ÉÇÝ»Éáð
ã³ĭ×³éáí:

ERROR ANALYSIS

Ex. 3. Find and correct errors in the following sentences.

1. Something funny was happened to her yesterday.
2. Two of the climbers were injured with falling rocks.
3. There furniture was damaged from fire.
4. Three people were hurted in the accident were took to hospital with an ambulance.
5. The students helped by the clear explanation that the teacher gave.
6. We still can't believe! Our neighbour's car has been stolen again last night.
7. "How did that window break?" "I don't know."
8. The window had been smashed by a hammer.
9. The exhibition had been closed a week ago.
10. The committee hasn't made its decision yet. The proposal is still considering.
11. When, where, and by whom has the automobile invented?
12. The answers have been included for the book.
13. The house was built by money that David borrowed from the bank.
14. Paper is a common material that is using throughout the world.
15. The turkey was stuffed in chestnuts, and was very tasty.
16. The exhibition had been closed a week ago.
17. His father was decorated with bravery during the war.
18. The emergency exit was concealed with red curtain.

MODAL VERBS

The verbs **can, could, may, might, will, would, shall, should, must, ought to, need** and **dare** are called 'modal auxiliary verbs'. A modal auxiliary verb is used with another verb to express ability, inability, certainty, possibility, obligation, necessity, prohibition, habitual behaviour etc.

Most of the modal auxiliaries **can, could, may, must should, would, ought to** etc. have no infinitives or participles, so when necessary we use other words, for example forms of **be able, be allowed**. In past time- contexts modal verbs are found in reported speech or thought.

I'd like to be able to stay with you.

She has always been able to persuade people to do what she wanted.

He might be able to help us tomorrow.

Mrs. Johnson won't be able to see her grandchildren so often when they leave for Boston.

He wants to be allowed to open a bank account.

Their child has always been allowed to do what he likes.

I told them that we shouldn't take it for granted. I thought he might be wrong.

UNIT VII

CAN / COULD

Use:

Ability, Inability

1. We use **can** to say that somebody has the ability to do something.

can + simple infinitive

(**could** is used in past time contexts)

(affirmative, interrogative and negative forms)

She can speak five languages.

Can you translate this article without a dictionary?

I'm afraid I can't come to your party.

I could swim when I was six.

Could your son read before he went to school?

They couldn't answer the child's questions.

2. When **can** and **could** are used with **see, hear, taste, feel, smell, understand, remember, guess, tell**, they give a kind of progressive meaning to these verbs. **Can** and **could** used with these verbs are not always translated into Armenian

It was so dark that we couldn't see anything. (²ÛÝù³Ý ÛáõÃ
ի՞ն, áñ áăÇYă â¿ÇYù ì»ëYáõU:)

When we entered the house we could smell something burning.

She could hardly believe her eyes.

3. We do **not** normally use **could** to say that somebody managed to do something on one occasion. Instead, we use **was/were able, managed, (succeeded in...doing)**

After six hours' climbing, we succeeded in getting to the top of the mountain.

I managed to find a really nice dress in the sale.

He didn't managed/ failed to settle the difficulty.

In negative clauses, and with negative or limiting adverbs **only** and **hardly** we may use **could** to refer to one occasion.

*I managed to find the street, but I couldn't find her house.
He could only get two tickets.*

Possibility

4. **Can** may be used to show a possibility due to circumstances (circumstances permit):

can/could + simple infinitive
(affirmative, interrogative, negative forms)

*You can ski on the hills (there is enough snow).
You can't bathe here on account of the sharks (it isn't safe to bathe).
Can we use the indefinite article with this noun?
You can order a taxi by telephone now. (or You may order a taxi by telephone.)
Some years ago you could obtain a dog from the Dog's Home at Battersea.*

5. We use **can/could** to say that situations and events are possible in general or theoretically.

*Anybody who wants to can join the club.
I don't think the car can be repaired.
It was a place where anything could happen.*

Note 1: We often use **can/could** to say what is common or typical.

*Scotland can be very warm in September.
It could be quite frightening if you were alone in our big old house.*

6. **Could + perfect infinitive** is used to say that something was possible, but didn't happen.

She could have married anybody she wanted to. (but she didn't want to)

You could have asked me to help you. (Why did you do it alone?)

That was a bad place to go skiing – you could have broken your leg.

Why did you throw the bottle out of the window? Somebody could have been hurt.

I was so angry I could have killed him!

7. We do not use **can** to talk about future possibilities or probability. We have to use **will be able** or **it will be possible**.

One day it will be possible to travel to the stars.

When the bridge is built they'll be able to get to the village easily.

8. **Could** is used with comparative adjectives to express possibility or impossibility:

could/couldn't be + comparative adjective

(with reference to the present)

could/couldn't + have been + comparative adjective

(with reference to the past)

It could be better.

The situation couldn't be worse.

We couldn't have been happier in those days.

Choices, Opportunities

9. **Can** may be used to talk about the choices that somebody has now or in the future or to suggest opportunities)

can + simple infinitive

(affirmative form)

There are three possibilities: we can go to the police, we can talk to a lawyer, or we can forget all about it.

“What shall we do?” “We can try asking Lucy for help.”

Could is also used to talk about present and future choices and opportunities (especially when we want to make suggestions sound less definite).

When you are in London, you could visit our friends there. Alex is a kind and patient person. He could make a good teacher. (conditional use)

“What shall we do tomorrow?” “Well, we could go fishing.”

“What shall we do tonight?” “We could go to the restaurant opposite the cinema.”

Asking for and giving permission

10. Can/ could are used to ask or tell people to do something. **Can’t** is used to refuse permission.

can + simple infinitive

(in affirmative, interrogative and negative sentences)

“Can I borrow your car?” “Yes, of course you can.”

“Can I have some more cake?” “No, I’m afraid you can’t.”

“Could I borrow your umbrella?” “Of course you can.”

(Not could)

Could I ask you something if you are not too busy. (could is more polite)

You can watch TV for another half-hour.

You can go now if you want.

11. Can and could are also used to talk about permission that has already been given or refused, and about things that **are** or **are not allowed** by rules and laws (**may** is **not** normally used to talk about rules and laws).

She said I could come as often as I liked.

Can you park on a double yellow line on Sundays? (not
may
you park...?)

You can't drive until you are seventeen. (you are not
allowed to drive)

Men and women can vote at eighteen. (are allowed to vote
at eighteen)

Note 2: Could has a conditional use (= would be allowed)

He could borrow my car if he asked.

"I could have kissed her if I had wanted", said Bob.

Requests, Offers, Orders and Suggestions:

12. Can and could are found in offers, requests, orders and suggestions:

Can you put the children to bed?

Could you lend me five pounds until tomorrow?

Do you think you could help me for a few minutes?

"Can I carry your bag?" "Oh, thanks very much."

I could mend your bicycle for you, if that would help.

When you have finished the washing up, you can clean the kitchen. Then you could iron the clothes, if you like.

If you haven't got anything to do you could sort out your photos.

Criticisms

13. We can use **could** to criticize people for not doing things.

could + simple infinitive (in the present time contexts)

could have + perfect infinitive (in the past time contexts)

You could ask before you borrow my car.

You could have told me you were getting married.

Note 3: **Might** is also possible in this sense. See Unit VIII)

You might have told me you were getting married

Uncertainty, Doubt, Surprise

14. **Can** and **could** are used to show uncertainty/doubt or surprise:

can /could + simple infinitive (refers to the present with stative verbs)

can/could + continuous infinitive (refers to the present with durative verbs)

can/could + perfect infinitive (refers to the past)
(this use is found in interrogative sentences)

Can (could) she still be there? (ØÇ±Ã» Ý³ ¹»é ³ÛÝî»Õ ³¼

Can (could) he still be talking on the phone? (could
expresses more uncertainty)

Can (could) he be telling a lie?

Can/could they have already arrived.

can/could + perfect continuous infinitive shows an action which began in the past and continuous into the moment of speaking:

Can (could) he have been at home all this time? (stative verb)

Can (could) he have been waiting for us all this time?

15. **Can** and **could** are also found in special questions for emotional colouring: puzzlement irritation, impatience;

can/could + simple infinitive (with reference to the present)

can/could + continuous infinitive

can/could + perfect infinitive (with reference to the past)

can/could + perfect continuous infinitive

What can (could) he be doing there?

Where can (could) he have gone to?

Whom can (could) she have been talking to all this time?

Improbability, Deduction

16. **Can** and **could** used in negative sentences show improbability or negative deductions.

can't/couldn't + different forms of infinitive

(**could** is less categorical)

(only negative forms)

It's already 10 a. m. He can't (couldn't) be at home now.
(âĈ ĭñáŎ âĥĭñ»É, ÑŸñíáñ ã¾/¾ŸÑŸñÇ¾/¾, áñ Ÿ³
ÑÇÛ³ ĭŸÁ ÉÇÇ:)

They can't (couldn't) be doing their lessons now. Don't you hear their laughter?

He can't (couldn't) have lied to us. He is a very honest person.

She can't (couldn't) have been waiting for him all this time.

I feel terribly ill this morning. The meat I had for dinner last night can't have been good.

Her mother can hardly have gone to church.

Notice the following set phrases with **can/could**

can't help doing something (cant'stop doing something)

couldn't help doing something

She is a selfish woman, but somehow you can't help liking her.

can't but do something

couldn't but do something (the meaning is the same as can't help...)

I can't help but wonder what I should do next.

can't possibly do something

couldn't possibly do something

can't possibly have done something

He can't possibly do it.

He couldn't possibly afford a car on his present salary.

He can't possibly have done it.

We may find **can** in different kinds of subordinate clauses where its use is structurally dependent.

She ~~keeps~~ the window open so that the bird ~~can fly~~ in and out. (purpose clauses)

She ~~kept~~ the window open so that the bird ~~could fly~~ in and out.

I ~~want~~ to believe. I ~~wish~~ I could. (object clause)

I ~~wanted~~ to believe. I ~~wished~~ I could.

ACTIVITY

Ex 1. Explain the use of *can* in the following sentences.

1. "I can't sing again for hours or days. My voice is weak." Jonny's voice was sad. 2. He couldn't believe that Clemenza was guilty of treachery. 3. She could see that he was angry with her for insisting and expecting him to refuse. 4. He could be a first class student if he tried. 5. "Can I call you for dinner some night?" asked Alex. 6. "Could I make suggestion, though I realize I'm only an observer?" 7. I can't understand Martin. I have never been able to understand him. 8. I could feel that a sense of time had returned to us both, time as terror, time as death. 9. Looking at Central Park from a window, you can see the snow fall steadily, shrouding all in white. 10. "I could have chased you, I could have conned you, but I didn't want to do that." He said with contempt. 11. "We are going to keep seeing each other. You can talk it over with your father," said Michael. 12. "Can there have been any misunderstanding in our first encounter?" He wondered. 13. "Sollozo can't be put off any more. You'll have to see him this week," said Sonny. 14. "Who says you can't see them every day? Who says you can't live in the same house? Who says you can't live your life exactly as you want to live?" The Don asked Jonny. 15. You could have told me you were getting married. 16. When you are in Spain, you could go and see him there. 17. I can't help but wonder what I should do next. 18. When I was younger, I could stay up late without getting sleepy, but now I always go to bed early. 19. I need some help with this table. Could you lift the other end, please? 20. "I

can baby-sit for you this evening if you like.” “No, it’s all right, thanks.” 21. “There’s the doorbell. Who can it be?” “Well it can’t be your mother. She’s in Edinburgh.” 22. He could have been Prime Minister now if he hadn’t decided to leave politics.

Ex. 2. Complete the sentences using *can/could*, *can’t/couldn’t*, *to be able to*.

1. Our baby is only nine months and he
2. It took a long time, but in the end
3. When I was a small girl/boy
4. I’ve been trying for hours, but
5. Our teacher says
6. If I had money, I.....
7. If he had asked me earlier, we
8. I’m practicing hard so that
9. She has managed to live in England for years without
10. I think he

Ex 3. Supply the appropriate forms of *can* and *to be able to*. Add *not* if necessary for a sentence to make sense.

Example: *A policeman arrived and told him he couldn’t park there.*

1. Why did you walk all the way from the station? You ... have phoned for a lift.
2. This carpet was priced at £500, but I ... get a discount because of the little mark in the corner.
3. You and I are in charge of a great business, we ... leave our responsibility to others.
4. Roger told me that she ... run his small establishment better than any paid housekeeper.
5. We know that since his accident he ... leave the house.
6. I ate the next course grimly to an end; she ... have been enjoying her meal much either.

7. The day started off misty, but by the time we had reached the mountain the sun had appeared and we ... climb it quite quickly.
8. I loved staying with my grandparents. They let me read all the books in the house and told me I ... go to bed as late as I wanted.
9. You ... be hungry. You've just had dinner.
10. I wanted to buy some tomatoes. The first shop I went to didn't have any but I ... get some in the next shop.
11. No one ... ever tell when he is being serious and when he is joking.
12. Tom walked straight into a wall. He ... have been looking where he was going.
13. I ... have lent you the money. Why didn't you ask me?
14. "You look exhausted." "I ... sleep very well recently."
15. You ... ski on the hills. There is plenty of snow in the mountains.
16. ... you come round and mend a leak in my hot water tank?
17. I was so angry. I ... have killed him!

Ex 4. Use the required form of the infinitive after *can/could*.

1. "He says he is still reading *The Old Man and the Sea*." "He can't (to read) it. I gave it to him two months ago and it's quite a short book."
2. There could (to be) those who felt that a quiet retirement was not for a man who held the secrets of the KGB in his head.
3. "A man answered the phone. I suppose it was her husband." "No, it couldn't (to be) her husband. He has been dead for ages."
4. Brian said he would be here before 9.30. It's ten o'clock now and he is never late. He can't (to come).
5. Why did I listen to you I could (to be) at home by now instead of sitting here in the cold.
6. I have seen nothing of Roberta lately and I don't know what she can (to do).
7. You were lucky – that ball could (to break) the window.

8. Why did you stay at a hotel when you went to New York? You could (to stay) with Barbara.
9. "Where is Ann?" "I don't know. She could (to visit) her aunt and uncle right now. She usually visits them every Friday evening."
10. "Ken repaired his mother's washing machine" "Ken couldn't (to repair) his mother's washing machine because he doesn't know anything about machines."
11. Suddenly she realized she could (to smell) something burning.
12. Can he (to wait) for me all this time? Mary thought to herself.
13. Jack is in trouble. I wonder if something can (to do) about it.
14. He couldn't (to hear) the news at dinner because his sister hadn't arrived yet.
15. I don't know who rang, but it could (to be) Jim.
16. Can he still (to speak) to the police? It's two o'clock we are late.
17. Jane walked past me without speaking. She can't (to see) me.
18. "I could (to kiss) her if I had wanted." Bill was boasting.
19. Nick could (to win) the game if he hadn't fallen.

Ex 5. Make the following sentences more emotional by using *can/could*.

Example: *I wonder where I left my spectacles. A minute ago they were here.*

Where can I have left my spectacles?

1. I have no idea who wrote that letter.
2. I wonder where he is now.
3. It astonishes me that you find pleasure in reading such stuff.
4. The entrance was watched all the time. When did he get out?
5. I wonder which of the children is writing these things on the blackboard.
6. I can't understand what he means by saying it.
7. I wonder how it was possible for him to find us in that crowd.
8. Lunch is growing cold. Who is she talking to on the telephone?
9. I wonder what is he doing in there.
10. It isn't my umbrella. I wonder whose umbrella I have taken.

Ex 6. Re-word the following sentences, using *can/could*.

Example: *I am sure this isn't the way to Garni.*

This can't be the way to Garni.

1. The climb is possibly dangerous.
2. How about going to the theatre?
3. The door is locked. Is it possible that Ann has taken the key with her?
4. Why didn't Liz apply for the job. There was possibility of her getting the job.
5. I don't believe Tom stole the money. He wasn't in the office then.
6. It isn't safe to bathe here. There are sharks here.
7. It is just impossible for you to get this thing done so soon.
8. We burst out laughing when he mimicked his uncle.
9. John doesn't attend his lessons. Is it possible that something has happened to him?
10. It was unlikely that Father would let you stay there any longer.

Ex 7. Translate the following sentences into English.

1. $^2\text{É}\gg\text{ù}\text{é}\text{Á}\gg\text{ñ}\text{í}\text{ñ}\text{ Á}\text{³}\text{Ù}\text{³}\text{Ý}\text{³}\text{í}\text{ ã}\text{Ç}\text{ }^3\text{añ}\gg\text{É}\text{ }^3\text{Û}\text{ë}\text{ ù}\text{³}\text{Õ}\text{³}\text{ù}\text{á}\text{ó}\text{Ù}\text{:}$
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UNIT VIII

MAY / MIGHT

Use:

Asking permission

1. **May** and **might** can both be used for asking permission

may/might + simple infinitive

(affirmative, interrogative, negative forms)

May/can I look at the picture again?

I wonder if I might have a little more cheese. (might is very polite and formal).

Anne said that she might go to Scotland at the weekend.
(**might** replaces **may** in past indirect speech)

He asked me if he might /could look at the picture again

Giving and refusing permission

2. **May** is used to give permission: **may not** is used to refuse permission. In an informal style **can** and **cannot/can't** are more common.

"May I come in now?" "No, you may not." "Yes, of course you may."

"May I put on the TV?" "No, I'm afraid you may not. "

You may go home when you have finished.

The teacher said that we might take another chance.

"May I smoke here?" "No, you may not/ can't.." (= you are not allowed)

or No, you mustn't. (= I forbid you to smoke here)

Note that we **don't** usually use **may** and **might** to talk about permission which has already been given or refused or about rules and laws (see Unit VII)

These days children can/are allowed to do what they like.

*I could read what I liked when I was a child.
We can't cross the street here.*

Possibility

3. May and might are used to say that something is a possibility.

may/might + different forms of infinitive

(affirmative and negative forms)

He may be fixing his car now. (Đ³í³Ÿ³μ³ñ / ·áóó» /
UÇ.áóó» Ÿ³ NÇÜ³ Çñ U»ù»Ÿ³Ÿ³ ¾ í»ñ³Ÿáñá·áóóÙ.)

I may go to London next year. (perhaps a 50 % chance)

Dave might come with us. (perhaps a 30% chance)

"Where 's Bob?" "I'm not sure. He might be having lunch."

"I think it's going to rain." "You may well be right- the sky's really black."

She knew that she might be forced to agree.

Bob said that I might order a taxi by telephone. (possibility due to circumstances)

4. We use may/might + perfect infinitive to say that it is possible that something happened or was true in the past.

"What was the noise?" "It might have been a cat." (perhaps it was a cat)

"Carol wasn't at the meeting." "She might not have known about it." (perhaps she didn't know about it)

"She is late." "She may have missed the train."

"I wonder why she was in such a bad mood yesterday."

"He may not have been feeling well." (= perhaps he wasn't feeling well)

5. We also use may/might + perfect infinitive to refer the possibility to the present or future (like present perfect or future perfect tenses)

I'll try phoning him, but he may have gone out by now.
(Perhaps he has already gone out).

By the end of this year I might have saved some money.
(Perhaps I will have saved some money by then).

Note 1: Notice that **might (not may)** can have a conditional meaning (= would perhaps)

might have + past participle refers to past possibility which didn't happen

Don't play with knives. You might get hurt. (=Perhaps you would get hurt if you did)

If I knew them better I might invite them to dinner. (the situation is not real)

If I had known them better I might have invited them to dinner.
If she hadn't been so bad-tempered, he might have married her.
(Perhaps he would have married her if she hadn't been so bad-tempered).

He might have fallen ill if he hadn't taken the medicine.

Luckily he wasn't driving the car. He might have been hurt.

Disapproval / Reproach, Criticism

6. **Might** is used to express annoyance about something done or not done (at someone's failure to do something):

might + simple infinitive (for the present situations)

might have + past participle (for the past situations)
(affirmative form)

You might ask before taking my car.

You might carry the parcel for me.

You might (could) have told me you were getting married.

You might have told me she was going to stay out all night.

Suggestions

7. **Might** is often used in affirmative clauses to make requests and suggestions.

might + simple infinitive

*You might try asking your boss for a raise.
You might turn to your father for help.*

May ... but

8. May, sometimes **might**, can be used to say that the fact makes no difference to the main argument. It is used to express **although** clauses.

*It may be a comfortable car, but it uses a lot of petrol.
(Although it is a comfortable car, it uses...)*

*You might have plenty of money, but that doesn't mean
you're better than me.*

*I said that he might be clever, but that he hadn't got much
common sense.*

Set phrases with **may** and **might**

may as well (might as well, might just as well) + a verb = (used to suggest that there is a good reason to do something)

There is nobody interesting to talk to. We may as well go home.

We'll have to wait an hour for the next bus. We might as well walk.

It might have been worse means: (=things are not so bad after all)

Charles came out of the examination room. "How did you get on?" I asked.

"It might have been worse, I suppose," he said.

might have been /might have been taken for (= looked like a ...)

From afar the house might have been taken for a small inn.

He was tall and blond. He might have been taken for a Scandinavian.

might have known (might have known that somebody would...) is an idiom by which the speaker expresses ironically that an action was typical of someone else.

I might have known that he would be late.

"It was Jack who broke the vase." "I might have known."

If I may say so... a stereotyped phrase in which the meaning of permission is weakened.

If I may say so, I think you have treated him very badly.

May occurs in object clauses after expressions of **fear** as well as in adverbial clauses of purpose and concession. Its use is structurally dependent here.

I fear that he may fall ill.

He is coming here so that they may discuss it without delay.

However cold it may be, we'll go skiing.

ACTIVITY

Ex 1. Explain the meaning of "may" in the following sentences.

1. I felt fatalistic and almost interested in what she might or might not do. 2. It's a good think you didn't lend him the money. You might never have got it back. 3. "You might have warned us that the bull was dangerous." Uncle Harry said. 4. "May I borrow the car, Father?" "No, I am afraid you may not. I need it today." 5. If you had asked earlier we might have been able to help. Now it's too late to do anything. 6. "I don't want to move to London. We might just as well stay where we are." Laura was insistent. 7. "Why tell Mary? She might tell everyone else!" 8. The manager says that we may leave our coats in the downstairs toilet. 9. I'll try phoning him, but he may have gone out by now. 10. She had been through a hard time. She might have died. 11. Harry might often be seen sitting on the porch with a pipe in his mouth. 12. "Might I look round?" he asked the landlady. 13. "I wonder why Colin was in such a bad mood

yesterday.” “He may not have been feeling well.” 14. These men risk their lives so that we may live more safely. 15. The sign reads “Students may not use the staff car park.” 16. You may be older than me, but that doesn’t mean you are cleverer. 17. “I might have known that he would be late.” “Yes, he is always late.” 18. Mary was upset. “You might have told me my trousers were split,” she said to Sue.

Ex.2. Give uncertain answers to these questions.

Example: *When did he come home yesterday? He may/might have come home late at night.*

1. What’s Sue doing now?
2. Where does Ronald live?
3. When did he finish his work?
4. Has she already finished her composition?
5. Are they still living abroad?
6. Will you leave tomorrow?
7. Where will you go when summer comes?
8. What was Bob doing yesterday?.....

Ex. 3. Complete the sentences with the correct form of the verbs in parentheses.

1. I’ve just rung the garage to check whether they’ve fixed my car, but I can’t get an answer. I suppose they may (to have) tea-break out in the yard.
2. In those days, a man might (to hang) for stealing a sheep.
3. We carved their names on the stone so that future generations might (to know) what they had done.
4. Our party was not a big success. We may not (to invite) the right kind of people.
5. Don’t turn on the light. That man may (to lurk) outside the house.
6. You were stupid to try climbing up there. You might (to kill) yourself.
7. “Why is John wearing sunglasses? It’s not sunny.” “He may (to have) some problems with his eyes.”

8. You are a real cad. I can't think why I didn't realize it before. I might (to expect) this.
9. "I'll go on Monday by the slow train." "You might just as well (to wait) till Tuesday and go on the fast one."
10. By the end of this year I might (to save) some money.
11. "Then why on earth all this secrecy?" asked Mark irritably. "One never knows who may (to listen) . We must use caution," answered his secretary.
12. "It is no easy matter to find the right man," the doctor said to me. It was strange but he might (to read) my thoughts.
13. "Hillary may not (to be) to a public school," said Laura, "but he is a gentleman."
14. She wasn't a Swede, but she might (to take) for one. She was tall and blonde.

Ex. 4. Re-word the following sentences using "may" and "might".

Example: a) *"I wonder why she didn't say hello." "Perhaps she didn't see you."*

b) *She might not have seen you*

1. It is possible that he doesn't know we are here.
2. Perhaps your father asked her to say he wasn't there.
3. It is possible that the news is being broadcast on all the channels.
4. "I wonder why Kay didn't answer the phone." "Perhaps she was asleep."
5. "Where is Bob?" "Perhaps he is having lunch."
6. You'd better not buy that book. It is possible that Ann has already bought it.
7. Say it again. It is possible that granny didn't hear what you said.
8. Maybe, he was too angry to measure his words.
9. Perhaps, the rain will stop later in the day.
10. You never listen when I speak to you. I don't like it.

Ex. 5. Fill in the blanks with *can/could* or *may/might*.

1. The news about the scandal isn't in the newspaper. The publishers ... have been afraid to publish it. 2. Jack was an excellent tennis player. He ... beat anybody. 3. She was smartly, quietly dressed, and ... have been taken for a clever business woman. 4. Aunt Mary said she hadn't seen him. She ... have been lying. Perhaps she didn't want to say he was there. 5. How ... Sarah have made such a foolish error? 6. "One ... not get anything done nowadays," grumbled my grandmother. 7. "You have acted very irresponsibly and you ... find yourself in serious trouble," said Father. 8. ... I ask then, Mr. Morley, what you were doing there? 9. Mrs. Castel looks familiar to me. Where ... I have met her? 10. He boasted and told the most extraordinary stories which I'm sure ... not possibly have been true. 11. The experiment was a flop (failure). I ... have had the wrong formula. 12. This letter ... not be from John Smith. He has been dead for ten years. 13. "I have a little bit of hangover." "You ... have drunk too much last night." 14. When they told me I was cured and ... go, I ... tell you I was more afraid than glad. 15. "Why is Shelley looking under the desk?" "She ... have dropped something." 16. We ... go to that new restaurant opposite the cinema. They say it's a good one. 17. She ... be the boss, but that is no excuse for shouting like that. 18. "It was Jack who broke the vase." "I ... have known!" 19. Don't worry that Card is late, she ... have missed the train.

Ex. 6. Translate the following sentences into English.

1. 1áðó» 1áð ß3í ÷ áŌ áóÝ»è, µ3Úó 13 áç Ýß3Ý3íáðÙ, áñ 1áð 3í»ÉÇ É3ÍÝ »è , ù3Ý »è , - 3è3ó üñ»1Á 1çñ3íáñ3í Ýñ3 1ÇíáŌáóĀÚáóÝÇó:
2. èÚáóÝ áó1/2áðÙ 1, áñ Çñ»Ý ĀáóŪÉ3íñ»Ý µ3ÝíáðÙ Ñ3ßÇí µ3ó»É:
3. -Ū3 ÇÝŌ »ñµ»ù áç ÈéáðÙ: ŪáðŪÝ Ñ3çáŌáóĀŪ3Ūµ »è 13ñáŌ »Ū Ēáè»É â3íÇ Ñ»i, - µáŌáù»ó Ø»ñÇÝ:
4. â:Ý»Éáí áóă NáñĀ, áóă áñ1áðÝ 13ÝÁ` Ø»·ÇÝ Ū13í»ó, áñ ŪÇ·áðó» Ýñ3Ýù Ō1ÝáñèáóĀŪ3Ý »Ý·Ý3ó»É:
5. ŌÇÝā 3Ūè 3Ūè13 í»ñçĀ Ū»Ýù Ñ313Ý3µ3ñ í»ñç3óñ3í 1ÉÇÝ»Ýù ·ñùÇ Ā3ñ·Ū3ÝáðĀŪáóÝĀ:
6. 2Ūè 3ăáðñĀ ŪÇ ùÇă 3ÝÉÇ 1: 1áðó» µ3í3í3Ý3ă3÷ 3Ōă»Ū ·ó»É Ū»çĀ:

7. 'áμÝ ³ë³ó, áñ ÑÝ³ñ³íañ ¾ áõñμ³Ã ÁãÕáí ãÉÇÝÇ, ù³ÝÇ áñ ìÝùñ»ÝÁ ÑÇí³Ý¹ ¿:
8. â¿± áñ â³íÇñ»É ¿Ç ù»½` »íáõÙ ãÉáÕ³É: øÇã ¿ñ ÙÝáõÙ Ë»Õ¹í»Çñ:
9. Ê³Õ³ÕáõÃÙ³Ý ÍáÝý»ñ³ÝeÁ Ñ³í³Ý³μ³ñ ³Ù¹ ËÝ¹ñÇ ÉáõÍáõÙÁ Ì·ÝÇ:
10. -ÆÝã»±ë ¿ æ»ÙÝÁ Ñ³ëóÝáõÙ ³Ù¹ μáÉáñ Ý³Ù³Ý»ñÁ Ù»ù»Ý³·ñ»É:
-¶áõó», Ý³ ¹ñ³Ýù ·áñÍÇó Ñ»íá ¿ íãáõÙ:
11. 'ÇÉÁ ÝáñÇó áõß³ó»É ¿: Ø»Ýù á»ìù ¾ ÇÙ³Ý³ÙÇÝù, áñ Ý³ Íáõß³Ý³:
12. ØÇ·áõó ÇÝÓ Ñ³ñóÝ»Çñ, Ã» »ë ³ñ¹Ùáù áñ·¿ ³é³ñÍáõÃÙáõÝ áõÝ»Ù, Ã» áã:
13. -ì³ëÝ»ñÍáõ ì³ñ»ì³ÝÇó ó³Íñ »ñ»Ë³Ý»ñÇÝ ãÇ ÁáõÉ³íñÍáõÙ ³é³Ýó ÁáõÙÉíÍáõÃÙ³Ý Ñ»é³Ý³É¹áñáóÇ ì³ñ³óùÇó, - Ñ³Ùì³ñ³ñ»ó ·Çß»ñùÃÇÌ ¹áñáóÇ ìÝùñ»ÝÁ:
14. Ð»éÍÇó ÍáõÝÁ ì³ñ»ÉÇ ¿ñ ÙÇ ÷áùñÇÌ á³Ý¹áÍÇ ì»Õ ¹Ý»É:
15. °Ã» Ù»Ýù ÙÙáõë ×³Ý³á³ñÍáí ·Ý³ó³Í ÉÇÝ»ÇÝù, Ñ³í³Ý³μ³ñ ³í»ÉÇ Íáõì ÍáõÝ Ñ³ë³Í ÍÉÇÝ»ÇÝù:
16. -ìÇÍÇÝ æ»ÍeáÝÁ »ñ»Ì ³ííáÍÁ³ñÇ ¿ »ÝÃ³ñÍí»É · ÁÝ¹³Ù»ÝÁ Ó»éùÝ ¿ Íáíñ»É: - ²Ù°á, Ýñ³ μ³ËíÁ μ»ñ»É ¿: ÍñáÕ ¿ñ ³í»ÉÇ ì³í μ³Ý á³í³Ñ»É:

Ex.7. Turn these 'certain' statements into 'possible/less than certain' statements.

Example: *He will be at home tomorrow.*

He may/might be at home tomorrow.

1. She has already left.
2. He was working yesterday.
3. She will have left by 9.
4. They have been fishing all day.
5. She is having an important conversation at the moment.
6. She will be back next week.
7. He wasn't here last week.
8. Her mother has to go to hospital.
9. He forgot to phone me yesterday
10. They have been staying at a big hotel.

UNIT IX

MUST (HAVE TO/HAD TO)

Use:

Obligation (necessity, duty, order)

1. **Must** and **have to** /**have got to** are used to express an obligation, necessity or an order.
(In American English **have (got) to** is more common, especially in speech).

must + simple infinitive

(affirmative, interrogative sentences)

Plants must / have to get enough light and water if they are to grow properly.

Must you go now or can you wait a little longer? or Have you got to go...

When must I do it? or When have I got to do it?

Did you have to pay customs duty on that?

The doctor said that I must stop smoking.

or The doctor said that I had to/would have to stop smoking.

2. However, there is a difference between **must** and **have to** and sometimes this is important. **Must** expresses an obligation imposed by the speaker and **have to** expresses an external obligation, one imposed by external authority or circumstances.

You must clean your own boots. (this is my order)

You will have to clean your own boots when you join the army. (the army will oblige you to do)

*I had to cycle three miles to school when I was a child.
(‘outside’ obligation in the past)*

Note 1: In the first person **have to** should be used for habits and **must** for an important or urgent obligation.

I have to be at my office at nine every day. (habit)

We have to water this cactus twice a month. (habit)

I must be at the station at ten. It's most important. (important, urgent obligation)

Future obligation

3. Note that **will have to** is used to talk about future obligation, but **have to /have got to** is preferred when arrangements for the future have already been made.

When you leave school, you will have to find a job.

I've got to go for a job interview tomorrow.

Must can be used to give orders and instructions for the future.

You can borrow my car but you must bring it back before ten. (it sounds like a direct order from the speaker)

You can borrow my car but you will have to bring it back before ten. (will have to sounds less like direct orders from the speaker)

Prohibition

4. We use **mustn't** to express an order not to do something. (**Can't** is also possible, and is normal in American English).

mustn't + simple infinitive

You mustn't move (= I forbid you to move)

Zoo notice: Visitors must not feed these giraffes.

The government mustn't /can't expect people to work hard for no money.

You mustn't /can't open this parcel until Christmas Day.

Note 2: **Mustn't** and **don't have to** are completely different in this sense.

You **mustn't do** something = it is necessary that you do not do it (so don't do it)

You mustn't tell our secret to anyone.

You **don't have to do** something = you don't need to do it (but you can if you want)

I'm not working tomorrow, so I don't have to get up early.

You **needn't do** something = it is not necessary that you do it, you don't need to do it.

"You needn't write more than 200 words on this subject." The teacher said to class.

Note 3: We use **needn't do** something when the speaker gives authority for non-performance of some action.

Mother to child: If it is very foggy tomorrow you need not go to school.

don't/won't need is used when external authorities or external circumstances do not require the action to be performed.

When I last crossed the frontier I didn't need to show my passport.

Conclusion/Deduction, Certainty

5. **Must** is used in affirmative sentences to express the conclusion that something is certain (**have to/have got to** is more usual in American English and it is becoming common in British English)

must + different forms of infinitive

(only in affirmative sentences)

This must be the worst job in the world. (or It has to/has got to be the worst job...)

He must know all about it as he has read a lot on the subject.

Let's have something to eat. You must be starving.

There is the doorbell. It must be Roger.

6. **Must + perfect infinitive** is used to express certainty, conclusions about a past action.

It must have been terrible to live during the war.

The prisoner must have escaped this way, for here are his footsteps.

It must have been raining all the night. There are big puddles in the garden. (the action begun in the past and continued into the moment of speaking)

7. When **must** expresses strong probability, deduction, its use is restricted in two ways:

a) **Must** isn't used with reference to the future. In this case we find modal words in the sentence.

They will probably arrive tomorrow.

He will evidently ask you about it.

b) It isn't used in the interrogative or negative form. With negative meaning, in addition to modal words, the following meanings are employed:

He must have misunderstood you.

Your father must be unaware of that fact.

No one must have told him about it.

He must have failed to get in touch with you.

He must never have loved you.

Note 4: As it has been mentioned above **must** is not used to express certainty in negative sentences. In negative sentences we generally use **cannot/can't**.

It can't be Roger. It's only seven o'clock.

However, **mustn't** is occasionally used in this sense, especially in American English.

*I haven't heard Molly moving about. She **mustn't** be awake yet.*

*Her alarm clock **mustn't** have gone off.*

Emphatic advice:

8. **Must** is used to express strong advice.

Must + simple infinitive
(affirmative and negative form)

You mustn't miss the film. It's very good.

You must have your hair cut. It's much too long.

You must come and see us when you are in London again.

Set phrases with **must**

Must needs (denotes obligation)

She must needs go there.

I must be going/I must be off (it's time for me to go)

I must be off. I can't keep them waiting.

I must tell you that... /I must say... (stereotyped phrases in which the meaning of obligation is weakened in must.)

When I saw him, I must say I was more afraid than glad.

ACTIVITY

Ex 1. Explain the meanings of “must” in the following sentences.

1. Plants must get enough light and water if they are to grow properly. 2. “It’s lovely to have you home,” said Mother. “We must have a party to celebrate.” 3. You must not park on double yellow lines in England. 4. She said that she must tell me about a dream she had had the previous night. 5. You really must get your hair cut, Bill. 6. You must be Ann’s sister – you look just like her. 7. The Adams’ house is dark and quiet. Their car isn’t in the driveway. They must not be at home. 8. It must have been terrible to live during the war. 9. If A is bigger than B, and B is bigger than C, then A must be bigger than C. 10. There is the doorbell. It must be Roger. 11. You must be here before eight o’clock tomorrow. 12. You must be joking. She can’t be his sister. 13. “Can you help me with these letters?” “Must

we do them now? Can't they wait until the morning? ” 14. Our boss looks very tired today. He mustn't have slept well last night.

Ex 2. Complete these sentences with ‘ must ’ or ‘ have (got) to ’ in the correct form.

1. This is a terrible party. We really ... go home.
2. This is a lovely party, but we ... go home because of the baby – sitter.
3. You ... be a good player to enjoy a game of tennis.
4. Whatever you do you ... touch that switch. It's very dangerous.
5. I like Mary, but I haven't phoned her for ages. I ... phone her tonight.
6. There is a lift in the building, so we ... climb the stairs.
7. In Britain many children ... uniform when they go to school.
8. The car park is free – you pay to park your car there.
9. The sign says: Cars ... be parked near the corner.
10. It's essential that nobody hears us. We ... make any noise.

Ex 3. Use the required form of the infinitive after “must”.

1. Building a pyramide must (to be) a long and hard job. 2. A lot of thoughts must (to run) through Marie Antoinette's mind as she was waiting for her execution at the guillotine. 3. “I must (to get) old,” my mother said, “I'm talking too much.” 4. When I first met my new neighbour, he said he was Napoleon. He must (to be) crazy, or drunk. 5. But at last he rose realizing dully that he had work which he must (to do). 6. “I got a strange message this morning.” “Somebody must (to try) to frighten you away.” 7. We are lost! We must (to take) a wrong turn at the last intersection. 8. She had already decided that she must (to show) the letter to Alan. 9. At half-past two I heard Hudson grunt, put down his book and switch out the light. He must (to read) since midnight. 10. “I mustn't (to eat) too much. I am supposed to be on a diet,” said Ann. 11. Dave is an excellent student. He must (to work) very hard. 12. Their little boy is very spoiled. He must (to give) too much when he was younger. 13. “I don't see Mrs. Carter in the mornings any longer.” “She must (to do) her shopping

in the afternoon.” 14. When they returned from their vacation, they looked very refreshed. They must (to have) a good time while they were away. 15. Bob was stopped by a police officer last night. He must (to drive) too fast when she clocked him on her radar. 16. My sister is reading a letter and smiling. The letter must (to contain) some good news.

Ex 4. Re-word the following sentences using ‘must’.

1. No doubt she read about it in the papers.
2. He is sure to be out at this time.
3. Of course she has changed her mind.
4. They are certain to be looking for you.
5. He looks wet and muddy. I’m sure he has been fishing.
6. Evidently his car is undergoing repairs.
7. They are sure to have taken the wrong turning.
8. I’m certain they didn’t manage to take notes of the meeting.
9. No doubt you have used up all the money I gave you.
10. He has never been to Greece. It’s evident.

Ex 5. Fill in the blanks with *can/could*, *may/might* and *must*. Add *not* if necessary for a sentence to make sense.

1. Impossible! That student ... have cheated on the final examination because he’s too honest. 2. “Where is that cold air coming from?” “Someone ... have left the door open.” 3. It ... be summer, but the temperature is more like winter. 4. Don’t play with knives, John. You ... get hurt. 5. “Our little girl is very attached to her baby-sitter.” “She ... be fond of her.” 6. I ... have bought that car, but I decided to look at a few others. 7. “There is nobody interesting to talk to,” said Fred, “We ... as well go home.” 8. When I walked into the room, the TV was on but the room was empty. Dad ... have forgotten to turn the TV off before he left the room. 9. Although I tried hard I ... pass my driving test. 10. Father hasn’t gone to bed yet. ... he be still working on the new project? 11. “Why didn’t Diane come to the phone? I know she was home when I called.” “She ... have been washing her hair.” 12. Peter wasn’t here then, so he ... have broken your vase. 13. Don’t take a risk like that again. We ... have been lost

because of you. 14. Both the clocks say 4:30, so that ... be the time. 15. It's a pity you didn't ask because I ... have helped you. 16. "He.. have told us that he was going to stay out all night." Dad was angry. 17. There's Tom. He is standing at the bus stop. He ... be waiting for the 2 o'clock bus. 18. "It's supposed to rain tomorrow." "I know, but the forecast ... be wrong. Weather forecast are far from 100% accurate." 19. I smell something burning. ... the cake be burning? 20. "What were you talking about?" "He told me that I ... tell anyone."

Ex. 6. Choose the correct form of the verbs.

1. You **must be/ can't be** very proud of your son winning so many prizes.
2. I don't know why you wanted to stay at the party. You **might have enjoyed/can't have enjoyed** talking to all those boring people.
3. You **must be/ must have been** thirsty after carrying those heavy boxes. Shall I make some tea?
4. You'll have to check these figures again. They're not accurate. You **might have been concentrating/can't have been concentrating** when you added them up.
5. Why did you walk all the way from the station? You **could phone/could have phoned** for a lift.
6. Jane didn't come to the party last night. She **might have/might have had** a row with her boyfriend.
7. The film has been such a big success. I guess it **must be/can't be** easy to get tickets to see it.
8. "Why did Tom ignore me at the party last night?" "He **might not have seen/might not be seeing** you. He wasn't wearing his glasses."
9. You should reserve a seat on the train when you travel on bank holidays. If you don't, **you may have to stand/can have to stand up** for the whole journey.
10. We thought our cousins would visit us when they were in town last week, but they didn't even phone. I suppose they **must be/must have been** too busy.

11. I can't remember where I put my briefcase. It **might be/might have been** in the office. I often leave it there.
12. The parcel is making a ticking noise. It **must be/must have been** a bomb. Throw it out of the window!
13. We **shall probably go/must probably go** to Scotland for our holiday.
14. I **haven't been able to/can't see** him much lately. He says he's very busy.

Ex.7. Explain why “must” remains unchanged in the following sentences.

1. Mother called the children and told them not to disturb their father as he had just returned from work and he must be very tired. 2. He said ironically that after what had happened they must be laughing at him. 3. Amerigo Bonasera used to contradict the other Italians saying that they must obey their countries laws. 4. Sheila told the psychologist that she must tell him something important about her father. 5. The lady explained that they need voices and that they must have young voices 6. Sonny said that they must find Luca by all means. 7. Mrs. Cromwell told us that she must have been sitting there for a quarter of an hour waiting and thinking about it before she saw the letter. 8. Oliver ate his share and the Jew there mixed him a glass of hot Gin and water and told him that he must drink it off directly, because another gentleman wanted the tumbler.

Ex. 8. Translate the following sentences into English using *can/could, may/might, and must*. Use their equivalents if necessary.

1. Üñ³Ýù ³Ù¹ Ý³Ù³İÁ »ñμ»ù ãëï³ó³Ý: Þ³i Ñ³ï³Ý³İ³Ý İ, áñ »ë ³ÙÝ ëË³É Ñ³ëó»áí İÇ áóÖ³ñİ»É:
2. Ð»ï³ùñùÇñ İ` áñİ»±Ö İ á³Ñ»É Ý³ Çñ İï³İÁ: Üñ³ áñ¹ÇÝ»ñÁ 10 ûñ İ, ÇYã ÷ÝñáóÙ »Ý ³Ù¹ İï³İÁ, μ³Úó Ýñ³Ýó ¹»é áÇ Ñ³çáÖİ»É ·İÝ»É ³ÙÝ:
3. - ÆYãá±ö éáyÇÝ ûýÇëáóÙ ãİ: - Ð³ï³Ý³μñ Ý³ İ³ÝÝ İ ³ËË³íáóÙ ³Ùëûñ:
4. ²Á» Ý³ Ù»½ û·ÝÇ, ÙÇ·áóó» İ³ñáÖ³Ý³Ýù í»ñç³óÝ»É ³Ùë Á³ñ·Ù³YáóÁUáóYÁ Á³Ù³Ý³İÇÝ:

5. -Ø»Ýù ëiÇáí»Ýù Ñ³ñóÁ ùÝÝ³ñĬ»É ÙÚáðë ß³μ³Ã: -
 '³Úó ÙÚáðë ß³μ³Ã »ë, Ñ³í³Ý³μ³ñ, Å³Ú³Ý³ĭ ã»Ù áðÝ»Ý³:
6. Ĭ»ñ³íáðñÝ Ñ³í³íáñ ĭñ: ĭñ³ÝÇó Ñ³í³íá ÑÝ³ñ³íáñ ãĭñ
 ÉÇÝ»É:
7. áðéÁ μ³ó ĭñ: ĭ»ñçÇÝ Ù³ñ¹Á, áñ ¹áðñë ĭñ »Ĭ»É, á»iù ¾ áñ
 Úáé³ó³ĭ ÉÇÝ»ñ ĭñ ¹áðéÁ ĬáŎ»É:
8. -ŎĬ»ù 'áμÇÝ ĒÝ¹ñ»Ýù, áñ Ý³ Ù»½ Çñ Ù»ù»Ý³Úáí ĩ³ÝÇ: ¾ÝÝÇÝ
 " ²É³ÝÁ á»iù ¾ áñ ¹»é Ù»½ ëá³ë»ÉÇë ÉÇÝ»Ý:
 - áð ×Çßĭ »ë: ÐÝ³ñ³íáñ ãĭ, áñ Ýñ³Ýù ³é³Ýó Ù»½ ·Ý³ó³ĭ
 ÉÇÝ»Ý:
9. -ÉÝŎáñÝ»ñÁ ß³ĭ É³íÝ »Ý: áð á»iù ĭ ¹ñ³Ýù μáÉáñÝ áðĭ»ë,
 - ³ë³ó ²ÉÇëÁ:
10. -ÆÝ±ã »ë ·ñáðÙ, 'ÇÉ: - ĭ»á: - ²Ýááðßĭ ĩ³ĭ³íáðÙ »ë:
 ²ÝñÝ³ñÇÝ ĭ, áñ ¹áð í»á ·ñ»ÉÇë ÉÇÝ»ë: Ð³í³Ý³μ³ñ ëçñ³ÚÇÝ
 Ý³Ú³ĭ »ë ·ñáðÙ êÚáðÇÝ:
11. ²Ù»Ý ³ÚÇë áð·É³ëÁ áñáß ·áðÙ³ñ ĭ ÙÇ ĬáŎÙ ¹ÝáðÙ: ØÇÝ» ³Ùë
 ĩ³ñí³ í»ñçÁ Ñ³í³Ý³μ³ñ Ý³ μ³í³ĭ³ÝÇÝ ·áðÙ³ñ ĒÝ³Ú³ĭ
 ĬÉÇÝÇ:
12. -Ŏë ³ë³óÇ æ»ĬëáÝÝ»ñÇÝ, áñ á»Ù ĩ³ñáŎ ÁÝ¹áðÝ»É Ýñ³Ýó
 Ññ³í»ñÁ:
 -á»iù ĭ, áñ Ýñ³Ýù ÑÇÙ³ ß³ĭ íçñ³íáñí³ĭ ½·³Ý Çñ»Ýó:
13. Ŏë Úáí Ù»Ĭ Å³Ú ëá³ë»óÇ ø»ÚÁÇÝ " ³ñ¹»Ý Ùĭ³íáðÙ ĭÇ, áñ
 Ñ³í³Ý³μ³ñ ÇÝ»-áñ μ³Ý ĭ á³ĭ³Ñ»É Ýñ³Ý, »ñμ ø»ÚÁÁ
 Å³Ú³Ý»ó ĩ³üëÇáí:
14. -Ø³ñç³Ý ³ëáðÙ ĭ, Çñ Ñ³ÚñÁ ³·³ñ³ĭ³ĭ»ñ ĭ: - Ùñ³ Ñ³ÚñÁ áç
 ĩ³ñáŎ ³·³ñ³ĭ³ĭ»ñ ÉÇÝ»É, ù³ÝÇ áñ Ý³ áá ÙÇ ³·³ñ³ĭ ĭÉ
 ááðÝÇ:
15. Ø³ñĭÇÝÇÝ Ñ³í³Ý³μ³ñ ãÑ³çáŎí»ó Ñ³Úá½»É Ýñ³Ýó`·³É
 Ù»½ Ñ»ĭ:
16. -Ĭ³ñá±Ŏ »Ù ÊÚáñ»Ŏ»Ý í»ñóÝ»É, - Ñ³ñóñ»ó ÁáÚÁ:
 -à»á, á»ë ĩ³ñáŎ, - á³ĭ³ëĒ³Ý»ó Ù³ÚñÁ, - ¹áð á»iù ĭ Ý³Ê ùá
 ßÇÉ³Ý áðĭ»ë. " áç ĩ³ñ»ÉÇ Éáë»É, »ñμ μ»ñ³ÝÁ¹ ÉÇùÝ ĭ:
17. Ð³í³Ý³μ³ñ Ý³ ß³ĭ ¾³ßĒ³íáðÙ: ²ÝñÝ³ñ ¾³ Ýñ³Ý »ñ»ĬáÚ³Ý
 ĩ³ÝÁ ·ĭÝ»É:

**Ex. 9. Make logical conclusions about the following situations.
 Use must/mustn't, can't/couldn't.**

Example: *Tom says he has solved these mathematical problems alone, but we know he is bad at mathematics.*

*He can't /couldn't have solved these problems alone.
(or Somebody must have helped him to solve them)*

1. Everyone who had the fish for dinner last night got sick.
2. Jennifer's car radio is always set on the classical music station.
3. The Browns house is dark and quiet. Their car isn't in the driveway.
4. The woman sitting behind us has been talking throughout the movie. She knows what's going to happen before it happens.
5. We had a test in class yesterday. Alice who is a lazy girl and usually fails the tests got a 95% this time.
6. Jimmy says he was at Ann's party yesterday, but Ann says she didn't see him.
7. I hear a dog barking. My neighbours' dog usually barks when a stranger passes by their house..

UNIT X

TO HAVE TO, TO BE TO

To Have To

To have to as a modal verb is not a defective verb and can have all the necessary tense-aspect forms as well as the verbals.

You can borrow my car, but you'll have to bring it back before ten.

Do I have to apply for a visa?

My impression was that he was having to force himself to talk.

Did you have to clean the house alone?

I may have to ask them about it.

She has had to wear glasses since she was ten.

Use:

Obligation

1. The modal verb **have to** is used to express obligation (necessity) imposed by circumstances. We use **have to** for facts, not for our personal feelings. (For the difference between must and have to, see Unit IX)

have to + infinitive

(in affirmative, interrogative sentences)

I have to get up early in the morning as I live far from the office.

Does Paul have to leave soon?

Last night Sue became ill suddenly. We had to call a doctor.

Did you have to take the car to a garage?

Don't / doesn't / didn't have to + infinitive is used to express absence of obligation, necessity.

*I am not working tomorrow so I don't have to get up early.
He doesn't have to wear a tie at work.
He didn't have to go to hospital because he was slightly injured.*

Certainty (strong possibility)

2. Have to may be used to say that something is certain.

*This must be the worst job in the world.
or This has /has got to be the worst job in the world. (Am. Eng.)*

doesn't have to be is used to say that something is not necessarily true.

- A dog has been killing our chicken.*
- It doesn't have to be a dog – it could be a fox.*

Had better

3. The phrase **had better** is used to express:

a) It is advisable to do it. If we don't, there will be a problem:

*We had better hurry or we'll miss the train.
Hadn't you better take an umbrella? It's going to rain.*

b) When you warn somebody that they must do something (it may suggest a threat)

*You'd better not be late. (or I'll be very angry)
You'd better turn that music down before your Dad gets angry.
You'd better help me. If you don't, there'll be trouble.*

To Be To

To be to as a modal verb is used in the present and past tenses.

We are to meet at six.

We were to meet at six.

Use:

Obligation

- 1. To be to** is used to express previously arranged plans or obligation (especially when they are official):

to be + simple infinitive
(affirmative, interrogative form)

The president is to visit Nigeria next week.

I felt nervous because I was soon to leave home for the first time.

She is to be married next month.

Who was to speak at the meeting?

- 2. Was/were have + past participle** denotes an unfulfilled plan.

The Lord Mayor was to have laid the foundation stone but he was taken ill last night so the Lady Mayoress is doing it instead.

Order

- 3. To be to** may be found in orders and instructions:

to be to + simple infinitive
(in affirmative, negative sentences)

He is to stay here till we return.

She can go to the party but she is not to be back late.

The cover is not to be removed.

I just mention it because you said I was to give you all the details I could.

These doors are to be kept locked.

Fate

- 4. We use was/were to** talk about something that was destined to happen.

was/were + simple infinitive
(in affirmative, negative sentences)

I thought we were saying goodbye for ever. But we were to meet again later, under very strange circumstances. (’³Üó
U»¹/₂ (C×³|³|³/₄ñ. Ñ³Y¹Çã»É...)

He didn’t know at the time that he was never to see his native place again.

Possibility

5. We can use **am/is/are/was/were** to express possibility (usually due to circumstances).

to be + simple infinitive passive
(in affirmative, interrogative, negative sentences)

His father was often to be seen in the bar of the hotel.

or His father can/may often be seen in the bar...

Where is he to be found?

Nothing was to be done under the circumstances.

Pre-conditions

6. The structure is common in **if**-clauses, when the main clause expresses a pre-condition - something that must happen first **if something else is to happen.**)

to be + simple infinitive

If we are to get there by lunchtime we had better hurry.

He knew he would have to work hard if he was to pass his exam.

Notice the following set phrases with the modal verb **to be**

What am I to do?

What is to become of me?

Where am I to go?

7. **Were + infinitive** for all persons is found in conditional clauses where it is structurally dependent.

If I were you I shouldn't go there alone.
If he were to come again I should not receive him.

ACTIVITY

Ex.1. Explain the meanings and forms of “to have to” in the following sentences.

1. I told him because he was gentle harmless being, and because I had to tell somebody, I had to let the monstrous thing out of the sealed sphere. 2. I didn't have to turn around to know they were coming down the street. 3. “What were those words? In what language? It had to be French or Italian, she understood no other,” she thought. 4. “Do you have to wear a tie at work?” asked Bob. 5. “A dog has been killing our chickens.” “It doesn't have to be a dog – it could be a fox.” 6. Catholics have to go to church every Sundays. 7. “But I have been having to give a lot of thought recently to my feelings toward you,” said Ann. 8. The doctor said that I had to stop smoking. 9. You don't have to carry identity papers in England. 10. You had to have provoked her; it was not planned. 11. If your father were a poor man you would have to work. 12. “If you cry out, or try to raise an alarm I shall have to shoot,” said Bray. 13. Mary went up to the hostess and said, “This is a lovely party, but we've got to go home because of the baby-sitter.” 15. “You'd better turn that music down before your Dad gets angry,” said Mother.

Ex. 2. Complete these sentences with “must” or “have to” in the correct form. Sometimes it is possible to use either; sometimes only have to is possible.

1. I...cycle three miles to school when I was a child.
2. She is a really nice person. You ... meet her.
3. Julia wears glasses. She ... wear glasses since she was very young.
4. You have been travelling all day. You ... be tired.
5. Last night Dave became ill suddenly. We ... call a doctor.
6. “I ... listen to a lot of lying lately,” George said to them.

7. You ... keep it a secret. You ... tell anyone.
8. Mike's mother is seriously ill. She might ... go to hospital.
9. She has left her gloves here. She ...come again.
10. ... you wear a tie at work?
11. The doctor said that I ... stop smoking.
12. "A dog has been killing our chickens." "It ... be a dog – it could be a fox."
13. "Edna isn't in her office." "She ... go home. Her son is coming today.
14. When you come to London, you ... come and see us.
15. I'm not working tomorrow, so I ... get up early.
16. You really ... work harder if you want to pass the examination.

Ex.3. Explain the meanings and forms of “to be” in the following sentences.

1. I felt nervous because I was soon to leave home for the first time.
 2. "She can go to the party, but she is not to be late," said her father.
 3. No one is to leave this building without the permission of the police.
 4. If we are to get there by lunchtime we had better hurry.
 5. I thought we were saying goodbye for ever. But we were to meet again, many years later, under very strange circumstances.
 6. The Lord Mayor was to have laid the foundation stone but he was taken ill last night so the Lady Mayoress is doing it instead.
 7. It was late and he was nowhere to be found.
 8. "I wish I were ten kilos lighter."
 Thought Barbara looking at herself in the mirror.
 9. If I were to tell you everything, you would be amazed.
 10. He was wounded. The wound didn't worry him at the time but it was to be very troublesome later.

Ex.4. Complete the sentences with the appropriate forms of “to have to” or “to be to”.

1. They said good-bye, little knowing that they ... never to meet again.
 2. He ... to be at his office in time; his employer is very angry if he is late.
 3. He made all arrangements for the marriage, which ... to take place on the other day of his mother's arrival.
 4. They made such a noise that I ... to send one of the boys to put an end to it.
 5. At

this boarding school the children ... to go to bed at eight o'clock. 6. That day, however, I had a pupil waiting for an English lesson and I ... to cut my visitor short. 7. "We may ... to discuss this question without him," said the manager. 8. The instructor says that we ... not to leave the camp after six. 9. Aunt Mary's things ... to be moved out of her room so that it can be re-let. 10. "What you ... to do to earn so much money?" Barbara asked me. 11. We didn't know then that a day ... to come when we would be glad to have any roof over our heads. 12. "He is out. I'm afraid you ... to come another time," said the secretary. 13. I ... a music lesson in the morning, but my teacher called up to cancel it. 14. It's cold today. You ... better wear a coat when you go out. 15. I went to the bank this morning. There was no queue, so I ... to wait. 16. "I ... to work for this cad since I was seventeen," Bob said angrily. 17. The computer programmer who ... to work for this company hasn't arrived yet.

Ex.5. Re-word the sentences using "*to have to*" or "*to be to*."

1. The lecture is supposed to begin at eight sharp.
2. Edna isn't in her office. It was necessary for her to go home.
3. It was planned that we should wait for them in the camp.
4. We expect you to show the place to her.
5. You don't need to tell me about that incident.
6. It was arranged that I should phone him, but I didn't.
7. My sister offered me a lift so it wasn't necessary for me to call a taxi.
8. They were destined never to meet again.
9. He doesn't want to leave his country. The circumstances impose him.
10. You aren't supposed to park your car here.

Ex.6. Make up situations using the following statements.

1. I must give her a lift today.
I have to give her a lift today.
I am to give her a lift today.

Ex. 8. Put in *can, can't, couldn't, to have had to, haven't been able to, may, must, must be or must have.*

Remember Me?

There was a knock at the door. I opened it and saw a stranger. "Hello, Fred." He said. "... I come in?" "How do you know my name?" I asked. "We met ten years ago on a ferry-boat and you gave me your card." "You ... mistaken." I said. "No. I ...not" the stranger said. He produced my card: Fred Ames. I ... given it to him ten years ago, but I ... remember it! "I ... remember you." I said "We exchanged cards years ago," the stranger said. "You said. "You ... come and stay with us for as long as you like any time you're in England." I'm sorry I ... wait so many years before coming to visit you. I've been so busy, I ..., but here I am at last! Better late than never! I've just arrived on the ferry. My wife and children are in the car and we wonder if we ... stay with you for a month,"

UNIT XI

SHALL / SHOULD

Shall

Use:

1. **Shall I? shall we?** are used in requests for advice or orders, (to ask after the will of the person addressed) offers, suggestions:

How shall I cook it?

Which one shall I buy? or Which one should I buy?

Shall I open the window?

Where shall I put it?

Shall I help you to pack?

Shall I get you some fresh coffee?

Shall we go out for a meal?

Let's go and see Lucy, shall we?

"What shall I do with it?" She asked the manager.

She asked the manager what she should or was to do with it. (Shall I shall we? are replaced by **was/were** to or **should** in indirect speech).

2. **Shall** is used in formal rules and regulations (in written notices, to state an order or rule):

Members shall have one vote each.

No player shall knowingly pick up or move the ball of another player.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out...

3. **Shall** used with the second and third persons can express a duty (obligation), intention, promise, threat or warning:

You shall wash up, whether you want to or not!

It shall be done!

*Who shall answer the telephone, major?
He shan't come here. (I won't let him come)
You shall have my answer tomorrow.
"You shall stay just where you are," his father said angrily.
He shall do as I say.*

Should

Modal auxiliary **should** is used with reference to the present or future and remains unchanged in reported speech. **Should** is less strong than **must**.

I knew that I should write to him, but it seemed too difficult.

Where **should** appears, **ought to** can also be used.

Use:

Obligation

1. **Should** is used to express duty or obligation which in different contexts may acquire additional shades of meaning, such as advisability and desirability.

should + simple infinitive
(in affirmative, interrogative, negative sentences)

*You should (ought to) pay your debts.
You shouldn't (oughtn't to) say things like that to Granny.
Shouldn't you pay this time?*

In writing, **should** can be used to express a strong obligation politely:

Applications should be sent before December 30th.

Giving advice or asking for advice

2. We can use **should** to give advice or to ask for advice (or to give an opinion with **I think, I don't think, do you think ...?**)

should + simple infinitive

(affirmative, interrogative, negative forms)

You should (ought to) eat more fruit.

You shouldn't believe everything you read in the newspaper.

Should we invite Mark to our party?

Do you think I should apply for the job?

I don't think you should work so hard.

Note: **Had better** and **should**

We use **had better** only for a particular situations (not for things in general)

We can use **should** in different situations to give an opinion or to give advice:

It's raining. You'd better take an umbrella. (a particular situations)

I think all drivers should wear seat belts. (in general)

Also, with **had better**, there is always a danger or a problem if you don't follow the advice.

It's a good film. We should go and see it.

The film starts at 7.00 We had better go now or we'll be late.

Criticism of an action

3. We also use **should** when something is not right or what we expect.

I wonder where Sam is. He should be here by now. (= he isn't here yet and this is not normal)

Those boys shouldn't be playing football at this time. They should be at school.

4. **Should (ought to) + perfect infinitive** shows that a desirable (sensible) action wasn't carried out:

It was a great party. You should (ought to) have come. (.)

You should (ought to) have asked him about it. Why didn't you do?

Shouldn't (oughtn't to) have + past participle shows that an undesirable action was carried out:

"I'm feeling sick." "You shouldn't (oughtn't to) have eaten so much."

(_ áõ ãã»iù ¾ ³Û¹ù³Ý ß³ĩ áõĩ»Çñ:)

I shouldn't (oughtn't to) have invited him to my party. He spoiled everything.

Deduction,

5. Should may be used to express supposition implying strong probability:

"We are spending the winter in Florida." That should (ought to) be nice".

Henry should get here soon – he left home at six.

There are plenty of hotels in the town. It shouldn't be difficult to find somewhere to stay.

Margaret should (ought to) pass the exam, she has been studying very hard.

The film should /ought to/ must be very good as it is starring first-class actors. (ought to is less common in this case)

It's nine o'clock: They shouldn't have left home yet- I'll phone them. (negative probability)

Emotional should

6. Should (not ought to) may have a peculiar function- it may be used for emotional colouring. In this function it may be called **emotional should**.

Should + simple infinitive (refers the action to the present)

Should/shouldn't + perfect infinitive (refers the action to the past)

The use of the emotional **should** is structurally dependent. It is found in the following cases:

- a) In rhetorical questions beginning with **why**:

Why should I do it?

Why shouldn't you invite him?

I went into business with him as his partner. Why shouldn't I have done it (refers the action to the past).

- b)** In object clauses beginning with **why**: (the speaker expresses doubt about the reasonableness or justice of an assumption)

I don't know why you should think that I did it.

I don't know why he should want to see us.

He didn't know why he should have expected them to look different. (the action of the subordinate clause precedes that of the main clause)

- c)** In attributive clauses beginning with **why** after the noun reason:

There is no reason why they shouldn't get on very well together.

I don't see any reason why she shouldn't make friends with him.

There were fifteen equally good reasons why she should not have played bridge. (the action of the subordinate clause precedes that of the main clause)

- d)** Idiomatically with **who, where, what** in dramatic expressions of surprise (quite often the surprise is embarrassing):

What should I find but an enormous spider.

The door opened and who should come in but his first wife.

- e)** Emotional **should** can be used in object clauses after expressions of regret, surprise, (sometimes pleasure or displeasure) as well as after **it is/was** + certain adjectives such as: **it is strange, odd, funny typical, natural, interesting, surprising, absurd, terrible, queer, wonderful...**

I am so glad that you should help our son. (emotional colouring)

We are sorry that she should have had a row with her boyfriend.

It was strange that he should behave like that.

It is /was strange that he should have left without saying goodbye to anyone. (the action of the subordinate clause precedes that of the main clause)

f) In constructions of the following kind:

How should I know?

That it should come to this!

To think that it should come to this!

To think that it should have happened to me!

Should is sometimes used in purpose clauses as alternative to **would /could**

He wore a mask so that nobody should (would/could) recognize him.

Should may be used in **if** clauses to show that the possibility is smaller.

If you should see Tom this evening, can you ask him to phone me? (»Ä» ä³³ÑÇ ³ÜYä»ë, áñ / »Ä» Ñ³ÝÍ³ñÍ ï»èÝ»ë ÄáÜÇÝ.....)

or *Should you see Ann this evening, can you ask her to phone me?*

ACTIVITY

Ex.1. Explain the meanings of “shall” in the following sentences.

1. “Shall we meet at the station?” asked Bob. 2. The hirer shall be responsible for maintenance of the vehicle. 3. “You shall have no

cause to complain of me, dear. There shall be no difficulty about money,” said mother. 4. Aunt Mary’s voice was stern. “You shall wash up, whether you want to or not!” 5. “How shall I cook it?” asked Mary. 6. “Who shall send this letter to them, boss?” 7. This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out or otherwise circulated without the publisher’s prior consent. 8. Shall I give you an example? 9. Members shall have one vote each. 10. “You shall stay just where you are!” his mother cried angrily.

Ex 2. Translate the following sentences into English using “shall”.

1. -ú·Ý»±Ù ù»½ Çñ»ñ¹ ¹³ë³íáñ»É: - à°ă, ³í»ÉÇ É³í ì` ½³Ý·»ë, ³³ùèÇ â³íÇñ»ë:
2. Ðñ³Ñ³Ý·áðÙ ·ñí³ ì, áñ Ûáðñ³ù³ÝăÛáðñ Ûñó³İÇó â»ìù ì Ñ³Ù³ñ³ÝÇß İñÇ:
3. -ºĂ» Ñ³Ý·Çëİ Ýëİ»ë, İáÝÝ»İ İëİ³Ý³ë, - ³ë³ó İÇİÇÝÁ ÷áùñÇİ İÖ³ÙÇÝ:
4. ³ Ñ³Ýñ³íáñ ì ³Ý»É, “ ³ÙÝ İ³ñİÇ, »Ă» ¹áð ÛÇ³ÙÝ Ñ³Ù³Ó³ÙÝ»ë û·Ý»É Û»½:
5. -ºë ¹»é úá â³İ³ëË³ÝÇÝ »Ù ëâ³ëáðÙ, æ»ÙÝ: - ,áð ÇÙ â³İ³ëË³ÝÁ İÖÁ İëİ³Ý³ë:
6. -Æ±Ýă İ³Ù ²ÝÝ³ÙÇÝ Çñ İÝÝ¹Ù³Ý İáÝÇÝ: - ºë ÇÝüë ¹»é ä·Çİ»Ù, Ă» ÇÝă ·Ý»Ù Ýñ³ Ñ³Ù³ñ: Û³ ³ÙÝü³Ý ùÙ³Ñ³× ì:
7. - áð İ³Ý»ë ³ÙÝă»ë, ÇÝăâ»ë »ºë »Ù ù»½ ³ëáðÙ, Âá°Ù, - ³ë³ó Ñ³ÙñÇİÁ µ³ñİ³óİ:
8. -¼³Ý·»±Ù, ë»Ö³Ý â³İÇñ»Ù: - à°ă, »ë ³ñ¹»Ý â³İÇñ»É »Ù:

Ex. 3. Explain the meanings of “ought to” and “should” in the following sentences.

1. Beatrice is in hospital, but her son hasn’t been to see her. He ought to go and see her.
2. You should always lock the front door when you go out.
3. She has been studying hard for the exam, so she ought to pass.
4. Those boys shouldn’t be playing football at this time. They should be at school.
5. Do you think I ought to (should) apply for this job?
6. People really shouldn’t smoke when there are children around.
7. It was a great party last night. You ought to (should) have

come. 8. Andrew is very upset. You shouldn't (ought not to) have shouted angrily at him. 9. "How can you know what his feelings are?" "I ought to know, for he is always telling me about them." 10. They ought to have arrived by now. 11. If that should happen again, we'll have to send you home.

Ex 4. Use the required form of the infinitive after “ought to” and “should”.

1. You shouldn't (call) him a fool – it upset him. 2. "We are spending the winter in Miami." "That ought to (be) nice." 3. I ought to (phone) Ed this morning but I forgot. 4. You shouldn't (play) with the match, Tom. Put it in its place. 5. You ought to (ask) your boss for a raise. Why didn't you do it? 6. He ought to (give) a medal for living with her. She is a terrible woman. 7. You should (see) "Daughter of the Moon" – it's a great film. 8. The Parkers ought to (get back) from holiday yesterday. Has anybody seen them? 9. "Should I (use) this kind of paper in my typewriter?"-asked Sue showing the paper. 10. "That should (be) Janet coming upstairs now," Ann went to open the door.

Ex 5. Read the situations and write sentences with *ought to/ought not to* or *should / shouldn't* . Some of the sentences are past and some are present.

Example: *You are watching TV instead of doing your lessons.
You.... should be doing your lessons instead of watching TV.*

- 1. Christopher has a new CD player. The children use it without his permission.
They
- 2. We called at our friend's house but he was out. We hadn't phoned him before we left home.
We
- 3. Dave is five years old. He is playing with a box of matches.
He

4. The apple trees have lots of ripe fruit on them but no one can be bothered to pick it so it will be wasted.
Someone
5. I live in Edinburgh. You came to Edinburgh last week but you didn't visit me.
You
6. Ron is wearing jeans. He is expected at formal reception.
He.....
7. You are talking and laughing instead of listening to your teacher.
You

Ex. 6. Put in 'had better' or 'should'. Sometimes either is possible. Add *not* if it is necessary.

Example: *I ... leave now, or I'll miss the bus.*
I had better leave now, or I'll miss the bus.

1. I don't think people ... keep pets if they don't have time to care for them properly.
2. They ... go sailing today. The sea is rough and it might be dangerous.
3. We ... stop for petrol soon. The tank is almost empty.
4. These biscuits are delicious. You ... try one.
5. When people are driving, they... keep their eyes on the road.
6. You ... turn that music down before your Dad gets angry.
7. Can you buy me some stamps when you go out? There ... be some change in my purse if you haven't got enough money.
8. You ... take something good to read because you'll have quite a long wait in the departure lounge.
9. It's cold today. You ... wear a coat when you go out.
10. I don't think they ... get married. They are too young.
11. "I received my phone bill four weeks ago but I haven't paid it yet." "You ... pay your phone bill or you may have problems."
12. I'm in a difficult position. What do you think I ... do.

Ex. 7. Translate the sentences into English using “*should*” or “*ought to*”.

- [illegible]

Ex 8. Explain in which syntactic conditions the emotional “should” is used in the following sentences and translate these sentences into Armenian trying to convey the emotional colouring expressed by “should”.

1. “They are my family, signore. Why should I avoid them?” The girl looked surprised. 2. The landlord demanded that we should pay the rent by Friday. 3. Isn’t it typical of Roy that he should leave without saying goodbye to anybody? 4. I was surprised that he should ask me for advice. What advice could I give him? 5. I’m sorry that you should have had a row with Pat about it. 6. Kate was frowning. “I can’t understand why you should do this.” 7. It’s strange that Ann should be so worried about the exams. 8. “I don’t see any reason why we shouldn’t go to their wedding party,” said mother. 9. It outraged

him that his wife should be so foolish. 10. They insisted that we should have dinner with them. 11. This is too terrible! To think that you should talk to me in this way.

Ex 9. Use the required form of the infinitive after *emotional* “should”.

1. Don't be late. It's essential that you should (be) there on time. 2. It's surprising that he should (say) such a thing to you yesterday. 3. It's only natural that parents should (worry) about their children. 4. “Where is Phyllis?” “Ann hasn't invited him to her party.” “I am shocked that she shouldn't (invite) her to her party.” 5. I'm sorry you should (think) I did it on purpose. 6. It's strange that you should (ask) me such questions now. 7. “I hear Mary divorced Tim.” “Yes, it's monstrous that he should (treat) her like that.” 8. “Ann is always in trouble.” “It's absurd that such things should (happen) to a girl like her.”

Ex 10. Translate the following sentences into English using emotional *should*.

1. - ²Ů¹ ČŸăă±ö »ë â»iù Ì Ñ³î³î³Ů ù»½: - áö ëiČăíí »ë ČŸÓ Ñ³î³î³É, áñáíÑ»i” »ë ×ßŮ³ñîáöĀŮáöŸŸ »Ů ³ěáöŮ:
2. îñûñČŸî Ì, áñ ¹áöŮ Ÿñ³Ÿó äă³îŮ»óÇŮ ²ŸŸ³ŮÇ Ä³Ů³ŸŮ³Ÿ Ů³ëÇŸ:
3. â»Ů Ñ³ěî³ŸáöŮ, Ā» ČŸăăö ¹áö â»iù Ì ¹»Ů ĒÇŸ»ë Ÿñ³Ÿó Ů»îŸ»ÉáöŸ:
4. îÇîÇŸ æ»ùěáŸŸ ³ŮŸŮ³Ÿ Ñáö½îí Ìñ í³ŮÇîŸ»ñÇ Ñ³Ů³ñ: -⁰ě »ñÇ³ŸÇî »Ů, áñ ¹áöŮ ³Ů¹Ů³Ÿ µ³ñÇ »ù ÇŮ Ÿî³îŮ³Ůµ, - ³ě³ó Ÿ³:
5. -⁰ě îñîáöŮ »Ů, áñ Ů»ŸŮ ŮÇ³ëÇŸ â»iù Ì ·Ÿ³ŸŮ ³ŮŸî»Ů: -⁰ě ³ŮŸî»Ů ŮÇ³ëÇŸ ·Ÿ³Éáö äă ŮÇ ä³î×³é ä»Ů î»ëŸáöŮ:
6. -àñî»±Ů Ì ÁáŮÁ: - àöñÇß ³⁄₄É áñ±î»Ů îñáö ³⁄₄ ĒÇŸ»É, »Ā» äă ¹ăñáóáöŮ:
7. ò³íáöŮ »Ů, áñ ¹áö ³Ů¹ăÇëÇ Ēăë³íóáöĀŮáöŸ »ë áöŸ»ó»É úá î³ŸîÇñáöÑáö Ñ»i:
8. ä³Ñ³ŸÇíáöŮ Ì, áñ µáÉáñ áöë³ŸáŮŸ»ñÁ Ÿ»ñî³ ĒÇŸ»Ÿ ³Ů¹ ĀáŮáíÇŸ:
9. ¹⁄₄ñŮ³Ÿ³ĒÇ Ì, áñ Ÿ³ Ñ³Ů³Ů³Ů³Ÿ»ó Ů·Ÿ»É ù»½: êáíáñ³µ³ñ Ÿ³ äă áùÇ äÇ Ů·ŸáöŮ:

10. „áõéÁ μ³óί»ó, `` Ç±Ýă »ù ĩ³ñíaõÛ` áí Ûĩ³í. Náñ³ùáõÛñ
²ÉÇëÁ` ÉÇ Çñ ÷ÝĂ÷ÝĂáoÝ»ñái:

Ex. 11. Choose one of the following topics and write a short paragraph on it.

1. Write about one embarrassing incident in your life. What could, should, might you have done to avoid it?
2. What could, should, (or should not), must (or must not) be done to improve understanding between people?
3. Choose one of the environmental problems people are considering today. What could, should, may, might, must be done to solve this problem?

UNIT XII

WILL / WOULD

The original meaning of **will** is volition (volition is a general term which includes such meanings as willingness, readiness, consent, intention and determination to perform an action).

Use:

Habitual action

1. **Will (would** in past time contexts) implies willingness, personal interest on the part of the doer of the action or emphasizes the characteristics of the performer rather than the action:

will/would + simple infinitive

His father will spend most evenings playing chess. (habitual action)

She will do nothing for months and then suddenly she'll phone me.

We would nearly always eat with my mother on Friday.
(regular or usual behaviour in the past)

He would often sit and watch the birds. (Ü³ Å³Ü»ñái
YëiáôÜ ¾ñ ³ÜYi»Ö`Y³Ü»Éái ÁéãáôÿY»ñÇÝ)

Compare: *A dog usually obeys his master* . (habit in general)

A dog will usually obey his master . (emphasizes that this is one of the characteristics of a dog)

Note 1: **Won't** and **wouldn't** may express a refusal (see unit V)

I don't care what you say. I won't do it.

"Did you ask him for help?" "Yes, but she wouldn't help me."

The box won't open.

The car wouldn't start.

2. **Will** and **would** are used to express will, intention, determination, decision:

I will stop smoking! I really will!
“There’s the doorbell.” “ I’ll go.
We decided that we wouldn’t interfere.

Request, Invitation:

3. Will and **would** can be used for requests and invitations:

Will you type this letter, please?
Would you show me the way to the station? (would is a more polite form)
Will you come to tea tomorrow? Will you come with me?
(an invitation)

Note 2: In indirect speech, will changes to **would**:

We knew that he would be late.
He asked if I would have some more wine.

But it is more usual to avoid the verb:

He offered me some more wine.
He invited (asked) me to tea/dinner.

4. Will and **would** can also be used in clauses of condition (in **if** clauses) to express willingness, consent, polite request or obstinate insistence:

If you will only let me talk I’ll explain to you everything.
If you will come this way, I’ll take you to the manager’s office.
or *If you would come this way I’ll take you....* (more polite form)
If he would only trust me, we could get on much better.
(conditional use)
If you will keep your watch half an hour slow it is hardly surprising that you are late for your appointments.

Order

5. This is a formal, impersonal type of command, similar to **must** or **is/are to** but more peremptory (not to be disobeyed or questioned) much used in schools or military establishments):

will + simple infinitive

*“You will stay here till you are relieved,” said the officer.
All boys will attend roll-call at 9 o’clock.*

The use of ‘will’ and ‘would’ is not parallel in the following cases:

Supposition/Deduction

6. **Will** can introduce an assumption (supposition/deduction). This meaning is found with the second and third persons:

will + simple infinitive (refers the supposition to the present or future)

will have + past participle (refers to the past)
(affirmative and negative form)

This will be the book you wanted.

“The phone is ringing.” “That’ll be for me.”

You’ll have heard about this. (I am sure you have heard about this)

You won’t have heard about this. (I am sure you haven’t heard about it)

He will have reached Paris by now. (I’m sure he has reached Paris)

7. **Would** can refer to an annoying habit, typical of a person:

“I don’t understand him and I don’t approve of his decision.” “No. You wouldn’t.” (I didn’t expect you would)

“Aunt Meg has been very brave.” “Yes. She would.” (It’s typical of her)

Jack would get lost, wouldn’t be! (It’s typical)

8. Notice the use of **will** in the following sentences:

Boys will be boys.

Accidents will happen.

Set phrases with **will** and **would**:

won't have (won't allow)

won't have + somebody + do something,

won't have + something + done

I won't have you speak your father like that.

I won't have my house turned into a hotel.

would rather ('d rather) and **would sooner** ('d sooner) = to prefer

would rather/ would sooner + simple infinitive without to
(= to prefer)

I'd rather have coffee.

Would you rather stay here or go home?

He'd sooner die than let me think he was a failure.

would...mind in interrogative and negative sentences means
to object.

(in interrogative sentences it may also express a polite request.)

Would you mind my smoking here? or *Do you mind if I smoke here?*

I don't mind your staying here.

Would you mind getting me a cup of tea?

We may find **would** (or **would + perfect infinitive**) in unreal conditions.

I wish it would stop raining.

Nobody would agree with that idea if we asked them

Nobody would have agreed with that idea if he had asked them.

ACTIVITY

Ex.1. Explain the meanings of “will” and “would” in the following sentences and say in which cases they may be used in a parallel way.

1. I wonder why we haven't heard from him – do you think he won't have got our letter yet? 2. “OK. We'll buy the tickets if you will buy supper after the show,” said John. 3. Each time we went out together he would show me something new, something interesting. 4. I wish you wouldn't keep making that stupid noise. 5. “Bob talked politics the whole evening.” “He would.” 6. Often, after dinner, he will settle down in an armchair to read the paper. 7. Will you do the shopping this afternoon, please? 8. “Why didn't you give her a lift?” “The car wouldn't start this morning.” 9. I don't care what you say, I won't do it. 10. “How about a drink?” “I'd rather have something to eat.” 11. “If he were to apologize, would you forgive him?” asked Barbara. 12. “Sue would sooner die than wear this dress,” said Ann. 13. “I won't have you speak to your father like that,” said granny angrily. 14. “Who'll light the fire for me?” “I will.” 15. “You shan't go there alone.” “I will go whether you want me or not.”

Ex. 2. Choose the correct word.

1. On Saturday, when I was a child we **would/will** all get up early and go fishing.
2. We can't go and see them now – they **will have gone/ will** go to bed.
3. I begged David to accept some money, but he **would/wouldn't** hear of it.
4. Any letters from Italy **will be/won't** be for Tina.
5. I like these trees. Without them the garden **would be/wouldn't** be the same.
6. Do you have a spare pen? My pen **won't/wouldn't** write.

7. "How's grandfather?" "Much the same. He **will/would** sit talking to himself for hours."
8. I **won't have/wouldn't have** you speak to me like that.
9. He turned off the lamp. But sleep **wouldn't/won't** come.
10. I think I'll go and watch TV if you **will/won't** excuse me.
11. She **had rather/would rather** read the letter first.
12. I doubt whether Helen **would/will** know the answer.
13. "His mother didn't even listen to us." "She **wouldn't /won't.**"
14. It's no use expecting Barry to turn up. He **will have forgotten/would have forgotten.**
15. I wish she **would/won't** take things seriously.
16. Tom is very impatient. He **will/would** interrupt when I'm talking.

Ex. 3. Re – word the sentences using “shall/should” or “will/would”

1. Do you want me to make you fresh coffee?
2. That is not typical of Helen's behaviour.
3. It was supposed to be a secret. Why did you tell her?
4. I wonder where Liz is? We expect her to be here by now.
5. Jim keeps giving me presents.
6. It was a great party last night. Why didn't you come?
7. I'm sorry my daughter doesn't go to dances.
8. He refused to help me yesterday.
9. What about this meat? Do you want me to roast it or stew it?
10. Jane has been studying hard for the exam, so I expect her to pass.
11. It isn't a good thing to believe everything you read in the newspaper.
12. I'm sure you have heard about this.
13. Would you care for some more wine?
14. "If you sit still, I'll see that you get a sweet," said the mother to her little child.
15. Tom suggested my selling the house.
16. Do you mind if I shut the window? It is cold in here.
17. The car refuses to start. I wonder what is wrong with it.

18. Thanks for lending me the money. I promise to pay you back on Monday.
19. That man on the motorbike isn't wearing a helmet. That's dangerous.
20. You are feeling sick because you ate too much. Why did you eat so much?

Ex. 4. Make up situations justifying the use of the following statements.

1. It might be the postman.
2. It must/ought to be the postman.
3. It will be the postman.
4. It can't be the postman.

Ex. 5. Translate the following sentences into English using “will/would” and set phrases with “will/would”

1. - 0ē »ñμ»ù Ýñ³ÝÇó û·ÝáõÃÛáõÝ ã»Ù ĒÝ¹ñÇ|. Ø»ñÇÇ Ó³ÛÝÁ μ³ñĩáõÃÛáõÝÇó ¹áÕáõÙ ¿ñ, - »ē Ĩ»ñ³¹³ē»Ç Û»éÝ»É, ù³Ý û·ÝáõÃÛáõÝ Ñ³Û³ñ Ýñ³Ý ¹ÇÛ»É:
2. ÆÝ±ã ¿ ã³ĩ³Ñ»É ³Ûē Ĩ³ñÇ Û»ù»Ý³ÛÇÝ: ²ÛÝ ãÇ Ĩ³ñáõÙ:
3. æáÝÁ Ē³ĩ Ĩ³ Ì, μ³Ûó ēÇñáõÙ ¿ ³ÛμáÕÇ Æ³Û³Ýĩ Çñ Û³ēÇÝ Ēáē»É:
4. -ĨÛÝ³ē Ĩ³ÝÁ ¨ Ñáñ¹ Ĩû·Ý»ē, - ³ē³ó Û³ÛñÇĩÁ: - â»Ù ³ÝÇ, - ã³ĩ³ēĒ³Ý»ó ÁáÛÁ: Û³ ³Û¹ ûñÝ Çñ ÝÛ³Ý ã¿ñ:
5. 0ē ³é³Ç³ñĩ»óÇ, áñ Û³ÛñÇĩÁ μÃĩÇ ¹ÇÛÇ, ē³ĩ³ÛÝ Ý³ ³Û¹ Û³ēÇÝ Ēē»É ³Ý.³Û ã¿ñ áõ½áõÙ:
6. 0ē ĩáõ½»Ý³ÛÇ, áñ ³Û¹ ÑñóÁ ãùÝ³ñĩ»ñ Ýñ³Ýó Ý»ñĩ³ÛáõÃÛ³Ûμ:
7. -Ā»¹Á ³ÛμáÕÇ »ñ»Īá Ēáē»ó Çñ Ýáñ Û»ù»Ý³ÛÇ Û³ēÇÝ: - ²Ûá, ¹³ Ýñ³Ý μÝáñáß ¿:
8. -0ē ¹³ ÝáñÇó áõ ÝáñÇó Ĩ³ē»Ù, - ³ē³ó Ñáñ»Õμ³Ûñ æáñÇÁ, - Ē³ĩ·ÇñûÁ ÛÇĩ ¿É Ññ³ĩ³ñ³ĩÇã Ĩ·ĩÇ:
9. ²ñ¹»Ý Æ³ÛÁ 12-Ý ¿: ĩ»ñÇÇÝ ³ĩáμáõēÁ ³ñ¹»Ý Û»ĩÝ³ĩ ĨēÇÝÇ: ²ĩ»ēÇ Ē³ĩ ¿ Ĩ³ùēÇ ·ĩÝ»Ýù:
10. ¶ĒáñÇÝ³ ³éáõÙ ¿, áñ ÇÝûÁ áõñ³Ē ĨēÇÝÇ, »Ã» Ñ³Û³Ó³ÛÝ»Ýù ·Ý³ áõ ÛÇ ù³ÝÇ ûñ ³Ýóĩ³óÝ»Ýù Çñ Ñ»ĩ:
11. Ûñ³Ýù ·Çĩ»Ý, áñ »ē ĀáõÛē ã»Ù Ĩ³, áñ ¹³ ÇÙ ·ñ³ē»ÝÛ³ĩáõÙ ã³ĩ³ñÇ:

12. -²í»ÉÇ É³í ÷ »ë ÁÝ¹Ñ³Ýñ³å»ë ïáðÝ »İ³İ ãÉÇÝ»Ç: °ë ã·Çi»Ç,
 áñ ÇÝÓ ÝÙ³Ý Ó²ái »Ý í»ñ³μ»ñí»Éáð ³Ûëi»Ö, - ³ë³ó
²ñÃáðñÁ:
13. ²Ûëi»Ö áã Ñ»éáð ÛÇ ·»Ö»óÇİ í³Ûñ İ³, áñÁ »ë İáð^{1/2}»Ç ù»^{1/2}
 óáðÛó İ³É:
14. ÛÛ³Ý ³ÝÓñ²ái »Ö³Ý³İÇÝ »ë İ·»ñ³¹³ë»Ç İ³ÝÁ ÛÝ³É² ÛÇ
 Ñ»İ³ùñùÇñ ·Çñù İ³ñ¹³É:
15. Ø»Ýù æ»ÛÝÇÝ ÛÇİ³ ³éáðÛ »Ýù, áñ Ý³ Û³ñİ³Ýó ãÁÝ¹Ñ³İÇ,
 »ñμ Ýñ³Ýù ÉáëáðÛ »Ý, μ³Ûó Ý³ Ñ³Û³éáñ»Ý İ³ñáðÝ³İáðÛ ÷
¹³ ³Ý»É:

UNIT XIII

NEED, DARE

Need

Use:

1. When **need** is followed by another verb, it can have the forms either of an ordinary verb or (in British) of a modal auxiliary. Both forms are used to express necessity, to ask or to give permission – usually permission **not** to do something. (For the difference between **needn't** and **don't / won't need**, see Unit IX)

Everybody needs to rest sometimes. (ordinary verb)

It's OK – You needn't pay for that phone call. (modal auxiliary)

2. **Need** as a modal auxiliary is used mainly in negative sentences. But it is also possible in questions (as well as after **if** clauses). In interrogative sentences **need** usually implies that there is no necessity of performing the action.

He needn't stay until the end.

Need I explain everything twice?

Need it have happened?

I wonder if I need fill in a form.

The teacher said that we needn't bring our books to class.
(modal auxiliary **need** remains unchanged in reported speech)

3. **Need** as an ordinary verb has an infinitive form and participle and can be followed by an infinitive with to – it means to have to do something as a necessity.

need + simple infinitive

(affirmative, interrogative and negative forms)

You need to work harder.
I agree that she needs to be told about the arrangements.
Your hair needs to be cut. or Your hair needs cutting.
You will need to start work soon if you want to pass your exam. (it makes orders and instructions sound less direct)
You will need to fill in this form before you see the inspector.
Do you need to use the photocopier?
Will you be needing me this afternoon?
Tell her she doesn't need to work tonight.
Won't you need to take some food?

Note: Notice that **need** can't be used after interrogatives **when, where, who, what** etc. **Must** is used instead:

Where must I put it?

Didn't need to refers to an unnecessary action which was not done.

I didn't need (didn't have to) to go to the dentist again, luckily.

4. Needn't have+ past participle is used to express an unnecessary action which was actually done.(It was a waste of time or effort.)

I needn't have cooked so much food. Nobody was hungry. (it was unnecessary - a waste of time, effort)
You needn't have brought your umbrella. You are going by car.

Compare: *It started raining, so I didn't need to water flowers.*
I needn't have watered the flowers. Just after I finished, it started raining.

Other uses of '**need**':

If need be (= if it is necessary)

If need be I'll ask Joe to help me.

It needn't be (= it doesn't have to be)

Need smb./smth.= to have a need for a person or thing

You all need plenty of exercises.

Do you need any help?

I'm here if you need me.

The boy needs a slap! (deserves)

Dare

Use:

1. Dare (dared the past form) can be used in two ways:

- a) as a modal auxiliary without to
- b) as an ordinary verb followed by the infinitive with **to**.

a) *I daren't say what I think.*

b) *He didn't dare to tell what had happened.*

2. Dare as a modal auxiliary and as an ordinary verb means *have the courage, impudence to do* something. It is mainly found in negatives and in questions beginning with **how** to express indignant exclamation:

He daren't lie to me, dare he?

He dared not look at me.

How dare he do that!

How dare she come here!

3. Dare as an ordinary verb has all the necessary forms. It has the same meaning as the modal auxiliary **dare** (= *have the courage, impudence*) to do something:

He's a man who dares to say what he thinks.

In modern English it is more common to say *He is not afraid to say what he thinks.*

*Nobody dared to speak.
And now she dares (to) accuse me of theft.
She told me she had never dared to ask him about it.
He wouldn't dare to speak to me like that.*

- 4. Dare** may express *to challenge a person to do something* (usually dangerous) suggesting he or she doesn't have the courage or ability:

*He has dared me to swim across the channel.
"Another boy dared me to throw the stone through the window," said the boy.
We dared him to ask her for a dance.*

- 5. Dare** is used to warn a person not to do something when one is angry:

Don't you dare do that again! (ãÑ³Û³ñÓ³í»ë)
You dare do that again!

Notice the set phrase **I dare say (I daresay)**

I daresay there'll be a restaurant car on the train. (I suppose) My son is not in town, but I dare say he will be before long. (I think probably)

ACTIVITY

Ex.1. Explain the meaning of “need” in the following sentences and translate them into Armenian.

1. You don't need to pay for emergency calls in most countries.
2. It's OK – you needn't pay for that phone call.
3. “Need it have happened?” Father was indignant.
4. You need your eyes examined.
5. There is no need to hurry – we have got plenty of time.
6. Will you be needing me this afternoon?
7. We'll need to repair the roof next year.
8. You'll need to start work soon if you want to pass your exams.
9. It started raining so I didn't need to water the flowers.
10. I

needn't have watered the flowers. Just after I finished it started raining. 11. "The boy needs a slap", said Aunt Mary angrily. 12. "She looks quite ill. I'm sure it's flu." "It needn't be – maybe she is just over-tired. 13. "There is a real need to improve our newspaper," said the editor-in-chief, at the meeting. 14. Tell her she doesn't need to work tomorrow.

Ex.2. Choose the correct word.

- 1. You **needn't** / **mustn't** tell Jennifer about it. She already knows.
- 2. You **needn't** / **mustn't** tell Margaret. I don't want her know.
- 3. **Need I** / **must I** explain everything twice?
- 4. **Need you** / **must** you go now or can you wait a little longer?
- 5. This is a valuable book. You **need** / **must** look after it carefully and mustn't / needn't loose it.
- 6. You **needn't** / **mustn't** light a match; I can see well enough.
- 7. You **needn't** / **mustn't** light a match; the room is full of gas.
- 8. If **must** / **need** be I'll ask Ben to help me.
- 9. The sofa is dirty. It **needs** / **must** to be cleaned again.
- 10. 10. "What sort of house do you want to buy? Something big?"
"Well, it **mustn't** / **needn't** be big – that's not important, but it must have a nice garden – that's essential.
- 11. You **mustn't** / **don't need** to eat it if you don't want to.
- 12. You **don't need to pay** / **you mustn't pay** for emergency in most countries.

Ex.3. Complete the second sentence using *should/shouldn't* or *needn't* followed by a perfect infinitive.

Example: *It was wrong of you to speak to my mother like that.*
You... shouldn't have spoken to my mother like that.

- 1. I was driving behind another car. Suddenly, the driver in front stopped without warning and I drove into the back of his car.
The driver in front
- 2. When we went on holiday, we took the camera with us but we didn't use it in the end.
We

3. His advice was a great help, but she didn't even thank him.
She
4. Why did you leave the child in its sister's care. She isn't old enough.
You
5. Why did you type this? A handwritten note would have been quite adequate.
You
6. I am sorry I bought these gloves. Mother gave me better ones for my birthday.
I
7. I am going to be in trouble. I completely forgot to post these letters yesterday.
I
8. Mother made far more sandwiches than we needed. She didn't know Ann and Fred wouldn't come.
She
9. I'm not feeling well. It's probably the fish I ate for lunch.
I
10. I am sorry I changed before dinner. Nobody else did.
I

Ex. 4. Match the two halves of these sentences.

Example: *We needn't reserve seats on the train – there'll be plenty of room.*

1. We needn't reserve seats on the train.
2. You mustn't make so much noise.
3. She shouldn't stay in bed all day.
4. He doesn't have to get up yet.
5. He didn't need to rest.
6. You shouldn't borrow money.
7. You have to train regularly.
8. He shouldn't have fallen asleep.
9. She needn't have set the alarm clock.
10. He mustn't oversleep.
11. You don't have to pay extra for delivery.
12. You ought not to have shouted angrily at her.

- a) She is very upset now
- b) There'll be plenty of room
- c) Because there is no extra charge for delivery
- d) You will be asked to leave otherwise
- e) Or he'll miss his interview
- f) Unless she is ill
- g) Because she woke up early anyway
- h) If he is not going to work today
- i) When she was supposed to be working
- j) Because he wasn't feeling tired
- k) From people you hardly know
- l) If you want to succeed in athletics

Ex. 5. Explain the meaning of “dare” in the following sentences and translate them into Armenian.

1. Don't you dare do that again! 2. He dared me to swim across the channel. 3. They daren't open the letter – Daren't they? 4. How dare you speak to me like that! 5. And she dares to accuse me of theft! 6. He dared not even whisper. 7. I didn't dare to ask him to call off his trip. 8. I dare say you're a little tired after your walk, dear. 9. I dare you to ask her for a dance. 10. “The boys dared me to swim across the channel,” said Tom to his father.

Ex. 6. Translate the following sentences into English using “need” and “dare”.

1. -ä³iÜ»±Ü ù»½, Ã» ÇÝã»ë ï ³Ü¹ ³Ü»ÝÁ ä³ĩÑ»É: - à°ã, ĩ³ñÇù äĩ³. »ë ³Ü»Ý ÇÝã ·Çi»Ü£
2. ²ë Ýñ³Ý ß³ĩ »Ü ä³ñĩ³ĩ³Ý£ Ü³ ù·Ý»É ï ÇÝÓ ÇÜ Ý»ÖáöÃÜ³Ý ä³ñÇÝ £
3. ÆÝã»±ë »ë Ñ³Ü³ñÓĩ»É µ³ó»É ÇÜ Ý³Ü³ĩÝ»ñÁ£
4. Æ½áöñ »ë ³Ü¹ü³Ý »ñĩ³ñ ³ĩÝ³ñĩ ·ñ»É£ àðëáðóÇãÁ ËÝ¹ñ»ó, áñ ³ÜÝ 300 µ³é ä³ñáðÝ³ĩÇ, Çëĩ ¹áö 600 µ³é »ë ·ñ»É£
5. -ÆÝãáö± ù³ñáĩ ä³íaöñ³ÝÇÝ Ë÷»óÇñ: - ÁáÜÁ ¹ñ¹»ó ÇÝÓ ¹³ ³Ý»É£
6. ä»iü äĩñ, áñ »ë ³Ü¹ü³Ý ß³ĩ áöĩ»ÉÇÜ ä³ĩñ³ëĩ»Ç (Ç½áöñ ³Ü¹ü³Ý ß³ĩ áöĩ»ÉÇÜ ä³ĩñ³ëĩ»óÇ). áã áú ù³Öó³ĩ äĩñ£

7. -î³ñÇù î³±, áñ »ë î³ŌÁ ³ßĚ³î³ÝùÇ ·³ùĚ - à°ă, ¹ăő î³ñăŌ
»ë î³ÝÁ ÛÝ³ĚĚ î³ñíăőÛ »Û, áñ î³ŌÁ ß³î ·ăńí ă»Ýù áőÝ»Ý³Ě
8. -²Ā» ³ÛăőĚÇÝĚ ³ÛĚî»Ō ĚÇÝ»ñ, ¹ăőù ăĴÇù Ñ³Û³ñÓ³ĴÇ ÇÝŌ
Ñ»î ³Û¹ă»Ě ĚăĚ»Ě, - ³Ě³ó îÇĴÇÝ ø³ñî»ñĀĚ
9. ²Ě »ñ»Ĵ Ñ³Ěóñ»óÇ Û»ù»Ý³·ñ»Ě ³Û¹ máĚăñ Ý³Û³ĴÝ»ñĀ,
ăñăĴÑ»î" ×³ß »÷»Ěăő î³ñÇù ăĴ³ñĚ ²ñ»Ě³Ý»ñĀ ¹ñăăőÛ ĴÇÝ
×³ß»ĚăőĚ
10. î³ñíăőÛ »Û, áñ Û»Ýù máĚăñĚ ĴĚ ÛÇ ÷ăùñ-ÇÝă ß÷ăĀĴĴ Ĵ»Ěù
ăőÝ»ÇÝù, »ñµ ĚĚ»óÇÝù ³Û¹ ÝăñăăŌĀŬăăŬĀĚ

Ex. 7. Combine the correct forms of ‘ dare’ and ‘need’ with the verbs in brackets.

Unwelcome Fresh Air!

It was a routine flight from Hilo on Hawaii to Kahului 110 miles away. Suddenly, there was a tremendous noise and the top of the plane was torn away! Ninety-four passengers (not move) wondering what would happen next. They (not worry) because

Robert Schornsteimer, the pilot, was firmly in control. For 25 minutes they hardly (breathe), though there was plenty of unwelcome fresh air “I (not open).....

my mouth,” one of the passengers said later.’ I hardly (tell)..... you how terrified I was.’

The passengers embraced the pilot who had brought the plane down safely. ‘I’ve heard of a plane flying off a roof,’ joked one of them later, ‘but never of a roof flying off a plane!’

REVISION

OF MODAL VERBS

Modals and similar expressions

Ex. 1. Choose the correct completion. (Give an explanation to your choice.)

1. Most evenings he ... just sit in front of the TV and go to sleep.
A. would B. will C. could
2. "Mary's new jacket doesn't seem to fit her very well." "She ... it on before she bought it."
A. might try B. had to C. should have tried
3. Jimmy and Alex were mischievous children. They ... play tricks on their teachers.
A. ought to B. were supposed to C. used to
4. "We are going to a restaurant this evening. It's a very popular restaurant." 'You ... phone to reserve a table'.
A. will B. are to C. had better
5. Small children ... have difficulty in understanding abstract ideas.
A. can B. must C. would rather
6. "Mummy, can I draw a picture on the wall?" "You ...!"
A. don't have to B. dare C. should
7. I haven't heard Molly moving about. She ... awake yet.
A. must be B. ought to be C. mustn't be
8. Mr. Green is very rich. He ... work for a living.
A. used to B. has to C. doesn't have to
9. "Why are you sure that your son didn't commit the crime?"
"He ... the crime. He was out of town on that day."
A. couldn't have committed B. could have committed
C. shouldn't have committed
10. She knew everything about our plans. She ... to our conversation.
A. could have listened B. must have been listening
C. might listen

11. "We ... be here. That sign says 'No Trespassing'." "It's too late now. We're already here."
A. couldn't B. aren't supposed to C. needn't
12. He took an umbrella because he thought it was going to rain. But it didn't rain. He ... an umbrella.
A. shouldn't have taken B. needn't have taken
C. had better not take
13. "There was a chocolate cake on the table. What happened to it?" "I don't know. The children ... it."
A. might have eaten B. could eat C. would eat
14. "It would be better not to seek them." "Why ... I avoid them?"
A. shall B. should C. am
15. "It will be a strange return for me." "I don't think anyone ... give you a welcome-home party. "
A. would sooner B. are going to C. will
16. I don't think we should throw that letter away. We ... need it later.
A. can't but B. might C. are allowed to
17. Why did you stay at a hotel? You ... with us.
A. could B. must have stayed C. could have stayed
18. "Did he tell you his secret?" "He ... die than tell me his secret."
A. would sooner B. should C. may as well
19. George came back home alone. We realized that he ... persuade Laura to come with him.
A. used to fail to B. must have failed to
C. should have failed to
20. She was afraid of him and ... tell him what had happened.
A. didn't need to B. didn't have to C. didn't dare to

Ex. 2. Correct any errors in these sentences.

1. Thank you for your kind help. I might not manage without you.
2. Fortunately I needn't have gone to the bank in person.
3. Pay no attention to what Paul said. He shouldn't have been serious.

4. It is strange that he should live without saying good-bye to the hostess.
5. They could be injured when the car crashed, but they weren't.
6. Jack is very angry with you. You should leave before he gets back.
7. The heating comes on automatically. You have to turn it on.
8. Sally got home at four o'clock this morning. The party could have been really good.
9. I'm not sure about my application. May I send two copies or three?
10. Everyone was angry because Sam won't turn off the television.
11. It wasn't very nice of you not to invite her to your party! You must have invited her.
12. She left for Canada for good and we weren't to see her any longer.
13. The camel is to go for days without water.
14. The accused man could establish an alibi by proving that he was at a party when the money was stolen.
15. Don't worry that John is late. He should have missed the train.
16. "I gave up my job." "You should think twice before you gave up your job"

Ex. 3. What will you say or ask in the following situations?. Use modal verbs.

1. Your friend is offended by your remarks, but you didn't mean to hurt him.
You say:
2. The door is open and you are sitting in a draught.
You say:
3. The telephone is ringing and you are almost sure it is your boyfriend/girlfriend.
You say:
4. You had bought tickets for the concert in advance, but when you went to the concert you saw that there were plenty of tickets left for the concert.
You say:

5. You bought a nice dress. It cost \$ 100, but you bargained and bought it for 70.
You say:
6. You had a lovely holiday last month. It was great and all of you enjoyed yourselves.
You say:
7. It was supposed to be a secret but your friend told everybody about it.
You say:
8. Your younger brother/sister is watching TV instead of doing his/her lessons.
You say:
9. The fish is spoilt because you didn't put it in the refrigerator in the morning.
You say:
10. Your teacher is usually very punctual, but she is late today. You think something has happened to her.
You say:
11. You are irritated. You want to phone your friend but your sister is still speaking on the phone. It's two hours since she started speaking.
You say:
12. Your boss is rude to you. You think that although he is in charge, it doesn't give him the right to be rude.
You say:
13. Your father looks tired. You want to make him fresh coffee.
You ask:?
14. Your mother goes to the kitchen to get you a glass of juice. You would like her to put ice in it.
You ask:?

THE NOUN

The noun is a word expressing substance in the widest sense of word. In the concept of substance we include not only concrete nouns (a physical object that we can see, touch or smell), but also names of abstract notions.

Classification of Nouns

a) Proper nouns are used for individual persons, towns, places, objects, and always begin with a capital letter: George Henderson, Ani, Armenia, Yerevan, English, The Nile, The Pacific, Mount Ararat, Christmas, Easter, Labor Day, Thanksgiving, Buddhism, Saturday, April.

b) Abstract nouns describe a concept or idea, something that has no physical appearance: justice, freedom, integrity, honesty, beauty, dignity;

c) Collective nouns describe a group of people or animals: staff, team, crew, herd, cattle, flock;

d) Common nouns refer to any person, thing, place etc. (that is any representative of a class): a girl, a doctor, a house, a table, a flower; Common nouns in their turn are subdivided into **countable** nouns and **uncountable** nouns.

Countable nouns denote objects that can be counted: student, journal, bird **Uncountable nouns** (all proper nouns, abstract notions, and nouns of material) are names of objects and notions that cannot be counted: John, honour, courage, milk, silk, water, grass; Nouns have the grammatical categories of number and case (grammatical gender barely concerns nouns in English).

The Gender of Nouns

In English the gender of a noun only affects its pronoun (his, her, him, it, its).

Men, boys and male animals are masculine.

Women, girls and female animals are feminine.

Inanimate things are neuter.

Exceptions: ships are normally considered feminine, and so are countries when referred to by name:

The ship struck an iceberg, which tore a huge hole in her bow.

Scotland lost many of her bravest men in two great rebellions.

Most nouns have the same form for masculine and feminine:

cook, driver, singer, dancer, cousin, journalist

Some nouns form the feminine from the masculine by adding **–ess**.

Note that words ending in **–er** or **–or** often drop the **–e** or the **–o**:

actor – actress, conductor – conductress,

heir – heiress

prince – princess

waiter waitress

but *hero heroine*

Some have different forms:

uncle – aunt, lord – lady, duke – duchess, cock – hen, horse – mare etc.

(For more details, see Appendix 4.)

UNIT XIV

THE NUMBER OF NOUNS

Formation and Pronunciation

The plural of most nouns is made by just adding the suffix- **s** or - **es**.

It is pronounced

[**z**] after vowels and voiced consonants (e. g. days, bags, balls);

[**s**] after voiceless consonants (e. g. taps, boats) and

[**ɪz**] after sibilants (e. g. bridges, bushes, horses).

But **house- houses** [haʊzi:z]

bath -baths [ba: ðz] or [ba:θs]

mouth-mouths [m_{au}θs] or [m_{au}ðz]

1. - **es** is added to nouns ending in **s, ss, sh, tch, ch, x** and **z** (e. g. **fox-foxes, match-matches, brush-brushes, dress-dresses, buzz-buzzes, bus-buses**);

2. -**es** is also added to nouns ending in **o** preceded by a consonant (e. g. **hero-heroes, tomato-tomatoes...**). If a noun ends in **o** preceded by a vowel only -**s** is added (**radio- radios, cuckoo-cuckoos**);

But **piano- pianos, kilo-kilos, photo- photos, solo- solos, soprano-sopranos, Eskimo- Eskimos, logo- logos**;

3. Nouns ending in **y** preceded by a consonant change the **y** into -**ies**
army – armies, story – stories, country - countries

If a nouns ends in **y** preceded by a vowel, only -**s** is added.

day – days, toy – toys, key - keys

4. Nouns ending in **f** or **fe** have the ending -**ves** in the plural:

wife-wives, life-lives, shelf-shelves

But **roof-roofs, cliff-cliffs, gulf-gulfs, proof-proofs, safe-safes, grief-griefs handkerchief-handkerchiefs, cuff-cuffs, belief-beliefs**.

The following nouns have both forms in the plural:

scarf- scarfs/scarves, **wharf-wharfs/wharves**, **hoof-hoofs/hooves**, **dwarf-dwarfs/ dwarves**.

5. A few nouns form their plural by a change of vowel. They are:
man-men, woman-women,, tooth-teeth, foot-feet, mouse-mice, goose-geese, louse-lice.

6. Notice also the peculiar plural form in the following nouns:
ox-oxen, child- children, brother-brethren (= not blood relations, but members of the same society).

7. Nouns which have the same form for the singular and plural:
a sheep-sheep, a swine –swine, a deer-deer, a craft-craft, a counsel-counsel (= legal adviser, barrister).

Note 1: The nouns **fruit** and **fish** can be used as countable nouns and as uncountable nouns. Compare:

Do you eat much fruit?

but *the fruits of the earth.*

He didn't caught any fish yesterday.

There were two fishes in the basket.

8. The following nouns ending in -s in the singular remain unchanged in the plural. Common examples:
series-series, species-species, means-means, barracks-barracks, crossroads-crossroads, headquarters-headquarters, works (= factory) **works**

Note 2: The noun penny has two plural forms: pennies (when referring to individual coins) and pence (when the amount only is meant):

She dropped three pennies in the slot Machine.

The bus fare cost him eighty pence.

9. Some nouns which come from foreign languages have special plurals:
analysis-analyses, appendix-appendices, bacterium-bacteria, basis- bases, cactus-cacti or cactuses, crisis-crises, criterion-criteria, diagnosis-diagnoses, formula-formulae, fungus-fungi or

funguses, hypothesis-hypotheses, medium-media or mediums, nucleus- nuclei or nucleuses, oasis-oases, phenomenon-phenomena, radius-radii or radiuses, stimulus-stimuli;
(For the pronunciation, see Appendix 4.)

10. In compound nouns the plural is formed in different ways:

a) As a rule a compound noun forms the plural by adding -s to the head –word:

editor- in -chief – editors-in-chief
brother-in-law – brothers-in-law
court martial – courts-martial

b) In some compound nouns the final element takes the plural form:

lady-bird – lady-birds
bookcase – bookcases,
writing table – writing tables,
tooth brush – tooth brushes,
handful – handfuls,
postman – postmen
policewoman – policewomen
Englishman – Englishmen

but **German – Germans, Norman – Normans, Roman – Romans**

Note 3: When the first component is **man** or **woman**, the plural may be expressed twice:

man servant – men servants, woman doctor –women doctors

c) In noun + adverb combinations, the plural is usually added to the noun:

passer-by – passers-by
runner up – runners up
looker-on – lookers-on

d) verb+ adverb particle. The plural is formed by adding –s to the word.

drawback – drawbacks
breakdown - breakdowns

e) If there is no noun-stem in the compound, -s is added to the last element.

forget-me-not –forget-me-nots,
merry-go-round – merry-go-rounds

11. Nouns which are used only in singular:

- a) the subjects: **politics, economics, mathematics, physics**
- b) the activities: **athletics, gymnastics**
- c) the games: **billiards, darts, dominoes**
- d) the illness: **measles, jaundice**
- e) the abstract nouns: **generosity, anger, sculpture, excitement, fun**
but **idea – ideas, suggestion – suggestions**
- f) the material nouns: **copper, bread, butter, sand, oil, iron, wine, chalk**

Politics is an interesting subject.

Darts is often played in pubs.

The athletics we watched yesterday was quite exciting.

12. There are some nouns that are usually uncountable in English but often countable in other languages. For example:

advice	damage	chaos	progress	knowledge
baggage	furniture	luck	scenery	research
behaviour	information	news	weather	transport
accommodation	permission	luggage	traffic	travel

You need some luck to win at this game.

I'm here for two nights, and I'm looking for some accommodation.

The television news is at ten o'clock.

Note 4: Unlike other languages **hair** is an uncountable noun in English.

Her hair is long.
but *There is a hair in the soup* .

13. There are a number of nouns in English which are used only in the plural.

trousers	trunks	scissors	goods	belongings
pants	drawers	spectacles	bowels	winnings
shorts	braces	glasses	proceedings	contents
pyjamas	scales	tongs	surroundings	thanks
clothes	fetters	pincers	savings	goings on

My savings are in the bank.
Carol's earnings aren't as much as she would like.
The contents of the case have disappeared.

14. Nouns which denote groups of persons and animals:

- a) nouns which have a singular form and take a singular verb:
the proletariat, the bourgeoisie, the aristocracy, the peasantry;

The bourgeoisie, historically, has played a most revolutionary part.

- b) nouns which have the form of the singular but agree with a plural verb:
public, police, clergy, gentry, people, jury, cattle etc.

The public are requested not to litter.
The police have arrested the criminal.
The cattle are grazing.

- c) nouns which may have either the singular or the plural form:
family, crew, group, committee, delegation, government, team, board, staff, company, firm;

The staff at this company is rather large. (it is thought of as a collective body)

The staff at this company aren't happy with their new working conditions. (the members of the group are thought of individually)

The college football team has done badly this season.

The coach says that the team are now resting.

15. We think of a sum of money, a period of time, a distance, weight as one thing. so we use a singular verb:

Fifty thousand dollars was stolen in the robbery.

Three years is a long time to be without a job.

Let's take a taxi. Four miles is a long way to walk.

I think two kilos is enough.

Note 5: Nouns which happen to be homonyms of nouns which are used in both forms, the singular and plural.

a colour-**colours** (=hues)

a force-**forces** (=powers)

a custom-**customs** (=habits)

a draught-**draughts** (=currents of air)

a glass-**glasses** (vessels for drinking from)

a manner-**manners** (=ways)

a moral-**morals** (=lessons of a story)

a minute-**minutes** (=spaces of time)

a quarter-**quarters** (=fourth parts)

colours (=regimental flags)

forces (=an army)

customs (=taxes on imported goods)

draughts (=a game)

glasses (=spectacles)

manners (=behaviour)

morals (=standards of behaviour)

minutes (=secretary's record of proceedings)

quarters (=lodgings)

ACTIVITY

Ex. 1. Complete the sentences using one of the nouns in the list.

bachelor

bridegroom

female

cows

goddess

hens

heroin

heiress

lioness

mares

nieces

nuns

princess

spinster

widower

prince

1. My mother's brother and sister have never married. He's still a ... and she's a
2. I enjoy being an aunt. I have two ... and three nephews.
3. We took a photo of the bride and ... at the wedding.
4. These days few men become monks and few women become
5. There are only two bulls in the field, but there are dozens of
6. The stallion is in a separate place from the
7. There is a cock and five ... in the coop.
8. In fairy tales the handsome ... usually marries the beautiful
9. We went to a wildlife park and saw a lot of lions and
10. In mythology, Mars is the god of war: Diana is the ... of hunting.
11. She is the only ... of her grandfather's fortune.
12. Why does everyone expect the hero of the story to marry the
13. A widow can often manage much better on her own than a ...,
14. Male tigers are less aggressive than ... tigers.

Ex 2. Supply the correct spellings of the plural forms of the following nouns and transcribe them.

Example: glass – glasses [gla: sɪz]

- | | | |
|----------------|---------------------|----------------------|
| 1. crisis | 14. series | 27. gulf |
| 2. photo | 15. datum | 28. glass |
| 3. attorney | 16. ox | 29. self |
| 4. fish | 17. calf | 30. monarch |
| 5. parenthesis | 18. couch | 31. German |
| 6. louse | 19. bath | 32. a tooth-brush |
| 7. umbrella | 20. stomach | 33. a woman – doctor |
| 8. gentleman | 21. criterion | 34. phenomenon |
| 9. soprano | 22. stimulus | 35. hero |
| 10. proof | 23. epoch | 36. bridge |
| 11. tax | 24. policewoman | 37. warf |
| 12. deer | 25. man-servant | 38. merry-go-round |
| 13. zoo | 26. editor-in-chief | 39. drawback |

Ex.3. Most of these sentences are wrong. Correct them where necessary; put “Right” if the sentence is already correct.

Example: *Gymnastics is my favourite sport. Right*

1. I can't find my binoculars. Do you know where it is?
2. The bicycle is an excellent mean of transport.
3. Three years is a long time to be without a job.
4. Mary has just started a new job. She has got a two-year contract.
5. We went for a six-miles' walk in the country.
6. Many people has given up smoking.
7. The black jeans you bought for me doesn't fit me.
8. This plant is a very rare specie.
9. Last Sunday we took our little son to the zoo. At the zoo we bought some bread for him to feed the deers.
10. I didn't have many luggages - just two small bags.
11. Where are you going to put all your furnitures?
12. It is said that Robin Hood robbed rich and gave the money to poor.
13. French are famous for their food.
14. What is the man's name who lent us the money?
15. It's about a three hours' drive to the station from my house.
16. I first met him at Bob's and Ann's wedding.
17. Does the police know how the accident happened?
18. I am going to buy a new pyjama. Mine is already old.

Ex 4. Chose the correct form of the verb, singular or plural.

1. The staff at the school (not to be) happy with their new working condition. 2. His staff (to be) very small last year. 3. When he came the baseball team (to practise) on the school field. 4. The team (to have) baths at the moment and then (to come) back here for tea. 5. The clergy (to be) generally dressed in black. 6. The government (to want) to increase taxes. 7. The government (to decide) to pass the bill. 8. There (to be) two fish in his basket. 9. “Surely I have caught

all the fish that (to swim),” he said to himself and laughed. 10. The board (to be) going to consider your application at the next sitting. 11. The board (to be) extraordinarily kind to you. 12. That day the committee (to be) to meet at her friend’s house. 13. I had to find out whether the committee (to be) competent enough to consider the project. 14. The public (to request) not to leave litter in the woods. 15. Close by, a group of men (to sit). 16. A group of students (to go) on a tour to Poland in summer. 17. The job is unpaid, but a number of persons (to be) willing to undertake it. 18. The number of the unemployed (to rise) very fast. 19. Con’s family who (to be) occupied each with their particular guest didn’t notice anything. 20. Monty’s family (to be) of about the same social status as my own. 21. Can I borrow your scissors? Mine (not to be) sharp enough. 22. I need more money than that. Ten pounds (not to be) enough to buy it. 23. Three days (not to be) enough for a good holiday. 24. Everybody says that the Swiss police (to be) great at finding people. 25. Twenty thousand pounds (to steal) in the robbery.

Ex. 5. Write a short paper on the following points.

- a) Nouns which are countable in Armenian but uncountable in English.
- b) Nouns which are used only in plural in English but can have a singular form in Armenian.
- c) Nouns which are uncountable both in Armenian and in English.

UNIT XV

THE CASE OF NOUNS

English nouns may have two case forms- the common case and the genitive case.

The genitive case is formed by means of the suffix-’s or the apostrophe (’)

1. We normally use –’s when the first noun refers to a person or animal, or to a country, organization, or other group of living creatures.

That’s my grandfather’s house.

My cat’s eyes are green.

Brazil’s football team won again.

Our city’s water supplying system isn’t good.

The world’s population is rising.

The government’s decision shocked everybody. (or the decision of the government)

Algeria’s history is interesting. (or the history of Algeria is interesting)

2. If the plural noun doesn’t end in -s we use-’s:
men/women/children/people

The men’s changing room is over there.

He is the people’s choice.

3. You can also use-’s with time expressions and measurement:

Did you watch last Sunday’s match? (we talk about particular event)

but *I don’t like to listen to evening news.* (things that happen regularly)

I want two dollars’ worth of popcorn.

It’s three miles’ walk. or *It’s a three- mile walk.*

It’s about four hours’ drive to London from my house.

4. The –'s structure is often used for products from living animals:

cow's milk, a bird's egg, a hen's egg, sheep's wool, lamb's wool

but **camel hair, horse hair**

5. When the animal is killed to provide something, we usually use
noun + noun

calf skin, chicken soup, fox fur, tortoise shell, chamois leather, a lamb chop

6. The **noun + noun** is normally used to say what things are made of:

a silk dress, a stone roof, a gold watch, a lead pipe

7. The –'s may be found with nouns denoting inanimate things and abstract notions:

The sun's rays, the ocean's tide, the ship's crew, the island's outline, the play's title, Nature's sleep

8. In English there are a considerable number of set phrases in which –'s is used:

in one's mind's eye, a pin's head, to one's heart's content, at one's finger's end, for goodness' sake, at one's wit's end, out of harm's way, duty's call, a needle's point;

9. For things, ideas etc. we normally use **of** (**the page of the book, the door of the car**). Sometimes we can use the structure **noun + noun**:

The roof of the garage needs to be repaired . (or the garage roof...)

The temperature of the sea is 25 degree today. (or the sea temperature...)

The owner of the restaurant is a very decent person. (or the restaurant owner..)

10. With words like **top, bottom, front, back, side, edge, inside, outside, beginning, middle, end, part**, we usually prefer the **of** structure:

the top of the page, the back of the car, the bottom of the glass, the end of the film.

11. The suffix **–’s** may be added not only to a single noun but to a whole group of words. It is called the group genitive:

the Prime Minister of England’s residence, Brown and Baker’s office, Jeff and Ann’s project

*Ann wasn’t present at Jack and Mary’s wedding .
Mr. and Mrs. Henderson’s children are very unruly.*

12. We do not always use **–’s** for people. For example, we would use **of...** in this sentence:

What is the ~~name of the man~~ who brought this letter? (“the man who lent us the money” is too long to be followed by –’s)

13. Sometimes we find **–’s** and **of** together. This is called a double genitive:

*He was an old business client of Grandfather’s.
It was a good idea of Tom’s to go swimming.
We went on holiday with some friends of ours.*

ACTIVITY

Ex.1. Use **-’s or **of** only where possible.**

1. the inside of the house.....
2. an absence of a year
3. work of seven months

4. the shade of the tree
5. the book of the film
6. a delay of an hour
7. at the door of death
8. the price of success
9. the company of the ship
10. the surface of the earth.....

Ex 2. Join the nouns using appropriate form of the possessive case.

1. the butterfly / the wings
2. walk / ten miles
3. Nature / sleep
4. crew / ship
5. the ocean / tide
6. please stop it for goodness / sake
7. call / duty
8. the husband / the woman talking to Tom
9. wedding / Dave and Cathie
10. umbrella / somebody else
11. the identity / man living next door
12. sleep / eight hours
13. the Residence / Prime Minister of England
14. the sister / the doctor who is very famous
15. the manager / the company
16. storm / last week
17. the daughter / Charles
18. water supplying system / the city
19. policy / the United States
20. the name / the man I saw you with yesterday

Ex.3. Choose a noun from the box to answer the following questions.

fish-monger's, silver/gold smith's, carpenter's, dentist's, jeweller's,
baker's, florist's, butcher's, shoe-repairer's, hairdresser's/barber's

Example: - *Where can we buy medicine or medical goods?*
- *At the chemist's.*

1. Where can we have our teeth filled, cleaned or taken out?
2. Where do usually women/men have their hair cut or done?
3. Where can we buy bread, rolls or cakes?
4. Where do we usually buy or sell our jewels?
5. Where can we buy flowers?
6. Where do we have wooden things made or repaired?
7. Where do we usually get good meat for a barbecue?
8. Where can we have silver/gold articles made?
9. Where do we get fresh fish?
10. Where can we have our shoes repaired?

UNIT XVI

THE ARTICLE

The article is a structural word specifying the noun. The absence of the article (*zero article*) also specifies the noun and has significance. Articles are used to show whether we are referring to things that are known both to the speaker/writer and to the listener/reader (*definite*) or that are not known to them both (*indefinite*). Articles can also show whether we are talking about things in general or particular things. The articles **a/an** and **the** belong to a group of words called ‘determiners.’

The Indefinite Article

Pronunciation

The indefinite article is **a** or **an**. The form **a** is used before a word beginning with a consonant, or a vowel sounded like a consonant:

a scientist, a **m**ystery, a **w**onderful day...

a **h**otel, a **h**istorical moment... (have a consonant sound)

a **u**niversity, a **u**nion of two people... (have a consonant sound)

The form **an** is used before words beginning with a vowel (**a, e, i, o, u**) or words beginning with a mute **h**:

an **e**lephant, an **a**ctress,

an **h**our, an **h**onour, an **h**eir... (have a vowel sound)

an **u**gly painting, an **u**nusual antique...(have a vowel sound)

Use:

1. The indefinite article **a/an** is used before a singular countable noun which is used as an example of a class (when it is mentioned for the first time and represents no particular person, animal or thing);

An ostrich is a large bird.

A palm tree is usually very tall.

It's an interesting article.

2. With a noun complement. This includes names of professions:

Jane's father is a doctor.

He became a great man.

3. In expressions of price, speed, ratio etc.: (**a/an** may replace the word **per**).

fivepence a kilo, tenpence a dozen, sixty kilometers an hour, four times a day...

They go to Europe twice a (per) year.

His salary is two thousand dollars a (per) month.

4. **a/an** may have the meaning of **one**: (note that **a/an** and **one** are not always interchangeable).

I have a friend whose father is a pilot.

Note 1: We use **a/an** to refer to an unspecified thing. It means any one.

He bought a shirt. (We are not talking about a specific blouse)

We use **one** when we are counting, to put emphasis on number.

He bought one shirt. (He didn't buy two or three shirts)

We can use **a/an** or **one** with no difference in meaning when counting or measuring time, distance, weight, etc.

I need a/one kilo of tomatoes.

5. In exclamations before singular, countable nouns:

What a hot day! What a pretty girl! Such a pity!

but *What big houses! What pretty girls! What nasty weather!*

The indefinite article is not used:

1. Before a plural countable noun:

Men are different from women.

I have a lot of English books.

2. Before uncountable nouns: (they are often preceded by: **some, any, a little, a piece of, a lot of & c.)**

Nature is an interesting subject to study.

You need some more furniture.

I'll give you a piece of advice.

There isn't any news.

3. Before materials, abstract nouns, names of meals:

Windows are made of glass.

but *Have a glass of wine.*

We write on paper.

but *I have got a (news) paper.*

Iron is a metal.

but *I use an electric iron.*

The child was pale with fear.

but *Some children suffer from a fear of the dark. She has a beauty nobody has.* (they are used in a particular sense)

We have breakfast at eight.

but *They gave us a good breakfast.* (it is preceded by an adjective)

The Definite Article

Pronunciation

The is pronounced [ðə] before words beginning with a consonant and [ðɪ] before a vowel:

the gardener, the artist

[ðə] [ðɪ]

The definite article is used:

1. Before nouns which are considered as one:

the earth, the sky, the sun, the moon, the world, the weather,

The earth goes round the sun and the moon goes round the earth.

Note that we say **space** (without “the”) when we mean “space in the universe”:

There are millions of stars in space.
but *I tried to park my car but the space was too small.*

2. Before a noun which has become definite as a result of being mentioned a second time:

His car struck a tree; you can still see the mark on the tree.

3. Before a noun made definite by the addition of a phrase or clause:

The man (whom) she is talking to comes from Canada.
The dinner which was given to celebrate their victory cost \$ 300.

4. Before superlatives and **first/second** &c., and **only** used as adjectives or pronouns:

The Nile is the longest river in the world
She is the only person who knows about it.
February is the second month of the year.

5. Before an adjective used to represent a class of persons:
the rich, the poor the blind, the wounded, the Italians, the Europeans;

The old and the young should be able to live together.
They tried to do all they could to help the wounded.
The Armenians are hospitable.

6. Before proper names if we mean the whole family:
the Smiths, the Browns;

The Smiths aren't invited to that party.

7. Before singular nouns used to represent a class of objects:

The male lion is lazy.
The aeroplane has made the world a small place.
The violet is a lovely flower.

a/an is also used in this manner:

A shark has big jaws.
A violet is a lovely flower.

8. Before names of oceans, seas, rivers, channels, chains of mountains, groups of islands (and countries when the name refers to a political union):

The Amazon, the Mediterranean Sea, the Indian Ocean, the English Channel, the Andes, The Himalayas, The USA, the Netherlands

9. Before the points on the globe and with the names of geographical areas:

The North Pole, The South Pole, the Equator, the East, the West, the North, the South, the Middle East, the Far East, the Far West, the Orient, the Occident

10. **The** precedes the name of an archipelago, a desert, a forest, a gulf, or a peninsula:

the Malay Archipelago, the Sahara Desert, the Black Forest, the Persian Gulf, the Italian Peninsula

11. These places usually have names with **the**:

a) hotels/restaurants/pubs	The Hilton Hotel, the National Restaurant, the Red Lion
b) theatres/cinemas	The Globe Theatre, the Odeon Cinema
c) museums/galleries	The British Museum, the Tate Gallery

d) other buildings

The White House, the Empire building

12. Before musical instruments:

She learnt to play the piano when she was five years old.

The definite article is not used:

1. We do not usually use **‘the’** with proper nouns: before continents, countries, towns, streets, squares, parks, proper names:

Africa, Norway, Madrid, Wall Street, Trafalgar Square, Hyde Park, Westminster Abbey, Buckingham Palace, London Zoo, Victoria Station, Canterbury Castle, David, Margaret, Johnson;

but **The Ukraine, the Caucasus, the Crimea, the Hague, the Vatican, the Strand, the High Street,**

2. Before lakes and bays:

Hudson Bay, Lake Baikal, Lake Sevan (or **the Baikal, the Sevan** when the word ‘lake’ is omitted)

but **The Bay of Biscay, The Great lakes, The Finger Lakes**

3. No article with the name of a single mountain:

Mount Everest, Mount Kilimanjaro, Mount Ararat
exception: **the Matterhorn**

4. No article with titles (relatives):

Doctor Johnson, Major Williams, aunt, uncle, cousin...

Professor Smith lectures on English phonetics. (but *He is a professor.*)

Aunt Alice likes to watch TV .

5. No article with names of diseases:

Jaundice, measles, flu (but **to have a headache / a toothache**)

She has got influenza.

Jaundice is a nasty disease.

6. These nouns are used without '**the**' when they are visited or used for their primary purpose: **home, chapel, church, market, college, school, hospital, court, prison, work, sea, bed**

we go to church to pray
to school to study
to college to study
to bed to sleep
to sea as sailors

to market to buy or sell
to hospital as patients
to prison as prisoners
to court as litigants
to work as workers

When these places are not visited for their primary purpose the article **the** is used:

The tourists went to the church to see the carvings.

After that incident Tom's mother went to the school to speak to the headmaster.

In contrast to the above list, the following very common nouns always take **the**:

the cathedral, the cinema, the theatre, the office

We met them at the theatre.

The Use Of Articles In Some Set Expressions

1. The Indefinite Article

It's a shame
It's a pity
It's a pleasure
to speak in a low/loud voice

2. The definite Article

to tell the truth
to be on the safe side
the other day
on the whole

to speak in a whisper	to keep the bed
to have a lovely/good time	to play the piano/guitar
to take a fancy to smb.	in the original
to fly into a rage	to take the trouble to do smth
to tell a lie	to be out of the question
in a hurry	on the one hand... on the other hand
a bad lot (immoral, unkind person)	to be at a loss (for smth. /to do smth.)
to be paid by the hour	to get to the bottom of smth.

Zero Article

be in disgrace	at, after, before sunrise/sunset/dawn
from morning till night	at/after/ before breakfast
	/lunch/dinner/supper
from head to foot	to get into trouble
from beginning to end	to be asking/looking for trouble
to lose heart	live in peace
to take to heart	at war/ to declare war against/on smth.
to take offence	to be in debt
to give/ask/get permission	to call somebody names
to eat without appetite	to keep house
by chance/by mistake	at first sight
by car/train/land/air/sea	arm in arm
to go to sea	day after day/day in day/day out
at sea	day and night/night and day

ACTIVITY

Ex. 1. Write *a* or *an* in the space.

- | | | |
|------------------------|----------------------|--------------------|
| 1. ... honorable judge | 5. ... honest person | 9. ... European |
| 2. ... unusual story | 6. ... university | 10. ... house |
| 3. ... hour | 7. ... horse | 11. ... uniform |
| 4. ... useful book | 8. ... used car | 12. ... unused car |

Ex. 2. Use the proper article.

Aesop And The Traveller

Aesop was ... very clever man who lived many hundreds of years ago in

... Greece. He wrote many fine stories. He was well known as ... man who was fond of ... jokes. One day, as he was enjoying ... walk, he met ... traveler, who greeted him and said: "...kind man, can you tell me how soon I shall get to?" "Go" Aesop answered. "I know I must go," protested ... traveler, "but I should like you to tell me how soon I shall get to ... town. "

"Go," Aesop said again angrily. "This man must be mad," ... traveler thought and went on. After he had gone some distance, Aesop shouted after him. "You will get to ... town in two hours." ... traveler turned round in ... astonishment. "Why didn't you tell me that before?" he asked. "How could I have told you that before?" answered Aesop. "I didn't know how fast you could walk."

Ex. 3. Supply *a/an* or *o* (-) where necessary.

1. My boss suffers from ... high blood pressure..
2. I was awake all night with ... toothache.
3. Don't come near me. I have got ... flue.
4. I'm going home. I've got ... terrible headache.
5. my neighbour's children are in bed with ... mumps.
6. ... German measles can be very unpleasant.
7. Alice should see the doctor. She has ... eye-sore.

Ex. 4. Put *in a/an, the* or *o*.

1. You must be home before ... midnight, George.
2. They are setting off at ... dawn.
3. We got up early to admire ... dawn.
4. My grandfather is often wide awake at ... night.
5. I often sat up ... night with him and read to him to ease his pain.
6. The weather was very cold on ... day of his arrival.
7. She didn't look well. She said they had passed ... sluggish winter and ... lazy summer.
8. ... winter was very fine that year and we were very happy.
9. I feel very tired. I work from ... morning till ... night.
10. The situation is improving day by ... day.

Ex. 5. Find and correct the errors in the following sentences.

1. They were at the lunch when I called.
2. Lunch I ordered was burnt.
3. We were asked to dinner. Dinner was excellent.
4. They were talking about it at the breakfast.
5. I think we can get good supper here.
6. It was cold and we decided to stay to a tea.
7. Walter is excited. He wants very special dinner.

Ex. 6. Choose the correct form and underline it.

1. Their son is a student at London University/the London University.
2. The Grand/ Grand Hotel is in Baker street.
3. Our favourite movie theatre is 'Classic/The Classic.'
4. Did you visit The British/British Museum when you were in London?
5. Hyde Park/The Hyde Park is situated in central London.
6. Tom's father usually reads The Times/Times.
7. He used to work for British Airways/British Airways.
8. We flew to Yerevan from Orly/Airport/The Orly Airport.
9. We went to The Lion Inn/Lion Inn. Sam recommended.

10. We didn't manage to visit Houses of parliament/the Houses of parliament.

Ex. 7. Supply *a/an, the* or *o*.

High Flyer

I travel all over ... world on business and my neighbour thinks my life is one long holiday. You know what ... business travel is like: up at ... dawn to catch ... plane; ... breakfast in ... London, ... lunch in New York. When you're in ... sky, you see only snow in ... Arctic or ... Greenland. You have glimpses of ... Andes or Pacific. You're always exhausted. Your wife or husband complains you're never there to take ... children to ... school or put them to ... bed. When you get home, your neighbour says, "Another nice holiday, eh?" Give me Home Sweet Home any day!

Ex 8. Put in *the* or *a/an* where necessary. If no article is needed, write 0 in the space.

1. ... President is ... most powerful person in ... United States.
2. ... President Kennedy was assassinated in 1963.
3. Sheila spends most of her free time watching ... television. Sometimes it seems to me that she never turns off ... television.
4. John's mother is a regular churchgoer. She goes to ... church every Sunday. John himself doesn't go to ... church, but yesterday he went to ... church to take some photographs of the building.
5. Peter was injured in ... accident and was kept in ... hospital for a few days. His friends went to ... hospital to visit him.
6. Keith is ... seaman. He spends most of his life at ... sea.
7. "Do you often listen to ... radio?" "No, in fact I haven't got ... radio."
8. ... Smiths had ... son and ... daughter. ... son was in ... Army and ... daughter was training to be ... doctor.
9. If you live in ... foreign country, you should try and learn ... language.

10. I don't usually have ... lunch, but I always eat ... good breakfast.
11. "Can you pass ... sugar, please?" "But ... sugar isn't very good for you."
12. Some people think that ... bicycle is ... excellent means of transport.
13. When I studied at ... University, ... Professor Williams used to say, "... young have the future in their hands."
14. Do you know that in many places people are in ... prison because of their political opinions?
15. The other day the fire brigade were called to ... prison to put out ... fire.
16. ... Nile is in ... Egypt. ... Lake Titicaca is in ... South America.
17. ... Mediterranean Sea is between ... Europe and ... Africa.
18. ... English is an international language. ... English of Shakespeare is often difficult to understand.
19. She told the boy to go down ... Kingston Street and turn right into ... Mill Road.
20. ... Mt Everest is ... highest mountain in ... world. It is in ... Nepal.
21. ... milk is good for babies. ... milk in ... refrigerator is bad.
22. Travel through ... space to other planets interests many people today.

Ex. 9. Write an article in the space provided. If no article is needed, write 0 in the space.

1. Caroline Newman is majoring in ... art at the university.
2. Everyone in the class missed ... question number 23 on the test.
3. Coffee in this restaurant is only 25 cents ... cup.
4. I want to enter ... Greenville University. They say ... University of Greenville is a good place to study.
5. Everybody knows that ... Chinese have a long history.
6. George Rawson owns a nightclub on ... Santa Monica Boulevard.
7. The more I study this subject, ... more confused I get.
8. I asked the pilot how high above ... ground we were flying.
9. ... Arrow Lake is one of ... prettiest lakes I've ever seen.

10. I can't take a summer vacation right now, but ... next year I will.
11. If you look into ... north on a clear night, you will see Polaris, the North Star.
12. Most airlines can travel at 600 miles ... hour.
13. Our club is going to have a picnic at ... Audubon Park.
14. ... arthritis is a painful disease.
15. There is one musical instrument I truly love; ... violin.
16. ... Art Museum is located in the James Fisher Building.
17. I wonder what happened to ... old camera that my grandfather used to have.
18. Many wonderful works of literature are written in ... Spanish language.
19. ... Gobi Desert is located in Mongolia.
20. ... Urals are a major range of mountains in Europe.
21. And then they formed a musical group called ... Crickets
22. I want to buy ... computer with a lot of memory.
23. I want you to clean ... top of the refrigerator.
24. The doctors at Mercy Hospital give ... patients excellent care.

Ex. 10. Translate the following words and expressions into English.

1. $\hat{y}i \gg \acute{e} \acute{a} \acute{o} \acute{A} \acute{U} \acute{a} \acute{o} \acute{Y} \acute{A} \acute{I} \acute{n} \gg \acute{E}$ 2. $\acute{I} \acute{Y} \acute{A} \acute{U} \acute{Y} \acute{E}$ 3. $\acute{I} \acute{Y} \acute{O} \gg \acute{E}$, $\cdot \cdot \frac{31}{2} \frac{31}{2} \gg \acute{E}$, $\acute{U} \acute{a} \acute{E} \gg \cdot \acute{Y} \gg \acute{E}$ 4. $\acute{I} \acute{Y} \acute{U} \acute{I} \acute{n} \acute{I}$ 5. $\cdot \acute{Y} \gg \acute{E} \cdot \acute{Y} \gg \acute{E} \acute{C}$ $\acute{I} \acute{n} \acute{a} \acute{o} \acute{A} \acute{U} \acute{Y} \acute{U} \gg \acute{C}$ $\acute{E} \acute{C} \acute{Y} \gg \acute{E}$ 6. $\acute{Y} \gg \acute{O} \acute{a} \acute{o} \acute{A} \acute{U} \acute{a} \acute{o} \acute{Y} \acute{I} \acute{n} \gg \acute{E}$, $\acute{Y} \gg \acute{O} \acute{a} \acute{o} \acute{A} \acute{U} \acute{a} \acute{o} \acute{Y} \acute{I} \acute{n} \gg \acute{E}$, $\acute{Y} \gg \acute{O} \acute{a} \acute{o} \acute{A} \acute{U} \acute{a} \acute{o} \acute{Y} \acute{I} \acute{n} \gg \acute{E}$, $\acute{Y} \gg \acute{O} \acute{a} \acute{o} \acute{A} \acute{U} \acute{a} \acute{o} \acute{Y} \acute{I} \acute{n} \gg \acute{E}$ 7. $\acute{U} \acute{C}$ $\acute{I} \acute{a} \acute{O} \acute{U} \acute{C} \acute{o} \dots \acute{U} \acute{U} \acute{a} \acute{o} \acute{e} \acute{I} \acute{a} \acute{O} \acute{U} \acute{C} \acute{o}$ 8. $\cdot \acute{a} \acute{I} \acute{n} \acute{a} \acute{I} \acute{E} \acute{C} \acute{Y} \gg \acute{E} \acute{a} \acute{o} \acute{I} \acute{n} \acute{U} \acute{I} \acute{n}$ 9. $\cdot \acute{a} \acute{I} \acute{n} \acute{O} \acute{Y} \acute{U} \acute{C}$ $\acute{U} \gg \acute{C}$ $\acute{A} \acute{Y} \acute{I} \acute{Y} \gg \acute{E}$, $\cdot \acute{E} \acute{E} \acute{C} \acute{Y} \cdot \acute{a} \acute{I} \acute{n} \acute{O} \acute{Y} \acute{U} \mu \gg \acute{n} \gg \acute{E}$ 10. $\cdot \acute{U} \acute{I} \acute{U} \acute{e} \acute{C} \acute{Y} \acute{E} \acute{a} \acute{e} \acute{U} \acute{a} \acute{C} \acute{I} \acute{n} \acute{a} \acute{O}$ $\acute{E} \acute{C} \acute{Y} \gg \acute{E}$ 11. $\acute{I} \acute{C} \acute{n} \acute{I} \acute{n} \acute{I} \gg \acute{E}$, $\acute{Y} \gg \acute{O} \acute{Y} \acute{E}$ 12. $\acute{A} \cdot \acute{Y} \acute{o} \acute{a} \acute{o} \acute{I}$ 13. $\acute{I} \acute{C} \acute{n} \acute{I} \acute{n} \acute{I} \acute{n} \acute{I} \acute{Y}$ $\cdot \acute{Y} \acute{a} \acute{o} \acute{Y} \gg \acute{n} \acute{I} \acute{E}$, $\acute{I} \acute{n} \acute{U} \acute{n} \acute{a} \acute{U} \gg \acute{E}$ 14. $\cdot \acute{a} \acute{U} \acute{C} \acute{o} \acute{A} \acute{Y} \acute{I} \acute{I} \acute{E} \acute{C} \acute{Y} \gg \acute{E}$, $\cdot \acute{Y} \acute{a} \acute{n} \acute{I} \acute{n} \frac{1}{2} \acute{n} \acute{I} \acute{I} \acute{I}$ $\acute{E} \acute{C} \acute{Y} \gg \acute{E}$ 15. $\cdot \acute{a} \acute{e} \acute{a} \acute{I} \cdot \acute{a} \acute{I} \acute{n} \acute{O} \acute{Y} \acute{U} \acute{C} \acute{U} \gg \acute{C}$ $\acute{A} \acute{Y} \acute{I} \acute{Y} \gg \acute{E}$ 16. $\acute{e} \acute{n} \acute{I} \acute{C} \acute{Y} \acute{U} \acute{a} \acute{I} \acute{A} \acute{Y} \acute{I} \acute{a} \acute{o} \acute{Y} \gg \acute{E}$ 17. $\acute{I} \acute{n} \acute{I} \acute{I} \gg \acute{E}$, $\acute{N} \acute{a} \acute{o} \acute{e} \acute{I} \acute{n} \acute{I} \acute{I} \gg \acute{E}$ 18. $\cdot \acute{I} \acute{n} \acute{I} \acute{n} \acute{U} \acute{I} \acute{U} \mu$ 19. $\acute{e} \acute{E} \acute{E} \acute{U} \acute{I} \acute{U} \mu$ 20. $\acute{I} \acute{n} \acute{I} \acute{n} \gg \acute{E}$ $\cdot \acute{n} \acute{I} \acute{n} \acute{I} \acute{n}$.

REVISION

OF NOUNS, ARTICLES

Ex 1. Form the plural of nouns in parentheses.

As we sailed up the River Hudson towards the (1. **city**) of New York and Brooklyn, we experienced a sensation which is, I think, common to all (2. **traveler**) who come to the end of their voyage. Many (3. **person**) have tried to analyse this emotion, and I have read many such (4. **analysis**) but none have ever really satisfied me.

The buildings stood out against the skyline like enormous (5. **box of match**) struck on end. The (6. **house** and **church**) were completely dwarfed by them. As we went up the river, we examined it all with our (7. **glass**). It seemed as if each building brushed the (8. **sky**).

There were a lot of (9. **ship**) in the river mouth. They were bringing cargoes from all over the world – cargoes of meat and (10. **potato**) and (11. **mango**), of (12. **machine**) and (13. **toy**) and many other things. They carried (14. **silk**) from China and **teas** from India as well. They flew the (15. **colour**) of almost every seafaring nation on the globe.

Armies of (16. **customs-official**), (17. **port-authorities**) and others, came on board. The passengers were paraded before the port doctor. He was a huge fat man. The first class passengers filed before him as solemn as (18. **ox**). Most of the third class passengers stood waiting their turn as quiet as (19. **mouse**), though some were as noisy as a flock of (20. **goose**). They carried their savings in knotted (21. **handkerchief**), and the rest of their (22. **belonging**) in bundles. Many seemed to have completely lost their (23. **bearing**) in their new and strange (24. **surrounding**) and seemed as bewildered as (25. **sheep**), while their (26. **wife**) and (27. **child**) stared around like startled (28. **deer**).

There seemed to be varying (29. **criterion**) for the treatment of passengers by the immigration authorities, according to the class in which they traveled. Those of the third were examined for (30. **louse**) and other (31. **vermin**), regardless of their feelings. And if a single louse was found, the individual was taken to Ellis Island,

where were plenty of delousing (32. **apparatus**). Our American (33. **brother**) do nothing by halves, and do not care sixpence for anybody's opinions of their methods.

We landed with every manifestation of high spirits and the customs people examined our (34. **effect**). The (35. **hanger-on**) stared at us as though we were curious (36. **phenomenon**).

On the day we landed, the news got around that an armistice had been signed, and New York was beside itself with joy. Nobody then guessed how many world (37. **crisis**) would follow in the years to come; and what small consolation there would be for the men who had performed their (38. **duty**) like (39. **hero**) in "a war to end war".

Ex. 2. Write the following nouns in the possessive case.

Men (strength), women (liberation), car (door), students (test results), Archimedes (law), sister-in-law (present), father-in-law (advice), front (building), people (choice), Roy and Jack (teacher), the sun (rays), the bottom (the glass), the world (population), Armenia (economy), owner (the restaurant), children (book), passer-by (remark), Brown and Baker (office), film (the beginning), hour (drive), island (inhabitants), Brazil (football team), soup (chicken), sheep (wool), camel (hair), temperature (water).

Ex. 3. Re-word the following sentences using set phrases with a definite, indefinite or zero article.

Example: *Jack fell in love with Clair when first saw her.*

Jack fell in love with Clair at first sight.

1. Jack fell in love with Clair when first saw her.
2. Their question was unexpected and he was uncertain about what to answer.
3. Tom said that he had read the whole book.
4. Has he allowed you to leave?
5. When Father saw what we had done, he became very angry.
6. Nancy was a kind girl and the children were fond of her.
7. We can't go out in this weather; it is impossible.
8. We saw her a few days ago.

9. We traveled during the day and camped every night.
10. He has studied Plato in the language it was first written.
11. He didn't have a desire to eat but he had to eat the soup.
12. I'm very grateful to you. You have done a lot to help my son
13. He has lost people's respect and liking.
14. It gives me such pleasure to talk to a person like you

Ex 4. Translate the following sentences into English.

1. $\text{2}^0\text{1} \gg \text{ñíñÇ} \cdot \text{ÉÉ}^3\text{íáñ} \times \text{3Y}^3\text{á}^3\text{ñÑY} \gg \text{ñÇ} \text{ Ù} \gg \text{Í} \text{ Ù}^3\text{eÁ} \text{ Í}^3\text{éáóóí} \gg \text{É} \text{ ¿} \text{ÑéáÙ} \gg \text{3óÇY} \gg \text{ñÇ} \text{ ÍáÖÙÇó:}$
2. $\text{2} \div \text{éäé}, \text{áñ} \gg \text{ë} \text{ äí}^3\text{ñáÖ}^3\text{ó}^3 \text{ á}^3\text{ñ}^{\frac{1}{2}} \gg \text{É} \text{ 3Üë} \text{ Ý}^3\text{Ü}^3\text{ÍÁ} \text{ μ} \gg \text{ñáÖ} \text{ Ü}^3\text{ñ}^1\text{áÖ} \text{ 3YáöYÁ:}$
3. $\text{àöëáóóÇ} \text{ äÄ} \text{ μ}^3\text{ó}^3\text{íñ} \gg \text{ó} \gg \text{ñ} \gg \text{É}^3\text{Y} \gg \text{ñÇY}, \text{áñ} \text{ Í} \gg \text{Ý}^1\text{3Y}^3\text{μ}^3\text{Y}^3\text{Í}^3\text{Y} \text{ 3Ü} \cdot \text{áöÜ} \text{ Í} \gg \text{Y}^1\text{3YÇY} \gg \text{ñY} \text{ Çñ} \gg \text{Yó} \text{ μY}^3\text{Í}^3\text{Y} \text{ ÜÇÇ}^3\text{Í}^3\text{ÜñáöÜ} \text{ ä} \gg \text{Ý} \text{ ·ÍYÍáöÜ:}$
4. $\text{2Üëûñ} \gg \text{ñ} \gg \text{ÍáÜ}^3\text{Y} \text{ Ä} \gg \text{ñÄáöÜ} \text{ æáYÇ} \gg \text{ñí}^3\text{ñ} \text{ Ñá}^1\text{Í}^3\text{ÍÁ} \text{ Í}^3 \text{ 3Ü}^1 \text{ Ü}^3\text{ëÇY:}$
5. $\text{Ø}^3\text{Üñë} \text{ äÇ} \text{ ëÇñáöÜ} \text{ ß}^3\text{í} \text{ ßá} \cdot \gg \text{Ö}^3\text{Y}^3\text{Í:} \text{ 9ñ} \gg \text{éáöY} \text{ 3ëiÇ} \times \text{3Y}^3\text{Y} \text{ 3ñ}^1\text{Y} \text{ ä}^3 \div \text{3}^1\text{2}^3\text{Yó} \text{ í}^3\text{ù} \text{ ¿} \text{ Yñ}^3 \text{ Ñ}^3\text{Ü}^3\text{ñ:}$
6. $\text{Í}^3\text{ëÍ}^3\text{Í} \text{ äí}^3, \text{áñ} \text{ Ü} \gg \text{1}^2 \text{ íñ}^3\text{Í} \text{ í} \gg \text{Ö} \gg \text{ÍáöÄÜáöY} \gg \text{ñÄ} \text{ ëíáöÜ} \cdot \text{ä} \gg \text{Ý:}$
7. $\text{9ë} \text{ Í}^3\text{ñíáöÜ} \gg \text{Ü}, \text{áñ} \text{ 3Y}^3\text{á}^3\text{ëi}^3\text{Y} \gg \text{ñÄ} \text{ Í}^3\text{é}^3\text{Í}^3\text{ñáöÄÜ}^3\text{Y} \text{ ÍáÖÙÇó} \text{ 3í} \gg \text{ÉÇ} \text{ ß}^3\text{í} \text{ û} \cdot \text{YáöÄÜ}^3\text{Y} \text{ Í}^3\text{ñÇù} \text{ áöY} \gg \text{Y:}$
8. $\text{æ} \gg \text{yÁ} \text{ äáÇYä} \text{ ä} \cdot \text{Çí} \gg \text{ñ} \text{ Çñ} \text{ Ñ}^3\text{ñ} \text{ 3YáöÄÜ}^3\text{Ü} \text{ μ} \text{ 3áñáÖ} \text{ Ü}^3\text{ñ}^1\text{Í}^3\text{Yó} \text{ ÇYùYáöÄÜ}^3\text{Y} \text{ Ü}^3\text{ëÇY:}$
9. $\text{Ø}^3\text{ñiÇYÁ} \text{ ÜÇ} \text{ ß}^3\text{μ}^3\text{Ä} \text{ 3YóÍ}^3\text{óñ} \gg \text{ó} \text{ Çñ} \text{ Ñáñ} \text{ ÁYÍ} \gg \text{ñY} \gg \text{ñÇó} \text{ Ü} \gg \text{ÍÇ} \text{ Úáí}, \text{áñY} \text{ 3Ü}^1 \text{ Ä}^3\text{Ü}^3\text{Y}^3\text{Í} \text{ 3áñáöÜ} \text{ ¿ñ} \text{ ÉáY}^1\text{áYáöÜ:}$
10. $\text{ØÇ} \text{ ñáä} \gg \text{ÉéáöÄÜáöY} \text{ íÇñ} \gg \text{ó}, \text{ 3} \text{ Ñ} \gg \text{Íá} \text{ Y}^3 \text{ 3ë}^3\text{ó}, \text{ 9íá}^{\circ} \text{óñ} \text{ ÇYÓ} \text{ ÇÜ} \text{ 3ÍYáóÄ} \cdot \gg \text{ë} \text{ áö}^{\frac{1}{2}}\text{áöÜ} \gg \text{Ü} \text{ ÇYùë} \text{ Í}^3\text{ñ}^1\text{3É} \text{ 3Ü}^1 \text{ Y}^3\text{Ü}^3\text{ÍÁ} \text{ Í:}$
11. $\text{2Ü} \gg \text{Y} \text{ ÍÇë}^3\text{ÜÜ}^3\text{Í} \text{ ÍYáÖY} \gg \text{ñÇY} \text{ Ññ}^3\text{ÍÇñáöÜ} \gg \text{Y} \text{ 1áñáó} \text{ áöëáóóÇ} \text{ äY} \gg \text{ñÇ} \text{ Ñ} \gg \text{í} \text{ Ñ}^3\text{Y}^1\text{Çä} \gg \text{Éáö:}$
12. $\text{¶} \gg \text{ñ}^3\text{É}^1\text{Á} \text{ μ}^3\text{ñÖñ}^3\text{óñ} \gg \text{ó} \text{ ÑáYù} \gg \text{ñÄ} \cdot \text{9} \text{ áö} \text{ ß}^3\text{í} \text{ í}^3\text{ñûñÇY}^3\text{Í} \text{ Í}^3\text{ñíÇù} \text{ áöY} \gg \text{ë} \text{ Náñ} \text{ 1} \gg \text{ñÇ} \text{ Ü}^3\text{ëÇY} \text{ Í, - } \text{3ë}^3\text{ó} \text{ Y}^3\text{:}$
13. $\text{3} \gg \text{ñ}^3\text{ë}^3\text{YáöÑáó} \text{ Ñ}^3\text{çáñ}^1 \text{ Ñ}^3\text{Y}^1\text{ÇäáöÜÁ} \text{ é} \gg \text{ÄÇéáñÇ} \text{ Ñ} \gg \text{í} \text{ í} \gg \text{ÖÇ} \text{ áöY} \gg \text{ó}^3\text{Í} \gg \text{ñíáö} \text{ ß}^3\text{μ}^3\text{Ä} \text{ 3Yó:}$
14. $\text{ø} \gg \text{ÜÁÄ} \text{ á}^3\text{ñëí}^3\text{Y} \text{ Í}^3\text{íáö} \text{ áöYÇ:} \text{ Í}^3\text{ííÇ} \text{ Ü}^3\text{1}^2 \gg \text{ñÄ} \gg \text{ñí}^3\text{ñ} \text{ áö} \text{ ß}^3\text{í} \div \text{3} \div \text{áöí} \gg \text{Y:}$
15. $\text{ää} \text{ máÉáñ} \text{ áëiÇí}^3\text{Y} \gg \text{ñÇY} \text{ ¿} \text{ ÄáöÜÉ}^3\text{í}^3\text{ñíáöÜ} \text{ 1}^2 \gg \text{Yù} \text{ Íñ} \gg \text{É:}$
16. $\text{3}^4\text{Y}^1\text{ñáöY} \text{ Í}^3\text{ñíáöÜ} \text{ ¿ñ}, \text{áñ} \text{ ß}^3\text{μ}^3\text{Ä}^3\text{Í}^3\text{Y} \text{ áöÄéáöY} \text{ yáöYíÁ} \text{ μ}^3\text{í}^3\text{Y} \text{ ä¿} \text{ 3áñ} \gg \text{Éáö} \text{ Ñ}^3\text{Ü}^3\text{ñ:}$

UNIT XVII

THE ADJECTIVE

Adjectives are words expressing properties of objects (e. g. big, nice, yellow, attractive pretty, etc.) and, hence, qualifying nouns.

According to their meaning and grammatical characteristics adjectives fall under two classes: **a) qualitative** adjectives, **b) relative** adjectives.

a) nice, strong, blue, important (show the quality of the nouns and have degrees of comparison).

b) woolen, wooden, silk, Italian, European, daily, monthly, preparatory...(show the relation to materials, to place, to time, to some action). Relative adjectives do not have degrees of comparison

Adjectives in English have only one form, which is used with singular and plural, masculine and feminine nouns:

a clever boy – clever boys, a clever girl – clever girls

Comparison

1. one- syllable adjectives (regular comparison)

We normally use **the** before a superlative.

Positive	Comparative	Superlative	
cheap	cheaper	(the) cheapest	Most adjectives: + -er, -est.
large	larger	(the) largest	Adjectives ending in -e : + -r, -st.
<u>thin</u>	thinner	(the) thinnest	One vowel + one consonant : double consonant
but <u>thick</u>	thicker	thickest	consonant + consonant

2. irregular comparison

Positive Comparative		Superlative
good	better	(the) best
bad	worse	worst
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest
late	later	latest/last
little	less	least
many/much	more	most
near	nearer	nearest/next

3. two-syllable adjectives ending in **y**, **er**, **ly**, **ple**, **ble**, **ow**, some add **er**, **est**:

holy - **holier** – (the) **holiest** (change the **y** to **i** (if it is preceded by a consonant)

clever – **cleverer** – **cleverest**

simple – **simpler** – **simplest**

humble – **humbler** – **humblest**

narrow – **narrower** – **narrowest** or **more** narrow

most narrow

handsome – **handsomer** – **handsomest** or **more** handsome

most handsome

4. With many two- syllable adjectives (e. g. polite, common,), **-er**,/**-est** and **more/most** are both possible. With others (including adjectives ending in **ing**, **ed**, **ous**, **ish**, **ful**, **less**, **ct**, **nt** and **st**), only **more** / **most** is possible.

annoying – **more** annoying – (the) **most** annoying

tired – **more** tired – **most** tired

famous – **more** famous – **most** famous

childish – **more** childish – **most** childish

useful – **more** useful – **most** useful

careless – **more** careless – **most** careless

exact – **more** exact – **most** exact

recent – **more** recent – **most** recent
honest – **more** honest – **most** honest

5. Adjectives used only predicatively:

afraid – more afraid
aware – more aware

When the children heard that their father was coming, they were more afraid than glad.

6. Before comparatives you can use: **much**, **far** (= a lot), **a little**, **slightly** (= a little), **any** (= to even a little extent), **no** (not any, at all), **none the** (not at all), **even**.

*I think Russian is much more difficult than Spanish.
Her illness was far more serious than we thought at first.
My suitcase is slightly heavier than yours.
She looks no older than her daughter.*

7. Adjectives of three or more syllables have **more** and **most**

intelligent – more intelligent –(the) most intelligent
practical – more practical – most practical

Note 1: **Most** when used before an adjective does not always form the superlative degree. It may have the meaning of *very, extremely*. Then it is preceded by the indefinite article.

This is a most useful book.

Constructions with comparisons.

8. use **as...as** in the affirmative
and **not as/ not so ...as** in the negative:

*A boy of sixteen is often as tall as his father.
Your coffee is not so/as good as the coffee my mother makes.
You are older than I am. or ...than me*

9. double comparative:

...er and...er

more and more

The weather is getting colder and colder.

She is getting fatter and fatter.

It is becoming more and more difficult to find a job.

These days more and more people are learning English.

10. **The...the** (to say that things change or vary together or that two variable quantities are systematically related).

The more money he makes, the more useless things he buys.

The more I thought of the plan, The less I liked it.

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

The warmer the weather the better I feel.

The less luggage we have to carry the better.

11. When a group only has two members we use the **comparative**:

This one is the better of the two.

I like Betty and Alice, but I think Alice is the nicer of the two.

12. Comparison of three or more persons or things is expressed by the **superlative** with **the ...of** or **the ... in** (of places)

Bob is the tallest of the three.

She is the cleverest of them.

Note 2: We usually use **of** after superlatives for a period of time:

It was the happiest day of my life.

It was the most important news of the day.

But we use **in** with places (towns, buildings;), organizations and groups of people (a class,/team/company etc)

none the less = $\text{³Ü»Ý}^1 \text{»} \text{ãùáõÜ}, \text{Ñ³Ü»Ý³ÜÝ}^1 \text{»} \text{ãë}$
so much the better/the worse (for) = $\text{ß³ĩ}^3 \text{³í»} \text{ÉÇ} \text{É}^3 \text{í}$
 $\text{/}^3 \text{í»} \text{ÉÇ} \text{í}^3 \text{ĩ}$
to be the worse for = $\text{³í»} \text{ÉÇ} \text{í}^3 \text{ĩ}^3 \text{óÝ»} \text{É}$
no (none the worse for) = $\text{³í»} \text{ÉÇ} \text{í}^3 \text{ĩ} / \text{íÝ}^3 \text{ë} \text{ãÇ} \text{ÉÇÝÇ}$
if the worst comes to the worst = $\text{í}^3 \text{ĩ}^3 \cdot \text{áõÜÝ}^1 \text{»} \text{ãùáõÜ}$
to go from bad to worse = $\text{í}^3 \text{ĩ}^3 \cdot \text{ãñÝ}^3 \text{É}, \text{³í»} \text{ÉÇ} \text{í}^3 \text{ĩ}^3 \text{Ý}^3 \text{É}$
as best = $\text{É}^3 \text{í}^3 \cdot \text{áõÜÝë}, \text{ÑÝ}^3 \text{ñ}^3 \text{íáñÇÝë} \text{É}^3 \text{í}$
at (the) best/at worst = $\text{É}^3 \text{í}^3 \cdot \text{áõÜÝ}^1 \text{»} \text{ãùáõÜ} / \text{í}^3 \text{ĩ}^3 \cdot \text{áõÜÝ}^1 \text{»} \text{ãùáõÜ}$

ACTIVITY

Ex. 1. Supply *even (still)* + an appropriate adjective in the comparative degree.

Example: *India is a large country, but China is.... even larger.*

1. He is crazy, but his wife is.....
2. A horse has little intelligence, but a mule is.....
3. Algebra is difficult, but calculus is
4. His grandfather is very wise, but his grandmother is.....
5. She is a beautiful woman, but her sister is.....
6. Tom is tall, but Mary is.....
7. This wine is good, but the other is.....
8. The earth is far from the sun, but Mars is.....
9. Iron is very strong, but steel is.....
10. Alcohol is bad for your health, but cigarettes are.....
11. Barbara's hair is thick, but Sue's is
12. Gerald's house is big, but ours is

Ex. 2. Use the required form of the adjectives in the following sentences. Put *the if* necessary.

1. Pollution and overpollution are two of (serious) problems in the world today.

2. The wine at the dinner party last night was bad, but the food was even (bad).
3. Mercury is (close) planet to the sun and Pluto is (far) planet from the sun.
4. He is (talkative) than his sister. I think he won't tire you so much.
5. At first I thought you were nice but really you are as (bad) as everybody else.
6. You looked depressed this morning but you look a bit (happy) now.
7. Everybody thinks that Jack is the (clever) of the three brothers.
8. I don't think it matters in the (little) which seat I choose.
9. "Today I am no (wise) than yesterday," said Uncle George smiling.
10. The (near) house is three miles away.
11. The (near) item on the program is a piano sonata.
12. "Of the two evils let us choose the (little)," joked father.
13. He is a far (intelligent) person than his brother.
14. The Browns have got three daughters. The (old) is 14 years old.
15. She had to wait a very long time. The longer she waited (much) impatient she became.
16. I am afraid the problem is much (complicated) than it seems.
17. It is a lot (easy) to learn a foreign language in the country where it is spoken.
18. Sometimes adults are (childish) than children.
19. I was (amazed) at the news than her parents.
20. We had a great holiday. It was one of (enjoyable) holidays we have ever had.
21. I thought she was younger than me but in fact she is slightly (old).
22. When the thief broke into their house, Julia was (afraid) than her husband.
23. I think money is (important) than love.
24. This bag is too small. I need something much (big).

Ex. 3. Complete the sentences with ‘the+ comparative...the + comparative’ construction.

Example: *The bigger the house is, the more money it will cost.*

1. The more you talk on the phone, the.....
2. The sooner we pass our exams, the.....
3. The more she eats, the.....
4. The less you learn, the.....
5. The more one has, the.....
6. The warmer the weather, the
7. The longer I think of his proposal, the.....
8. The more electricity you use, the.....

Ex. 4. Complete each sentence from a) to p) with an appropriate ending from 1 to 6.

[əz] [əz]

Example: *Their child is always as quiet as a mouse*

- | | |
|--|--------------------|
| a) <u>Their child is always as quiet as a</u> | 1. gold |
| b) My boss is always as busy as a..... | 2. mule/
donkey |
| c) She is as clever as a..... | 3. fox |
| d) He is as stubborn as a..... | 4. bee/ beaver |
| e) Their little boy is as good as..... | <u>5. mouse</u> |
| f) One of my teachers is always as nervous as a..... | 6. ice |
| g) For some unknown reason, I feel as weak as a..... | 7. bird |
| h) My! Your hands are as cold as..... | 8. wolf |
| i) I'm in a wonderful mood today! I feel as free as
a..... | 9. kitten |
| j) What an appetite I have! I am as hungry as a..... | 10. cat |
| k) His father has been very sick; he's as thin as
a..... | 11. beet |
| l) Our young son is as strong as an..... | 12. pillow |
| m) Her voice is as clear as a..... | 13. pea soup |
| n) The fog last night was as thick as..... | 14. bell |
| o) My new sweater is as soft as a | 15. ox |
| p) Why are you blushing? My! Your face is as red
as a | 16. rail |

Adjectives ending in *-ing* and *-ed*

Ex. 5. Complete the sentences for each situation. Use the word given + the ending *-ing* or *-ed*.

Example: *It's ...surprising that he passed his exam. We got ... surprised when we heard it. (surprise)*

1. She always looks She says her life is (**bore**)
2. The scene was She was ... at what she saw. (**disgust**)
3. The lecturer's explanation was The students were (**confuse**)
4. His answer was The examiners were ... with his answer. (**satisfy**)
5. This project is The boss is ... in it. (**interest**)
6. The film was All of us were ... with it. (**disappoint**)
7. Her skin is ... because the chemical is (**irritate**)
8. I took the eggs out of the ... water. I had an egg for breakfast. (**boil**)
9. The match was The boys were ... when their team scored a goal. (**excite**)
10. The news was My parents were ... when they heard the news. (**shock**)
11. We are The newspapers are full of ... news. (**depress**)

Ex. 6. Put in the right forms. Alternatives are possible.

The Champion

The two men were sitting at the bar. The one (near)..... to me was the (big) and (strong) man I have ever seen. The one (far) from me was the (small/little) and (weak)..... They were having the (violent) Argument I had ever heard. Suddenly the little man said, "It's a case of the (small)..... brain in the world fitted into the (big)..... head!" They were his (last/latest)¹⁰ words. The little man didn't know what hit him as he fell to the floor. "When Shortie wakes up, tell him that

was my (better/ best) ¹¹..... Karate chop,” the big man told the barman as he left. The next evening, King Karate was at the bar as usual when Shortie crept in quietly, swung his arm and the champ fell to the floor. “When Karate wakes up, ” Shortie said, “tell him it was my (oldest/eldest)¹²..... Land Rover starting handle.”

UNIT XVIII

THE ADVERB

An adverb modifies **a)** a verb; **b)** an adjective; **c)** another adverb, **d)** adverbial phrase, **e)** past participle

- a)** *She dances beautifully.*
- b)** *It's terribly cold today.*
- c)** *He speaks English very well.*
- d)** *He is madly in love with her.*
- e)** *This steak is badly cooked.*

According to their meaning adverbs fall into the following groups:

1. adverbs of time: **now, then, yesterday, lately, soon, afterwards, presently**
2. adverbs of frequency: **often, seldom, always, hardly ever, never**
3. adverbs of place and direction: **here, there, everywhere, inside, backwards**
4. adverbs of consequence and cause: **therefore, hence, accordingly, for this reason, as a result, consequently, for one thing**
5. adverbs of degree: **very, terribly, completely, a little, quite, enough, so**
6. adverbs of manner: **well, badly, deeply, quickly, clearly, somehow**

1. A considerable number of adverbs of manner are formed from adjectives by adding **-ly** (e. g. sudden – suddenly)

Spelling: (-ly)

- happy – happily (-y usually changes to i)
- but shy – shyly, sly – slyly, coy – coyly
- beautiful – beautifully (final **l** is doubled)
- complete – completely (final **e** remains unchanged)

but **true** – truly, **due** – duly, **whole** – wholly
tragic – **tragically** (if the adjective ends in **-ic**, the adverb ends in **-ically** [ikli])
 but **public** – **publicly**
terrible – **terribly** (when adjective ends in **ble**, **ple** and **dle** the **le** is dropped before adding **-ly**)
idle – **idly**, **noble** – **nobly**... (**le** changes to **ly** after a consonant)

2. Notice that we cannot form adverbs from adjectives ending in **-ly**, such as **manly**, **friendly**, **fatherly**, **silly**, **lively**, **likely**, **lovely**, **elderly**, **ugly**, **deadly** etc. An adverbial phrase is used in this case instead of an adverb, e. g. **in a silly way**, **in a friendly manner**, etc.

3. These words are both adjectives and adverbs: **fast**, **hard**, **late**, **straight**, **quick**, **early**, **daily**, **enough**, **close**, **low**;

adjective

a **straight** road
 a **fast** runner
 an **early** bird
hard work
low voice
daily duty
 a **close** friend

adverb

to go **straight** home
 to run **fast**
 to come **early**
 to work **hard**
 to bend **low**
 to appear **daily**
 to come **close**

4. Some other adverbs have two forms – the adjective form and the form in **-ly**. In most cases the two forms differ in meaning:

late	lately	<i>He came home late.</i>	<i>We haven't seen him lately.</i>
hard	hardly	<i>She works hard.</i>	<i>She hardly ever works properly.</i>
near	nearly	<i>He lives near the office.</i>	<i>He nearly missed the train.</i>
deep	deeply	<i>We had to dig deep.</i>	<i>We are deeply (extremely) interested in the subject.</i>

In a few cases both forms can be used without any difference in meaning: **loud** -**loudly**, **cheap** -**cheaply**, **slow** -**slowly**.

I got this dress cheap.
Please drive slower.

Note 1: There are a few adverbs and adjectives in English which have the same form in **-ly**. They have been derived from nouns, e. g. **daily**, **weekly**, **monthly**, **hourly**, etc.
daily duty, to appear **daily**

5. You should remember that after the link – verbs **to feel**, **to smell**, **to taste**, **to sound**, **to look**, **to appear**, etc. we use an adjective as predicative.

The roses smell sweet.
The fur felt soft.
The music sounds pleasant.
She looks good. (=to look promising)
but *She looks well.* (= good appearance)

6. Most adverbs are invariable. But certain adverbs of manner can change for degrees of comparison.
The degrees of comparison of adverbs are formed in the same way as those of adjectives.

Comparison

7. **One – syllable** adverbs and the adverb **early** form the comparative and the superlative degrees by adding the suffixes **-er** and **-est**.

hard – **harder**– **hardest**
near – **nearer**– **nearest**
soon – **sooner**– **soonest**
fast – **faster**– **fastest**
late – **later**– **latest**
early – **earlier**– **earliest**

8. The degrees of comparison of all other adverbs are formed by placing **more** and **most** before them.

quickly – **more** quickly – (the) **most** quickly

slowly – **more** slowly – **most** slowly or slow – slower - slowest
 beautifully – **more** beautifully – **most** beautifully

Alan did the work more quickly than his brother

9. A few adverbs are compared irregularly:

Positive	Comparative	Superlative
well	better	the best
badly	worse	the worst
far	farther / further	the farthest / furthest
much	more	the most
little	less	the least

Much, many, (a) little, (a) few

10. **Much** and **(a) little** can be used as adjectives and as adverbs
 whereas **many** and **(a) few** can only be used as adjectives:

He doesn't like cabbage much. (adverb)

Do we have much food left? (adjective)

I'm much more excited. (adverb)

Many people think so. (adjective)

A few students took the bus and the rest went by train.
 (adjective)

With a little effort you'll succeed. (adjective)

She slept very little last night. (adverb)

Many is not used as the object or part of the object of an affirmative verb, being normally replaced by **a lot (of)**

She has a lot of toys.

Much is not very often used with affirmative verbs, (as almost always in the accusative and in the nominative), it is replaced by **a lot (of)** **a great deal (of)**

I saw a lot of her when I was in London last month.

They had a great deal of talking yesterday.

Much and **many** can be used in affirmative sentences in the following cases:

a) when they modify the subject of the sentence, b) when **much** and **many** are modified by adverbs of degree, **too**, **so**, **as** and **how**, c) when **much** is used alone as an object:

- a) *Many people think so. Much of what you say is true.*
- b) *You made too many mistakes. You can have as much fruit as you want.*
- c) *His words meant much to me.*

Both **little** and **few** have a negative implication – they mean *not enough*, and **a little/a few** have a positive meaning. They mean *some though not much (many)*

Compare: *I have little money.* (not enough to buy/lend/live on...)

I have a little money. I can lend you some.
Few towns have such a splendid market place. (hardly any towns have)
A few towns have such a splendid market place. (some though not many)

Note 2: We use **few/little** after **too**, **so**, **as**, **how**:

The sailors had no food and too little water.

Note 3: Note that '**only a little**' and '**only a few**' have a negative meaning"

Unfortunately, I could stay there only a few days. I had to return.
We must hurry. We've only got a little time.
How little you know!

In affirmative **much** is usually preceded by **very**, but **much** doesn't need **very** in the negative:

I enjoyed the play very much.
I don't like it much. Or I don't much like it.

Interrogative adverbs

These are: **why, when, where and how**

Why were you late? (I was late because I missed the train.)
When do you get up? (I usually get up at 8 a. m.)
Where do you work? (I work at the office)
How did you come here? (I came here by bus.)

how can also be used **a)** with adjectives **b)** with adverbs and **c)** with **much** and **many**:

- a) How wide is the river? How tall is your brother?*
- b) How often do the buses run? How fast does he drive?*
- c) How much did you pay for those shoes? How many postcards do you want to buy?*

ACTIVITY

Ex.1. Supply the right adverb. Some adverbs end in -ly and some do not.

Example: *He is a fast runner. He runs.....fast*

1. He is a hard worker. He works
2. My name is last I came.....
3. Sam is a bad driver. He drives
4. Fred is a better player. He plays
5. Make your best effort. Do your
6. The house was near. We went
7. It was a deep hole. We had to dig
8. It's her daily duty. She does it
9. He was brave. He acted
10. It's a wide window. Open it
11. The boy gave a rude reply. He replied

12. I get a monthly bill. I pay
13. The plane is very high. It's flying
14. She is an eager helper. She helps

Ex. 2. Complete the sentences with the correct word (adjective or adverb).

Example: *The floor looks (clean, cleanly).*
The floor looks clean.

1. The plane landed ... on the runway. (safe, safely)
2. When the wind started to blow, I grew.... (anxious, anxiously)
3. This list of names appears No more names need to be added. (complete, completely)
4. The crowd yelled ... when we scored a goal. (wild, wildly)
5. The merchant looked ..., but he wasn't. I discovered when I got home that he had cheated me. (honest, honestly)
6. Jane looked at her book. ... before she answered the teacher's question. (thoughtful, thoughtfully)
7. Most of the students did ... on their tests. (good, well)
8. The contract offer sounded ... to me, so I accepted the job. (fair, fairly)
9. Jim felt ... about forgetting his son's birthday. (terrible, terribly)
10. Let's buy these roses, they smell (good, well)
11. As dawn approached, the sky became (light, lightly)
12. Carol spoke ... when she delivered her speech. (confident, confidently)
13. The actor became ... throughout much of the world. (famous, famously)
14. I don't think this milk is spoiled. It tastes ... to me. (fine, finely)
15. She passed her exam successfully and feels (good, well)
16. Jack doesn't believe anyone. He is ... disappointed. (bitter, bitterly)
17. A month's rest did good to her health, now she feels (good, well)
18. Finally he is doing ... after serious illness. (good, well)

Ex.3. Make appropriate adverbial forms out of the adjectives in the following list and supply them in the blanks.

deep	doubtful	fast	careful
quiet	true	serious	good
fluent	bad	complete	beautiful
early	often	far	easy

1. Tom is a shy person. He gets embarrassed ... than his sister.
2. You are standing too near the camera. Can you move a bit ...?
3. You hardly ever phone me. Why don't you phone me ...?
4. Of all the students, she usually arrives the
5. Ann dresses ... than her mother. Her mother is a woman of great taste.
6. The operation was ... successful.
7. Everybody knew that he behaved ... towards her than her ex-husband.
8. Do you speak English ... now than you did before you entered the University?
9. Who speaks French / Spanish ... in your group.
10. He didn't want us to know that he was ... ill.
11. We all admired him. It was a ... brave action.
12. You are talking very loudly. Can you speak a bit....
13. He always works ... than his boss.
14. She types ... of all the secretaries in the office.
15. The girl looked at him ... but didn't say anything.
16. She was indifferent to him though he loved her

Ex. 4. Choose the right adverb in each sentence.

1. Don't go too the edge, Tom! (near, nearly)
2. The man fell off the edge of the platform. (near, nearly)
3. He can expect me to lend him money again. (hard, hardly)
4. He works, but doesn't earn much money. (hard, hardly)
5. The waves wereduring the storm at sea. (high, highly)

6. We enjoyed the film. It was a amusing film. (high, highly)
7. And but not least I'd like to thank you all for coming. (last, lastly)
8., I'd like to thank my father. (last, lastly)
9. He is interested in the subject. (deep, deeply)
10. We had to dig to find water. (deep, deeply)
11. The post was brought this morning. (late, lately)
12. I haven't got any letters (late, lately)

Ex. 5. Put in any suitable adverbs of degree (any, many, much, rather, fairly, quite, etc.).

Can We Go Home Please?

It was late. The restaurant clock showed 1.30 a. m. The waiters were feeling tired and were beginning to yawn.

There was one middle-aged couple left. They had clearly had a good meal. Now they were looking at each other across the table and were unaware of the world around them. The waiters wanted to go home. One of them asked the couple if they wanted more to eat or drink. He didn't get an answer. It clearly wasn't use asking questions! One of the waiters had a good idea. He began stacking chairs upside-down onto the tables. The others joined in. Another waiter turned off the lights. In the end, the restaurant was dim. The chairs were stacked on the tables round the couple who just sat and sat and sat!

REVISION

OF ADJECTIVES AND ADVERBS

Ex. 1. Use the required form of the adjectives. Add an article if it is necessary.

1. They warned him, "(Little) you say, (good) it is."

2. The boy fell off the roof, but he feels none the (bad) for it.
3. Sue has worked for the company for ten years, she is much (experienced) than Mike.
4. His interest in this matter is far (serious) than we at first thought.
5. Don't praise him. He is (little) musical than his sister.
6. I didn't really like him when we first met. But the more I got to know him, (much) I like him.
7. I'm surprised Catherine is only 28. I thought she was (old).
8. Their little boy is as (sly) as a monkey.
9. Both of them are clever, but Tom is (clever) of the two.
10. It's becoming (hard and hard) to find a job.
11. Mary is (patient) person I have ever met. Besides, she is one of (nice) person I know.
12. The patient seems a little (lively) this morning.
13. "Why didn't you close the door?" "Bob was (late) to come."
14. I saw him no (late) than 9 o'clock this morning.
15. You have (good) accent in English than me.
16. "I can't let you in." "But will you at (little) tell me if she is at home or not?"

Ex. 2. Choose the right word and underline it.

Example: I don't like a lot of salt on my food. I add little/a little salt to my food.

After Peter tasted the soup, he added a little/little salt to it.

1. This town is not a very interesting place to visit, so **few/a few** tourists come here.
2. Things are not going so well for her. She has **a few/few** problems.
3. They have got so **a lot of/ much** money that they don't know what to do with it.
4. I use the phone **much/a lot** at work. My boss doesn't like it.
5. He spoke **little/a little** English, so it was difficult to communicate with him.
6. He spoke **a little/little** English, so we were able to communicate with him.

7. The stadium was overcrowded. There were **a great deal of/a great number** of supporters.
8. He has had to spend **a good deal of/a great number of** money on medicines.
9. It's an interesting exhibition. There are **plenty of/a great deal of** things to see.
10. The conference hall was crowded. There were too **lots of/many** people.
11. I'm not very busy today. I haven't got **much/a lot** to do.
12. I have so **many/a lot of** things to do that I don't know which to do first.
13. Nowadays he is very busy and sees **many/few** of his friends.
14. You eat too **much/a great deal of** food, that's why you are so fat.
15. Virginia returned to England at the moment when **many/a lot** were leaving it.
16. What **much/a lot of** time you take to dress!
17. I'd like to ask you a few questions. I need **a little/a few** more information.
18. The village was very small. There were only **a few/few** houses.
19. We must be quick We've only got **little/a little** time.
20. The professor lectured very clearly. As a result **few/a few** students had questions at the end of the class period.

Ex. 3. Make appropriate adverbial forms out of the words in parentheses.

The Office Visitor

A (poor - dress) man entered an office in the University of Littletown. The man's hair was long and stringy, and the coat that he was wearing was old and dirty.

"Excuse me," he said (. apologetic). "I think I am lost."

The secretary who was sitting at the desk in the office looked up at him (idle) and frowned. "I know you are," she said (cold) and looked down at the papers lying on her desk.

"I can't find the person whom I came to see," the man said. "He is expecting me."

“Well, the person expecting you is (certain) not here,” said the secretary (impolite). “Good day, sir.”

“Will you at least tell me where the Department of Chemistry is?” asked the man “I drove all the way from Bigcity.” He looked (exhaust).

“This is the Chemistry Department,” answered the secretary, “ – but did you say Bigcity? Are you ...?”

“I am Dr. James Crawford,” the man replied.

The frown on the secretary’s face disappeared and she smiled (sweet). “Oh, what a pleasure it is to meet you, Professor Crawford. Welcome! Welcome to Littletown,”

A few minutes later the secretary entered with a coffee and (fresh - squeeze) orange juice. She looked at Professor Crawford (shy) and went out.

Ex. 4. Translate the following sentences into English.

1. 0ñ»Ē³ÝÝ»ñÁ äáíáñ³μ³ñ ³í»ĒÇ ³¹½ÝÇí »Ý ù³Ý
Ù»Í³Ñ³ë³Ý»ñÁ:
2. ÆÝäù³Ý ßáõĩ ëĒ»ÝÙ ³Ûë ³ĒĒ³ĩ³ÝùÁ ³ÛÝù³Ý ³í»ĒÇ ßáõĩ
Íí»ñÇ³óÝ»Ýù: ÆĒĩ »Á» ²ÝÝ³Ý Ñ³Û³Ó³ÛÝÍÇ ù·Ý»Ē Û»½ ³í»ĒÇ
Ē³í:
3. ²Ûë ³Ý·³Û ¹áõ ³í»ĒÇ ß³ĩ ëĒ³ÉÝ»ñ »ë Ĩ³ĩñ»Ē: 0Ā» ÝáñÇó
ëĒ³ÉÝ»ñÇ áõÕóáõÙ á³Ý»ë, ß³ĩ ³í»ĒÇ Ĩ³ĩ ù»½ Ñ³Û³ñ:
4. Þĩ³áù·ÝáõĀ³Ý Û»ù»Ý³Ý»ñ Ā³Û³Ý»óÇÝ ĨÁ³ñÇ Ĩ³ÛñÁ “
íáõĀ³Ý»ñÇÝ Ĩ³ñ³Ý ÑÇĩ³Ý¹³Ýáó:
5. Æñ»Ýó áñ¹áõ Û»Ī»Ēáóó Ñ»íá, àòÇĒÛ³ÛëÝ»ñÁ ¹³¹³ñ»óÇÝ
Ññ³íÇñ»Ē »ñÇĩ³ë³ñ¹Ý»ñÇÝ Çñ»Ýó íáõÝ:
6. ÆÝ±ä »ë Ĩ³ñíáõÙ, á±ñ ¹»Õ³ÛÇçáóÝ Ĩ ³Û»Ý³Ē³íÁ áõĀ»Õ
Ûñë³íáõĀ³Ý ¹»áùáõÙ:
7. Ĩ³íĀ³ñ³·áõÛÝ ¹»áùáõÙ ¹áõ ÛÇĒĩ Ĩ³ñáÕ »ë Ĩ³ñ³¹³éÝ³Ē
íáõÝ` ÍÝáÕÝ»ñÇ¹ Ûáĩ:
8. – 0ñ»Í ¹áõ ß³ĩ »ë³ëÇñ³μ³ñ á³Ñ»óÇñ ù»½:
– 0ë ß³ĩ ó³íáõÙ »Û ³ñ³ÍÇë Ñ³Û³ñ:
9. Ð³ÛñÁ μ³ñĩ³ó³í Ý³Û»ó »ñ»Ē³ÛÇÝ, »ñμ Ý³ ÁÝ¹Ñ³ĩ»ó Çñ»Ý:
10. áõ ÛÇĒĩ Ó³ÝÕñáõÛĀ ³ñĩ³Ñ³Ûíáõ Ĩ»ëù áóÝ»ë: óá ĨÛ³ÝùÁ
ÇĒĩ³á»±ë ³Û¹ù³Ý Ó³ÝÕñ³ĒÇ Ĩ:
- 11.²Ûë äáõñ×Á ß³ĩ ĀáõÛĒ Ĩ: 0ë ëÇñáõÙ »Û ùÇä ³í»ĒÇ ĀáõÝ¹ äáõñ×:
- 12.Ð³ÛñÇíÁ Û³ĩíáí Ĩ »ñ»áõÙ ³Ûëùñ, “ ³é³íáíÛ³Ý ĨĒ
Ñ³Û³ñÛ³ ááÇÝá āĩ»ñ³í:

13. Ü³ í³ĩ Ñ³ÝÓÝ»ó ùÝÝáõÃÛáõÝÝ»ñÁ` ³í»ÉÇ í³ĩ ù³Ý Û»Ýù
ëã³ëáõÛ ÌÇÝù:
14. ²ë ãÌÇ áõ½áõÛ áã áùÇ ³ñÃÝ³óÝ»É, ³Û¹ á³ĩ×³éáí Ý»ñë Û³³
áñù³Ý ÑÝ³ñ³íáñ Ìñ ³Ý³ÕÙáõİ:
15. ´ámÇ ³ßĒ³³³ñÓÁ ³ÛÝù³Ý µ³ñÓñ ãÌ, áñù³Ý ²ÉÇëÇÝÁ,
Ã» ³Ýñ³ ³ßĒ³³ÝùÁ ß³³ ³í»ÉÇ ĩ³Ý·³íáñ Ì:
16. îÇİÇÝ êÛÇÃÁ Ñ³Û³ñÛ³ ÝáõÛÝ ĩ³ñÇùÝ áõÝÇ ÇÝã-áñ Çñ
³ÛáõëÇÝÁ, µ³Ûó Ý³ ß³³ ³í»ÉÇ »ñÇİ³ë³ñ¹ Ì »ñ³áõÛ ù³Ý Çñ
³ÛáõëÇÝÁ:
17. ÃáÛÁ ãÌñ áõ½áõÛ éÇëİÇ ¹ÇÛ»É: Ö³Ý³ã³ñÑÝ»ñÁ ë³éó³ã³ĩ
ÌÇÝ ³³Ý Û»ù»Ý³Ý ß³³ ½·áõÛß Ìñ í³ñáõÛ:
18. - ³áõù á³ĩ ù Ì³Û»Ý³áõßÁ ÛÇÝã» »ñİáõß³µÃÇ ³Ûëĩ»Õ ÉÇÝ»ù:
- ´³Ûó Û»Ýù É³İ·áõÛÝ ¹»ãùáõÛ ÛÇ³ÛÝ »ñ»ùß³µÃÇ ùñÁ ĩ»Õ
İÑ³ëÝ»Ýù:
19. ²İ»ù ³°Ûë Û»ù»Ý³Ý í³ñÓáí í»ñóÝ»Ýù: ²ÛÝ áãÝãáí ³í»ÉÇ
í³ĩ ãÌ ù³Ý »ñ»İ³ Û»ñ ĩ»ë³ÍÁ ³³µ³óÇ ³Û¹, »ñ»ù ³Ý·³Û
³í»ÉÇ ùÇã µ»Ý½ÇÝ Ì Í³ĒëáõÛ (Û·İ³·áñİáõÛ):
20. Ûñ³Ýù ëİÇáíİ ÌÇÝ ĒáñÁ ÷áñ»É, áñã»ë½Ç ĒÛ»Éáõ çáõñ
·İÝ»ÇÝ:

THE PRONOUN

Unlike nouns and adjectives, pronouns do not name objects or qualities, but only point to them. In other words, they are devoid of concrete lexical meaning. They have a generalized meaning instead, which becomes clear only in the context.

Pronouns, like nouns, may perform different functions in the sentence (they may be used as **subject, predicative, prepositional object, attribute, adverbial modifier of manner**;).

Nobody seemed to know him well. (subject)

Isabel left the others and went over to him. (object)

She was young and liked to live by herself. (adverbial modifier of manner)

He hadn't changed at all. He was the same as before . (predicative)

That young man promised to help us . (attribute)

Various individual pronouns may have different grammatical categories – the categories of **person, case, gender and person**. Some of them have the category of number (e. g. **this – these, that – those, I – we** etc.) others have the category of case (e. g. **we – us, who – whom – whose, somebody – somebody's, each other – each other's** etc.), still others are unchangeable (e. g. **what, such, all, each** etc.).

Pronouns may be divided into the following classes:

1. personal pronouns
2. possessive pronouns
3. reflexive pronouns
4. emphatic pronouns
5. reciprocal pronouns
6. demonstrative pronouns
7. quantitative pronouns
8. distributive pronouns
9. relative pronouns
10. conjunctive pronouns
11. interrogative pronouns

UNIT XIX

PERSONAL PRONOUNS, POSSESSIVE PRONOUNS

Personal pronouns

The Nominative Case		The Objective Case	
Singular	Plural	Singular	Plural
I you he she it	we you they	me you him her it	us you them

Use:

The personal pronouns are used as nouns in the sentence. They have the category of case.

The forms of the nominative case function in the sentence as subjects:

I think he'll phone today.

The forms of the objective case function in the sentence as objects:

We saw him yesterday. (direct object)

They sent us a telegram. (indirect object)

We know everything about them. (prepositional object)

I heard her play the piano. (nominal part of the complex object)

When personal pronouns are used as predicative or after **than**, **as** and **but**, the nominative case is considered to be very formal; the use of the objective case is preferred in spoken English.

“Who is it?” “It’s me.”

“I need a secretary to dictate my piece to.” “I’ll be her.”

My brother and me went to the station. (instead of My brother and I)

He is as clever as him. (or as he is).

but *It was he who told us about it.* (the pronoun is followed by a clause)

Personal pronouns have a few other special applications:

1. It is a tradition to use **we** instead of **I** in newspaper articles, scientific prose, etc. The so – called ‘editorial’ **we** is believed to sound more modest than **I**.

We are convinced that the Government has made a grave mistake in imposing this tax.

2. The personal pronoun **us** is quite often used instead of **me** in very informal British speech:

Give us a kiss, love.

3. **You** (or **one**) may be used as impersonal pronouns (= means ‘any person, people in general’)

You (people, a person) should always try to be friendly to your neighbours.

One should take care of his or her health.

4. **She** is sometimes used for inanimate objects, especially **ships**, **motor cars**, **aircraft** as well as for countries and cities, especially in rather formal and rhetoric speech.

Have you seen my car? She is wonderful.

5. Traditionally English has used **he** in cases where the sex of a person is unknown, especially in formal style. However, **he** or **she** is becoming increasingly common.

If anybody asks me, tell him I’ll be home at 7.

If a student doesn't work, he or she will fail.

We often use **they/them/their** after **somebody/someone/anybody/anyone**

*Someone has forgotten their umbrella. (his or her umbrella)
If anybody wants to leave early, they can. (= he or she can)*

6. The pronoun **it** is used:

a) to refer to **nothing, everything** and **all**:

*Nothing was said at the meeting, was it?
Everything is cleaned, isn't it?
I did all but it wasn't enough.*

b) as a formal subject in impersonal statements about **weather, time, distance, temperature** and all kinds of measurements.

*It is cold/noisy in this room
It is freezing/raining. It's a lovely day.
It is a month since I saw her.
It is three miles to the nearest motel from here.
"How high is Mount Everest?" "It is about 9000 metres high."*

c) as an object of the sentence. In this case the pronoun **it** isn't translated into Armenian.

somebody thinks/finds/considers + it + adjective

*I find it impossible to deal with him, (İ³ñláõÙ »Ù /·İÝáõÙ
»Ù, áñ ¹Áİ³ñ İ Yñ³ N»İ ·áñİ áõY»Y³É:)*

*I think it strange that they took objection to what I said.
(İ³ñláõÙ »Ù İ³ñùñÇY³İ İ, áñ Yñ³Yù N³İ³×³É»óÇY ÇÙ
³ë³İÇY:)*

d) in various idiomatic expressions where it seems to have very little lexical meaning of its own.: *hang it, hop it, beat it...*

Now that you've said everything, beat it (= go away)

Possessive Pronouns

I form (determiners)		II form (absolute form)	
my	our	mine	ours
your	your	yours	yours
his	their	his	theirs
her		hers	
its (+ noun)		its (- noun)	

That's my umbrella, not yours. (a possessive adjective)

That dog is theirs, not ours. I'm afraid of theirs.
(possessive pronoun)

It isn't her bag. Hers is black.

Use:

1. In English the possessive pronouns are often used instead of articles with nouns denoting relations, parts of the body, articles of clothing and various other things belonging to a person.

She took a pound out of her pocket.

He put on his jacket and left without a word.

She folded her arms and stared at him.

2. But we use the definite article (**the**) instead of a possessive pronoun with prepositional phrases and verbs such as **hit**, **punch**, **slap**, **bite**, **touch**, **pat**, **sting**, etc. (These idiomatic phrases are mainly connected with parts of the body).

Defeat stared her in the face

I am sure he is not right in the head _____ (= to be behaving strangely)

He patted his wife on the shoulder

Jack gripped him by the throat

3. We use the word **own** in the following structures to emphasize the fact that something belongs to someone.

noun + of + my/your, etc + own

my/your, etc. + own + noun

I've got a car of my own.

I've got my own car.

Note: The form **yours** is commonly used as a conventional ending to letters, e. g.

Yours sincerely/truly/faithfully...

ACTIVITY

Ex 1. Use the appropriate personal pronouns in the following sentences.

1. "I am writing another article about the young. ... take such big decisions and ... don't worry about money and status and ... aren't afraid to live in the present," Laura said. 2. Jonny Fontane reached down and lifted the bride up on the bandstand so that Connie stood between ... and Nino. 3. "What was that noise?" asked the lady. "... was the wind," the maid answered. 4. It is much easier to cycle with the wind behind 5. "I think, Tom," Uncle Harold had said, "it was because of the wound. Your father took ... very hard.... brought out the dark side in" 6. What a lot of questions ... ask in these application forms. 7. If ... see a giraffe once a year ... remains a spectacle; if ... see ... daily ... becomes part of the scenery. 8. I have a wonderful family. I love ... very much and ... love me. 9. Just between you and ..., I think Bob is going to lose his job. 10. "Our aim

is to keep Italy out of the war until ... is strong enough to come in on our side,” said the colonel. 11. She considers ... important that I sit the exam. 12. ... say she has had the baby and ... is a girl. 13. When the waiter came up to his table he didn’t at once realize ... was Paul. ... was as handsome as ever. 14. Boys came and went, especially two. I thought of ... as “students” though ... studied nothing but pleasure.

Ex.2. Fill in the gaps with *of* **where necessary, and** *my, your, etc.* **own.**

Example: *I would like to have a house... of my own.*
I would like to have ... my own house.

1. She doesn’t travel by bus any more because she’s got ... car.
2. I don’t need to borrow your umbrella. I’ve got one
3. My job includes doing research in
4. Don’t let the dog sleep on your bed. It has got a bed
5. Sam is tired of using his friends computer, so he is going to buy one
6. The couple moved into ... house after they got married.
7. Jane doesn’t live with his parents any more. He’s got a flat

Ex 3. Supply either a possessive pronoun or the definite article for the following sentences.

1. I’m sorry I can’t help you. The decision is now out of ... hand.
2. He tried but gave up as ... heart wasn’t in it.
3. The doctors were unable to save his life. He was shot through ... heart.
4. You can argue until you are blue in ... face but I’ll never agree.
5. Everyone knew his mother had been to prison, but his wife continued to throw it in ... face.
6. After she refused to help me, I washed ... hands of her.
7. She got to ... feet and began to brush off ... dress.
8. Sue refused to go to the theatre that evening. She had a pain in ... knee.
9. The critics were very sever and the young writer was very hurt by ... criticisms.
10. Fred had a sip of whisky and put ... glass back on the table.
11. He took me by ... hand and led out of the room.
12. “He is laughing up ... sleeve right this minute,” she said. “They

never found the body, did they?” 13. The Isle of Man is an island off the coast of Britain. It is not completely independent but it has ... own parliament. 14. Learner drivers are not allowed to drive on ... own. 15. Ann invited some friends of hers to ... flat. 16. She tried to bite his hand and he grabbed her by ... hair to lift ... head up. 17. He got a nasty knock on ... head when he fell. 18. Jonny sat on the floor with his face in ... hands.

Ex. 4. Put in the missing personal pronoun (including *who*).

Too Much To Bear!

If you are on holiday in the Western Islands of Scotland and see a bear, avoid! It might turn out to be Hercules, the famous star has appeared in TV ads, films and cabaret. Hercules disappeared when his owner, Andy Robbins, took for a swim. Police and troops have joined in the search, buthaven't had any success. After all, Hercules is unlikely to appear suddenly, shouting, "it's! Heream!"

The search party are carrying yoghurt and bananas to offer the bear because that's what likes best. "..... isn't dangerous, but is very hungry", a searcher said. So if you see a ten-foot bear in the Western Islands, make sure are carrying some bananas. may be just what a hungry bear is waiting for and if don't find the bear, you can always eatyourself.

UNIT XX

REFLEXIVE, EMPHATIC AND RECIPROCAL PRONOUNS

Reflexive Pronouns

Singular	Plural
myself yourself himself herself itself	ourselves yourselves themselves

There is one more reflexive pronoun which is formed from the indefinite pronoun **one** – **oneself**.

They are called reflexive pronouns because they show that the action performed by the subject passes back again to the same person.

Ann blamed herself for the accident.

He bought himself a gold watch.

Use:

1. Reflexive pronouns may be used in different way – together with the verb they may form set phrases characterized by idiomatic meaning: **to forget oneself, to find oneself, to come to oneself, to be myself/herself** etc.

You may be angry but you shouldn't forget yourself.

When he came to himself, it was already dark.

The soldiers found themselves in the forest.

What's the matter with you? You don't seem yourself today.

2. A few other verbs are always followed by reflexive pronouns with which they form a close sense-unit: **to pride oneself on**

something, (= to be pleased and satisfied about something) **to avail oneself of something**.

He prides himself on his skill as a pianist.

Note 1. Notice the following sentences where personal pronouns are preferred to reflexive pronouns:

Close the door behind you!

The exam results were bad but he has put that behind him now.

Note 2. We do not use a reflexive pronoun after **concentrate/feel/relax/meet**:

I tried to study but I just couldn't concentrate.

We normally use **wash/shave/dress** without reflexive pronouns:

He got up, washed, shaved and dressed.

but *He dried himself.*

However reflexives can be used if it is necessary to make clear who does the action:

She is old enough to dress herself now.

Does he shave himself or not?

Note 3. Reflexive pronouns may also be used instead of personal pronouns in co-ordinated noun phrases:

There will be four of us at dinner: Bob, Jenny and myself.

3. Besides, there are a few prepositional phrases with reflexive pronouns which are to be treated as set phrases because they have idiomatic meaning:

beside oneself (=to lose all self-control because of anger joy etc.)

for yourself

by yourself/myself etc.

in itself

to leave smb. to himself/herself etc.
as for myself
among ourselves/themselves etc.

Emphatic pronouns

1. Reflexive pronouns can also be used to emphasize a noun or pronoun. It usually emphasizes the subject. The reflexive can be placed after the subject or after the object if there is one.

The queen herself gave him the ring.
Charles painted the house himself.

2. When it emphasizes the object it is placed immediately after it.

We spoke to the president himself.
She liked the diamond itself but not the setting.

Reciprocal pronouns

1. Reciprocal pronouns (**each other**, **one another**) show that something is done mutually:

We promised each other that we would stay together.
They smiled at each other.

2. Both **each other** and **one another** can be used when speaking of two persons. However, when more than two persons are meant, only **one another** is normally used.

The whole team was proud of one another.

3. **Each other** and **one another** can be used in genitive case:

They have already forgotten each other's names.
In their letters they used to inquire after one another's relatives.

Note: Compare the difference between – **selves** and reciprocal pronouns
each other/one another:

The two boys hit each other on the nose.
but *They hurt themselves*

ACTIVITY

Ex. 1. Put in a reflexive or a personal pronoun.

1. Whenever she comes to visit us she always brings her son with
2. I give him a key to my house so that he could let... in.
3. It was a great party. We enjoyed
4. Let them take some money with
5. Don't worry about They can take care of
6. "Can I take another biscuit?" "Of course. Help...."
7. We've got a problem. I hope you can help

Ex 2. Complete the sentences by using a word or expression from the given list and an appropriate reflexive pronoun.

be ashamed of	laugh at	seem
be honest with	be proud of	pat
defend	feel sorry for	find
talk to	be beside	amuse
promise	be angry at	live by
work for	kill	entertain

1. I am terribly sorry. What I did was very wrong. I
2. If somebody attacks you, you need
3. Carol made several careless mistakes at work last week, and her boss is getting impatient with her. Carol has ... to do better work in the future.
4. Humour can ease the trials and tribulations of life. Sometimes we have to be able to
5. Nothing good ever comes from self-pity. You should stop ..., George, and start doing something to solve your problems.

6. Yesterday Fred's car ran out of gas. Fred had to walk two miles to a gas station. He is still ... for forgetting to fill the tank.
7. The children played very well without adult supervision. They ... by playing school.
8. Some time later he came round and ... in hospital.
9. It is not always easy ... on holiday.
10. Now that children are grown, Mr. and Mrs. Grayson
11. It is important for all of us
12. People might think you're a little crazy, but ... is one way to practice using English.
13. Bob's father wanted to know if my father
14. All of you did a good job. You should be
15. A man down the street committed suicide. We were all shocked by the news that he
16. At the party Frank came up to me and said, "You ... today. Has anything happened to you?"
17. You did a good job, Mr. Williams. You should ... on the back.
18. When Ann's parents heard the news, they ... with anger at the news.

Ex 3. Complete the sentences with reflexive or reciprocal pronouns only where necessary. In some sentences reflexive pronouns are used for emphasis.

1. We had never met before, so we introduced ... to
2. I wasn't very well yesterday but I feel ... much better today.
3. Tom wasn't ... yesterday. He was amiability
4. We ... are responsible for our actions.
5. I need you and you need me. We need
6. In Britain friends often give ... presents at Christmas.
7. We couldn't get back into the house. We had locked ... out.
8. She liked the diamond ... but not the setting.
9. You're always rushing around. Why don't you sit down and relax
10. I am going out with Chris this evening. We're meeting ... at the station at 7.30.
11. There was no water, so we couldn't wash
12. I am not my usual ... today. I feel it.

13. We promised ... that we would stay together.
14. When he entered the café he saw the people wink at
15. In their letters they made it a rule to inquire after ... relatives.
16. You may think Stan is telling the truth but I ... don't believe him.
17. All the members congratulated ... on the victory.

UNIT XXI

DEMONSTRATIVE PRONOUNS

Demonstrative pronouns are: *this, that, such* and *same*.

Use:

This/these, that/those

1. They can be used as adjectives and as pronouns:

this man, that shop (determiner)

This is my house. Those are her papers. (demonstrative pronouns)

2. When **this** and **that** are used as pronouns (without nouns) they normally refer to things:

This is better than that one.

However **this/that** can be used as pronouns when we are identifying people:

Hello, this is Elizabeth. Is that Ruth?

This/that and *it* used in discourse

3. **This, that** and **it** can all be used in discourse to refer back to things that have been talked or written about earlier.

So she decided to paint her house pink. It upset the neighbours a bit.

or *So she decided..... this/that really upset the neighbours. (**this/that** are more emphatic than **it**)*

4. When more than one thing has been mentioned, **it** generally refers to the main subject of discussion whereas, **this/that** generally select the last thing mentioned:

We keep the ice – cream machine in the spare room. It is mainly used by the children. (the machine is used by the children).

We keep the ice – cream machine in the spare room. That is mainly used by the children. (the spare room is used by the children).

5. Notice that only **this** can refer forward to something that hasn't yet been mentioned.

Now what do you think about this?

Will you be able to do this?

6. The pronoun **that/those** may be used instead of a noun already mentioned. It is called a prop – word.

*A dog's intelligence is much greater than that of a cat.
He found it easier to believe that her actions were those of a spoilt girl.*

These poems aren't so good as those written by you last year.

7. **Those** followed by a **who** – clause, **participle** or an **ing** –form refers to persons:

Those who (= people who) want to attend the seminar, raise your hands.

Those (= people) rescued were still in hospital.

Those present and **those concerned** are to be treated as the phrases meaning: $\dot{Y} \gg \check{n} \dot{I}^3 \dot{Y} \gg \check{n} \acute{A}$, $\mathcal{B}^3 \check{N}^3 \cdot \check{n} \cdot \acute{e} \dot{I}^3 \dot{I}^3 \dot{Y} \acute{O} \check{C} \dot{Y} \grave{u}$

8. In an informal style **this** and **that** are often used with adjectives and adverbs in the same way as **so**.

We didn't know he was that stupid.

I can't walk that far.

It's about that high.

Set phrases with **this/that**

that's all right

like this/that (= such a.../in this/that way)

but for all that (= despite that)

more than that (=in addition to)

to know better than that (= to be cleverer)

hardly that (= not quite)

and all that

that is

leave it at that (=to do, say nothing more)

so that's that

and that's that (= there is nothing more to say, do)

that settles it

for that matter (= so far as that subject being mentioned is concerned)

(the) Same

1. The demonstrative pronoun (**the**) **same** can be used as an adjective, adverb or a pronoun in the sentence.

He is the same age as me. (determiner)

He lived in the same house for 50 years. (determiner)

Waitress – I'll have the same, again, please. (pronoun)

I would do exactly the same if I were you. (pronoun)

Older people don't feel the same about pop music. (adverb)

2. The same + **that/as** clause

*He had the same absurd appearance **that** I remembered.*

*He would do it in the same way **as** I did.*

Such

1. The pronoun **such** can be used as an adjective and as a pronoun in the sentence.

*All **such** plants have long leaves.* (determiner)

***Such** were his words.* (pronoun)

2. **Such** may mean **a)** the kind of person or thing already mentioned
b) high degree (it may also be used to emphasize a feeling, opinion etc.)

such + a/an before singular countable nouns and some phrases

- a) *There is no such person working here.*
I have never heard such nonsense before.
On such occasions we usually make a cake.
- b) *Jack is such an idiot (the speaker wishes to emphasize)*
He is such a pleasant person!
That's such a good idea!
His room is such a mess. or Her room is so messy.
She has such a marvelous voice!
We had such a lovely time there!

3. Notice that **such** may be combined with **some, any, no, every...**

I'll do no such thing.
He didn't say any such thing.
On every such occasion dozens of people get injured.
Some such story was told to me years ago.

4. **Very, great, extreme** etc. are used when we are simply giving information. **Such** is mainly used to refer to information which has already been given, which is already known or is obvious.
Compare:

I've had a very bad day. (giving information)
Why did you have such a bad day? (referring to information which is already known)
There was great confusion (giving information)
Why was there such confusion? (referring to information which is already known)

Note 1: **Such** is **not** generally used demonstratively to refer to things in the present situation. To express the idea "of the kind that I'm showing you" or

“of the kind that we can see/hear now”, we prefer **like this/that or this/that kind/sort of**

Look over there! Would you like to have a house like that?

Note 2: We use **such** before a noun with or without adjective. **So** is used before an adjective or an adverb alone (without a noun).

She is such a baby! It was such a cold day!
Her mother is so patient with her.

Set phrases with **such** and **the same**

As such a) =as that kind of person, thing **b) =** considered without other facts

Such as it is = used to suggest that something is of poor quality

It's all the same to me = it makes no difference

All the same = in spite of that

Much the same = not apparently different

He is a doctor and as such can be trusted.

ACTIVITY

Ex. 1. Make one sentence from two. Use *so* or *such* (a/an).

Example: *They are such nice people that everybody likes them.*

1. The weather was nasty. Nobody wanted to listen to him.
2. They have got much money. Everybody likes them.
3. It was a fine day. I fell asleep in the armchair.
4. They are nice people She made herself ill.
5. He speaks English quickly. We decided to go on a picnic.
6. The film was boring. They don't know what to do with it.
7. I hadn't seen her for a long time. We preferred to stay at home.
8. She worked hard. The policeman stopped him.
9. He talked nonsense. I could hardly recognize her.
10. He drove fast. I can't understand anything.

Ex.2. Complete the following sentences with appropriate main clauses, using *so*, *such* and (the) *same*

Example:... *I'm almost the same height ... as my mother.*

1. ... that we took a long hike through the forest.
2. ... that I had to go to my lawyer/doctor/priest/teacher
3. ... as my living room.
4. ... as the sky on a clear day.
5. ... that I had to use several extra blankets on the bed.
6. ... that he didn't get a very good grade.
7. ... as my left foot.
8. ... as my little girl.
9. ... that she bought it as soon as she saw it at the store.
10. ... as dinner at home.
11. ... as the length.
12. ...as that of mine.

Ex 3. Use one of the demonstrative pronouns in the following sentences.

1. "I'm not coming with you and that's ...," she said curtly. 2. "Now ... I'm home I'll probably get it fixed. I couldn't write you or anything." Michael said. "You have to understand ... before anything else." 3. I'll make a final explanation and ... one will be really final. 4. Hello, ... is Elizabeth. Is ... Ruth? 5. A dog's intelligence is much greater than ... of a cat. 6. Thank you very much. You have been ... a help! 7. Joe and Carol went on a camping holiday, and I think we're going to do the 8. He dined there only on Sundays, and not every Sunday at ... 9. I believe you but there are ... who wouldn't. 10. You can do it now or later; it's all the ... to me. 11. You can visit me at any time you like. My services, ... as they are, are at your disposal. 12. "What did she say?" "She gave the... answer as before." 13. Adeline was young and beautiful. More than ..., she was rich now. 14. Martin raised his voice, "I won't have you speak to me like I am an honest man." 15. I remember now. Some ... story was told to me years ago. 16. "How is Christopher?" said Laura. She took a maternal interest in my young people: "Much the Harmless. Picturesque. Useless," I said. 17. His behaviour was... that everyone disliked him. 18. "There is no... person working here." Answered the secretary. 19. ... three days at Robin hill had been exciting, sad, embarrassing. 20. I want a shirt that's the ... as the one in the window.

UNIT XXII

QUANTITATIVE PRONOUNS

These are: **some, any, no, none, one, much, many, little, few.**

Use:

Some and any

1. **Some** and **any** usually express an ‘indefinite quantity’ (indefinite amount or indefinite quality) and are used when it is not important to say exactly how much/how many we’re thinking of. They can be used as adjectives and as pronouns.

Won't you have some cake? (determiner)

If I find some, I'll tell you. (quantitative pronoun)

Please buy any fruit that looks fresh. (determiner)

Please take any that you like. (quantitative pronoun)

2. **Some** is used in affirmative sentences and **any** is used in interrogative and negative sentences.

Do you have any friends here?

We haven't any more left.

3. But when the question is an invitation or a request **some** is used:

Won't you have some cake?

Will you carry some of these boxes for me please?

4. **Some** can also be used when the answer ‘**Yes**’ is expected. (or when the question or negation contained in the sentence doesn’t concern **some**) Compare:

Did you see any men here?

Did he see some tall men with black beards? (I know that they were there, so feel sure that he saw them)

What's wrong? Have you got something in your eye? (it seems that you have got something in your eye and I expect you to answer 'yes'.)

I couldn't answer some of his questions.

I couldn't answer any of his questions.

5. **Some** is often used for contrast. Then it is strongly stressed.

So'me of the work is too difficult, so'me are too easy.

6. **Some** with a number is used to say *approximately* or to suggest that the number is a high or impressive one.

It happened some ten years ago.

We have exported some four thousand tons of apricot this year.

7. **Any** is used in affirmative clauses to mean '*practically every*' '*no particular one*' and after words that have a negative or limiting meaning: **never**, **seldom**, **hardly**, **scarcely**, **barely** and **without** (which are almost negatives)

Any who have questions to ask are requested to do so in writing.

You can wear any shoes with that dress.

I have to go shopping. We've got hardly any food.

You never give me any chance.

Hardly anybody likes his paintings.

He was trying without any hope of success.

8. Both **some** and **any** are common in **if** clauses (**any** is used when some doubt or condition is implied):

If you want some/any help, let me know.

I don't think that there is any milk in the house.

If any of your friends is/are interested in the project, let me know.

9. A noun can be dropped after **any**, if the meaning is clear:

“Did you get the oil?” “No, there wasn’t any left.”

10. Note the expressions **any good/use...., any idea/ difference/ different**

If it is any good, buy it.

You don’t look any different in that photograph.

Compounds with ‘some’, ‘any’

1. Compounds formed with **some**, **any** and **no** follow the same rules:

Someone/somebody – anyone/anybody – no one/nobody

Something – anything – nothing

2. The compounds in **–one** and in **body** can have the genitive case:

Did you take anybody’s photograph at the party?

3. If **–one** and **–body** are followed by **else**, **–’s** is added to **else**:

It’s not yours. It’s someone else’s.

4. The compounds in **–body** are never followed by an **–of** phrase, while the compounds in **–one** sometimes are:

Does anyone of you correspond with her family?

No, none

1. **No** and **none** can be used with affirmative verbs to express a negative. **No** is an adjective pronoun and is used as a determiner. **None** can be used as subject or object (it’s a noun pronoun). Both **no** and **none** are used with countable and uncountable nouns.

No Eorsyte can stand it for a minute. (determiner)

None of us believed him. (subject)

The doctor said that the child had none of the true signs of the disease. (object)

2. No may mean **not any** or **not a**:

He has no desire for wealth. (or He doesn't have any desire for wealth.)

No other person can do it. (or not a person can do it.)

We had no idea you were coming. (or we didn't have any idea...)

I have no time for such nonsense.

It is no joke!

Compare the use of **no** in the following sentences:

It's no use worrying about her now.

He is no hero.

He is no good as a pianist

No fear! (= I certainly will not!)

No way! (= Nothing will persuade me!)

3. None may mean **not one** or **not any**. The verb following **none** can be singular or plural

None of the visitors have/has returned.

Were none of them the right size?

None but the brave would dare to say that.

"Is there any petrol left?" "No, none at all."

Note1: The difference between **none** and **no one (nobody)** and **nothing** is easily brought out with the help of questions.

No one (nobody) is used in answer to a **who**-question.

"Who are you talking to?" "No one" (nobody.)

Nothing is used in answer to a **what**-question.

"What are you doing there?" "Nothing."

But **none** is used in answer to a **how many** or **how much** – questions.

“How many letters did you write?” “None.”

“How much coffee is left?” “None.”

For **any**, **no** and **none** + the comparative see unit The Adjective)

One

1. The pronoun **one** in all of its uses refers to persons or things that are countable.

One may have different uses:

a) It is used to stand **for people** or **for any person**. (see Unit XIX)

One cannot always be right.

One doesn't like one's word doubted.

b) **One** may also have the meaning of *a person./the person/the persons.*

He is not one to be scared.

There was a look in his eyes of one used to risking his life.

Do you want to be the one to spoil all that?

He is not the one to deal with. (He is not the person to deal with.)

c) **One** helps to avoid the repetition of the same noun.

Would you like this table or that one?

I prefer red roses to white ones.

Students who get the highest marks are not always the ones with the highest intelligence.

2. When **one** is preceded by an adjective, **an article** must be used.

It isn't my beret. Mine is a black one

-There are two rulers on the table. Which one do you want?

-The longer one

Note 2: **one** is not used after *own* and after a superlative adjective preceded by the definite article.

She won't use your computer. She will use her own.
I'll never forget that day. It was the loveliest day of my life
but *His collection of paintings is a most valuable one.* (*a most* is used in the meaning of very, extremely)

Note 3: **one** is to be avoided in formal or scientific English.

Notice the idiomatic uses of **one**:

all one to me (= all the same to me)
by one and all (= by everybody)
one after the other (=in succession, not together)
one by one (= singly, one at a time, not together)
for one thing (=for one reason)
the little ones (=children)
the pretty ones (= pretty girls)

Much/ many, (a) little/(a) few

1. **Much, many, (a) little, (a) few** can also be used as pronouns:

I have some sweets but not many
A few bought cakes and the rest bought sandwiches
She earns very little
Much of what you say is true.

2. You can use **much/many, little/few** as well as the words in the box with **of**:

all/some/any/most/much/many little/few/none/half/one/two

some of, most of (etc.) + **the/this/that/these/those/my/his/Tom's**
etc.

Some of the students disagreed with the lecturer.

Any of you can use this computer.

None of them wanted to help her.

Some of Tom's friends didn't want to help him.

None of this money, none of his friends

Most of the tourists, most of these tourists

Note 4: Notice that we use **most** + **noun** without an article (countable nouns are always plural after **most** e. g. *most tourists, most people, most students*)

George is easy to get on with. ~~Most people~~ like him

ACTIVITY

Ex 1. Supply “some”, “any” or “no” for the following sentences.

1. “After all, a young man could always use ... pocket money,” said Uncle John. 2. It was unlikely that ... of the members would agree to his suggestion. 3. I had ... confidence in my ability not to love a man as cultivated as Larry. 4. “Please buy ... fruit that looks fresh,” said mother to me “And there are ... matches left. You must buy” 5. Isn’t there ... way you can help him? 6. We can’t go ... further. It’s getting dark. 7. I don’t think I’ll get that job. ... fewer than 60 people have applied for the job. 8. “Which song shall I sing?” “... song. I don’t mind.” 9. Can you give me ... information about places of interest in the town? 10. Tom and Bob are very good friends. They understand each other without ... words. 11. What a stupid thing to do! ... intelligent person would do such a thing. 12. He was waiting outside with two counselors and ... of the other children when Daphne and John arrived. 13. Go and ask for ... more paper, Nick. I haven’t ... in my desk. 14 There was hardly ... place in the house where we could talk alone. 15. He wants... more pudding. You can take it away. 16. You can cash these traveller’s cheques at ... bank. 17. ... of the cities I would like to visit are Rome and Venice. 18. “If you have ... objections to this, speak now and I’ll inform Don Corleone”, said Hagen. 19. “I have ... intention of placing my fate in their hands,” said Michael. 20. You know ... women can’t see the telephone without taking the receiver off.

Ex. 2. Choose the right word and underline it.

Example: I don’t know **nothing** / **anything** about economics.

1. Alice is so choosy. **Anything/nothing** ever pleases her.
2. “Do you live **somewhere/anywhere** near Jim?” “No, he lives in another part of town.”
3. Sue is very secretive. She never tells **something/anything** to someone/anyone.
4. I can’t find Bob. He is **somewhere/nowhere** around.

5. It's hot in here. Does **anybody/somebody** mind if I open the window.
6. Sally was upset about **anything/something** and refused to talk to nobody/anybody.
7. Sometimes he would sit silent and abstracted, taking no notice of **someone/anyone**.
8. We were **somehow/somewhat** disappointed when we heard the news.
9. This medicine is very easy to use. **Nobody/anybody** can learn to use it in a very short time.
10. The landlady doesn't want to wait. We must find money for the rent **anyhow/somewhat**.
11. **Nobody/somebody** at the office could tell me something/anything about the incident.
12. "What's wrong with Jeff?" "I hear he has broken an arm or **anything/something**."
13. "If **anything/something** happens to her, I'll blame you," said Nick to me.
14. It was winter and in winter he lived without doing **something/anything**.
15. "What's wrong? Have you got **something/anything** in your eye?"
16. When we got there it was already too late to do **anything/something**.
17. "You have hurt your arm, Ann." "Don't worry. It's **something/nothing**."
18. I think **nobody/somebody** has any right to interfere in this matter.

Ex 3. Supply *not, no, no one, none* for the following sentences.

1. When he returned for his wallet, he discovered that it wasn't there. He had ... money with him.
2. He had the power of a leader and ... a few people wanted to make friends with him.
3. We had ... to give us accurate information, let alone advice.
4. We have had ... news from him but we are still hoping.
5. Don't blame yourself, Jeff. ... of us is perfect; we all make mistakes.
6. He is ... good as a painter. Hardly

anybody likes his paintings. 7. During that time he saw ... who could tell him what had gone wrong. 8. It was a public holiday, so there were ... any shops open. 9. We decided not to discuss that matter as ... of us were sure of the facts. 10. Let him do it himself. He is ... more ill than I am! 11. "Can you meet me later?" "I am afraid" 12. I wanted some more coffee but there was 13. She ... only looks beautiful but she dresses well. 14. I hope she is ... the worse for the accident. 15. Since ... had an answer to his question, silence fell in the room. 16. "How many tickets did you get?" ".... All the seats were sold out." 17. I am sure you heard it from Mary. ... else could tell you that. 18. Though he is growing old, he is ... wiser than he was yesterday. 19. When we were on holiday we took a few photographs but ... of them were very good. 20. "Don't speak to me about Frank. He is ... friend of mine." 21. He likes to live in other people's worlds and has ... of his own.

Ex 4. Complete the sentences with the appropriate form of the pronoun *one*. If necessary with the required article.

1. Many teachers think that students who get the highest marks are not always the ... with the highest intelligence. 2. The girls school was on ... side of the road, the boys on the other. 3. ... should always try to be friendly to ... neighbours. 4. His parents never appeared in the parish church except on special occasions. Mr. Evans' funeral was such 5. I liked my old bike but I find this other ... uncomfortable. 6. "What is your opinion of the plan?" "The plan seems a good" 7. It is the most natural thing to start talking to someone who knows nothing whatever about ... and who is never likely to cross ... way again. 8. "I don't like it." "But such ... as you want is very rarely seen." 9. They are six in the family. ... you saw are David and Tommy. 10. He was rather pale, and the expression on his face was ... I had never seen before. 11. People can't be their best if ... is tired all the time. 12. "This mixer is much better than ... we saw yesterday." "Yes, and it's cheaper. Let's buy it."

Ex. 5 Supply of where necessary.

1. Would you like any ...cake?

2. Would you like any ... this cake?
3. How much milk is there in the jug? – None
4. How much ... the milk have you used? – None ... it.
5. Shall I buy six or seven eggs? - Six will be plenty
6. There is plenty ... food for everybody.
7. There have been a lot ... changes to our plans.
8. How's Dad today? He's feeling a lot ... better today.
9. Some ... students have complained about the canteen.
10. Some ... my students have complained about the canteen.

Ex. 6. Complete the sentences with the appropriate quantitative pronoun.

1. I heard a knock; is there ... at the door?
2. Virginia returned to England at the moment when ... were leaving it.
3. Reserve a table, and try to get ... near the door.
4. Will you carry ... of these packets for me, please?
5. There is not much hope. ... would agree with you and still ... would vote for you.
6. "How many letters are there to type?" "... I have already typed them all."
7. ... who wants to do the exam must give me their names today.
8. All the pairs were either a size larger or a size smaller. ... of them were the right size.
9. "Which bus do I have to catch?" "... bus. They all go to the centre."
10. "Don't drink all the water," advised the captain, let's keep a little for tomorrow."
11. . I couldn't make an omlette because there were ... eggs.
12. "Did they find their luggage?" "No. ... could find their luggage."
13. "Nobody respect him here." "He is a ... here but he is a ... in his village."
14. I have some money but not

Ex. 7. Agree or disagree with the following statements

1. None of the students cheat in the exams.

2. There are no lazy students in your group.
3. Most of the students are deeply interested in the subjects they take at the University.
4. Any student can use the internet to get necessary information/material for his/her lessons.
5. Students with good knowledge will have much chance of finding a good job.

UNIT XXIII

DISTRIBUTIVE PRONOUNS

These are **all, every (everybody/everyone/everything), each, both, either, neither, other** and **another**

Use:

All

1. The distributive pronoun **all** refers to three or more items.

Compare:

I'll take all three scarves.

I'll take both scarves.

2. **All** can be used to emphasize some adjectives, adverbs, prepositions and conjunctions.

They are all cold. She was all alone. (adjective)

We looked all round, but didn't see anything. (adverb)

What is it all about? (preposition)

It's all because of you. (conjunction)

3. When pronoun **all** means *everything, the whole of a thing*, it is singular and when it means *everybody, the total number of persons, animals and things*, it is plural.

All is lost. All is well that ends well.

All are here. All of them want to stay there over the weekend.

4. **All** can modify a noun or a pronoun:

All (of) the demonstrators were shouting. (with a noun)

I haven't looked through all of it. (with a pronoun)

All used as a determiner may be singular or plural depending on the noun modified by **all**.

*All the work was done in time. All hope is lost.
All the students were having a test on grammar.*

5. Before a noun with a determiner (for example **the/ my/ this;**), **all** and **all of** are both possible. American English usually has **all of**.

all + determiner (the, my/his, this) + noun

*All (of) my friends like hiking.
Not all of the students work hard.
Not all birds can fly. (we usually use **not all** + noun + affirmative form)*

The use of *all* with personal pronouns

6. all of + personal pronoun

*All of us can swim or We can all swim.
She has invited all of you. or She invited you all.*

7. Pronoun + all

*Alice sent her love to them all
She invited you all
Mother has made us all something to eat.*

This doesn't happen with predicative pronouns or in short answers:

*Is that all of them?
"Who did you invite to your party?" " All of them " (not them all)*

The use of *all* with verbs

8. All is used with verbs

auxiliary verb + all

am/is/ are/ was/were+ all

We don't all speak Spanish.

They were all doing the same work.

The guests have all arrived.

The women were all singing.

They are all here.

All that... structure

9. All that... structure often has a rather negative meaning, expressing ideas like ‘nothing more’ or ‘the only thing’

This is all I've got.

All I want is a place to sit down.

All that happened was that he left banging the door behind him.

All and whole

10. All (of) and whole can both be used with singular nouns to mean ‘complete’, every part of:

all (of) the week/ the whole week, all (of) my life/ my whole life
but *He can eat a whole chicken* . (**all** is **not** generally used before indefinite articles)

11. We do not normally use **whole** with uncountable nouns.

I spent all the money you gave me.

She has eaten a whole loaf.

Note1: Before proper nouns (names) and pronouns we always use **the whole of**, not **whole**. **All (of)** is also possible.

I have just read the whole of/all of ‘Gone with the Wind’

The whole of/All of Venice was under water.

Note 2: With plural nouns **all** and **whole** have different meanings. **All** is like every: **whole** means entire, complete. Compare:

All Indian tribes suffered from white settlement in America.
(=Every Indian tribe suffered...)

Whole Indian tribes were killed off. (=Complete tribes were killed)

Notice the following idiomatic uses of **all**

He is all in. (= He is completely exhausted.)

It was all my fault. (= entirely)

The money is all gone. (= completely)

The child was all covered with mud. (= wholly)

I warn you, once and for all, that it must be stopped. (= for the last and only time)

All in all it has been a successful conference. (=considering all the facts)

Each, every

1. **Each** can be used as an adjective pronoun and as a pronoun whereas **every** is used only as an adjective pronoun. Compare:

Each team has a place to practice. Each one of you is to blame.

You will each receive an invitation .

I sent a postcard to each of my friends.

Jane and Ann each bought a new coat.

Each is an excellent example.

I have read every book she has written. Every word he said is true.

Note 3: **Each/every** imply a number of persons/things considered individually, **all** implies a number of persons/things as a group:

Every light was out. All lights were out

Note 4: But we can use **all** with place names and some singular countable nouns to mean '**every part of**', '**the whole of**'

All London was talking about her affairs. (every part of London)

We have been round all the village looking for the cow.

2. **Each** and **every** are followed by a singular verb. The only important differences between them are: **each** can be used for two

or more persons/things while **every** is not normally used for very small numbers:

Two men entered. Each (man) was carrying a heavy suitcase.

Every (or each) man carried a torch.

3. We say **each+ of/ each one +of**

Each of you has a chance of winning.

Each one of you is to blame.

but *I have read every book she's written* or *every one of her books.*

4. **Everyone, everybody** and **everything** (pronouns) mean 'all people' or 'all the people' and 'all things.' They take singular verbs.

The expressions 'all people' and 'all things' are seldom heard: '**all the people**'/'**all the things**' + a **qualifying phrase** or **clause** is possible: but **everyone/everybody** or **everything** is more usual. Compare:

Everyone respects him = *All the people who know him respect him.*

Everybody stood up = *All the people who were there stood up.*

Everything is yours = *All (that) I have is yours.*

She lost everything = *She lost all (that) she owned.*

Notice the idiomatic uses of **very** in the following sentences

Every other car was damaged in the accident. (= every second, fourth, sixth, etc car)

They visit us every three days (= every third day)

We had to stop every few miles. (= We had to stop every time we had walked, ridden a few miles)

Every reason/faith, pleasure, opportunity... (= all possible, complete)

He has every faith in you.

Both / neither / either

1. We use **both / neither / either** for two persons or things. The pronoun **neither** is the opposite to the **both** and **neither**

- *There are two hotels in this town.*
- *Both hotels are very bad.*
- *Is/ neither of them good?.*
- *As for me we can go to either hotel. I don't mind.*

2. After **neither of/either of...** a singular verb is usually used but they are often used with a plural verb in informal questions and (negative) statements.

Are / Is either of your hands injured.

3. We use **both/neither/either of+the.../these/those.../my/your/his/Tom's**

Both of the lungs are infected. or Both lungs are infected.
Both of my parents are from Yerevan . or Both my parents are...

Are/Is either of your parents at home?

Are /Is neither of your feet feeling better?

4. You can use **both of/neither of** with personal pronouns in objective case:

both of/neither of/ either of + us/you/them

Both of us have been to Paris or We have both been to Paris.
I was invited to two weddings but I didn't go to either of them.
I tried two bookshops for the book but neither of them was open.

5. **both...and, either...or, neither...nor** constructions. We can say

both...and...	Both the children and their parents were present at the parents' meeting.
neither...nor	George neither smokes nor drinks.
either...or	We can leave either today or tomorrow.

both + adjective + and + adjective

both + noun + and + noun

She is both pretty and clever. (adjective)

I saw both the father and the son. (nouns)

She both dances and sings. (sometimes verbs are possible)

Other and another

1. The distributive pronoun **other** has two numbers: singular – **other**: plural – **others**. It has two cases: the common case and the genitive case (**other's, others'**).

In the sentence it is used as subject, object, and attribute.

Others will offer better prices but is the quality as good?

She left the others and went over to him.

I didn't manage to visit other museums.

2. The **other** + a singular noun means *the second of the two* •

You take this chair and I'll take the other one.

3. The **other** + plural noun or **the others** without a noun mean *the rest, the remaining* •

Some of the guests went off to bathe, the other guests preferred to stay inside.

Those are yours and the others are mine.

You are not fair to the others.

4. Other + a plural noun or **others** without a noun mean *additional, different, remaining*.

Learn from other people's mistakes
My parents and six others went to the meeting.
Will you have any others?
What other advice can I give you?

Notice the use of **other** with **some, any, no** in the following sentences.

Some other facts are necessary.
Any other man could do this job.
No other person behaves like you.

5. Another + a singular noun means *an additional one, a different one, any other*.

Have another cup of tea.
I won't say another word about it. (an additional)
I'll come another day. (a different)
I would never steal another girl's boyfriend.
You have this ticket and I'll buy another.
She didn't like it so she took another one.

Notice the idiomatic uses of **other** and **another**
the other day/night etc.(= one day/night recently)
to be other than (= be different)
somehow or other (= in some way that cannot be accounted for)
some idiot or other (= an unknown idiot)
every other somebody/something (= each alternative person/thing)
one after another/the other (= one person thing then another)
another ten minutes/five kilometers/ twenty drams (= ten minutes/..... more)

*He left after another few/six days.
You will have to wait another fifteen minutes.*

ACTIVITY

Ex.1. Choose the right word.

Example: *I spent the whole / ~~all the money~~ you gave me.*

1. Please return the **whole** / **all** the six copies. I need them badly.
2. When the fire alarm rang, **everybody** / **all** left the building immediately.
3. She didn't say where she was going. **All** / **everything** she said was that she was going away.
4. Our holiday was a disaster. **Everything** / **all** went wrong.
5. I have lived here **whole my life** / **all my life**.
6. On the **all** / **whole** I agree with you.
7. They did well in the examination. **Everybody of** / **all of** them passed.
8. Everyone in the team played well. In fact, **the whole** / **all the** team played well.
9. He shouted at **all** / **everybody** of us although most of us had done nothing.
10. I have wasted two hours because **the whole** / **all the** information they gave was wrong.
11. Why are you so lazy? Why do you expect me to do **everything** / **all** for you.
12. I waited for her **a whole** / **the whole** hour, but she didn't turn up.
13. **The whole** / **all London** was talking about her affairs.
14. Julie felt bad. She **spent the whole** / **all** week at home.
15. He is a greedy person. Money means **all** / **everything** to him.
16. **All** / **everything** I have eaten today is a sandwich.
17. "What happened to her father? " "He lost **all** / **everything** he owned."
18. Don't take it to heart. **All** / **all of** children can be difficult.

Ex.2. Choose between “all”, “every”, and “each” to use it in the following sentences.

1. Stop arguing! You are ... right in a different way. 2. It's a good idea to have check up with the dentist ... six months. 3. I tried to phone her two or three times, but ... time there was no reply. 4. “I can't understand her. ... time I ask her out she refuses,” Tommy had complained. 5. It was a great occasion and ... the family were present. 6. He shouted her name twice, ... time banging his fist on the table. 7. “That's the sort of job ... boys like doing,” said aunt Maria smiling. 8. I like Danielle Steel. I have read ... book she has written. 9. They ... listened carefully to what the other said. 10. When I was on holiday, ... my luggage was stolen. 11. Car seat belts save lives. ... driver should wear one. 12. He had been brought up by a mother who had taught him that ... pleasure must be paid for. 13. ... trunks must be labeled before being deposited in the left-luggage office. 14. They are a nice couple and I want them ... to be happy. 15. He always takes full advantage of ... opportunity to see the child. 16. We had a great weekend. I enjoyed ... minute of it. 17. It was an exciting match. ... the people were cheering loudly. 18. ... one of the students is required to take the final test.

Ex.3. Supply *each other* , *other* or *another* in the following sentences. Use article if it is necessary.

Example: *The students in the class come from many countries. One of the students is from Mexico. Another student is from Iraq. Another is from Japan. Other students are from Brazil. Others are from Algeria.*

1. That country has two basic problems. One is inflation, and ... is instability of their country. 2. It's a long trip. I'm getting tired of riding in the car, but we still have ... two hundred miles to go. 3. Louis and I have been friends for a long time. We've known ... since we were children. 4. Thank you for inviting me to go on the picnic. I'd like to go with you, but I've already made ... plans. 5. Some TV programs are excellent, but ... are terrible. 6. Mr. and Mrs. Jay are happily married couple. They love 7. I am almost finished. I just

need ... five minutes. 8. Two countries border on the United States. One is Canada. ... is Mexico. 9. His father reads the New York Times every day. He doesn't read any ... newspapers. 10. He is a frequent guest. He comes here every ... day. 11. They have three children. One has graduated from college and has a job. ... is in school at the University of Arkansas. ... is still living at home. 12. Prices continually rise. Next year a new car will cost ... three or four hundred dollars. 13. Then I read the novels of George Meredith one after 14. I think the first thing to do is to have ... talk with your sister. 15. "Where did you see them?" "Well, we met them in the club ... night." 16. He was furious. Without ... word he started up the car. 17. The doctor said you are getting better but you should see him every ... week. 18. Well, that's that. ...day's work finished. Let's go home.

Ex.4. Complete the sentences, using an appropriate form of *other* (the other, others, another...)

1. Some people prefer classical music, but
2. There are three colours that I especially like. One is
3. I have two candy bars. I want only one of them. Would you like
....
4. I am still thirsty. I'd like....
5. There are three places in particular that I would like to visit. One
is
6. Only two of the students failed the quiz. All of
7. The committee hasn't finished the work yet. They need
8. Many people like jazz while ... people prefer rock and roll.
9. I like this country. I'll be here for
10. I would like to read more on this subject. Do you have any
11. Some of these letters are more important than
12. After the examination, most of the students congratulated one
13. That's one way to do, but there is
14. I think after what happened they won't do
15. One man's meat is
16. The first fire truck arrived in one minute. ... trucks arrived later.
17. There are ten books here. Eight are mine. ... two aren't.
18. Mary's computer broke, so she bought

Ex.5. Paraphrase the following sentences using *both*, *both ... and*, *either ... or* / *neither ... nor* .

Example: *The leopard faces extinction. The tiger faces extinction.*
Both the leopard and the tiger face extinction.

1. We can fix dinner for them here, or we can take them to a restaurant.
2. Fred's father buys and sells used car.
3. I haven't got time to go on holiday. And I haven't got the money.
4. Mary is 14 years old, but she cooks well and entertains well.
5. Her roommate doesn't know where she is. Her mother doesn't know either.
6. It was a very boring film. It was very long too.
7. George doesn't smoke and he doesn't drink.
8. We can leave today or we can leave tomorrow.
9. Jim is on holiday and so is Carol.
10. She hasn't written or phoned me since last autumn.

Ex.6. Use "*both*," "*either*" or "*neither*" in the following sentences.

1. And without another word John scribbled a name on a piece of paper, wrote her a check for a thousand dollars, and handed them ... to her. 2. The match ended in a draw. ... side scored a goal. 3. "What have you written, a short story or an essay?" "I'm afraid it doesn't come within ... description." 4. "Can I speak to Mr. or Mrs. Fields?" "I'm afraid ... of them is here. They are away on holiday." 5. "Are/is ... of your parents at home?" asked the postman when the little boy opened the door. 6. Nick and Tom are ... my friends. But ... is in the town now. They are ... in the Navy. 7. "I want to make an appointment for my son to see his doctor." "Which day is suitable for you, Monday or Tuesday?" "... of the days is convenient." 8. We drove along a wide road with ditches and trees on ... side. 9. I saw an accident this morning. One car drove into the back of another. Fortunately ... driver was injured but ... cars were quite badly damaged. 10. "Where did you go for your holidays – Scotland or

Ireland?” “We went to A week in Scotland and a week in Ireland.” 11. “What are you going to have, brandy or whiskey?” “.... I don’t have any desire for drink tonight.” 12. “Tell ... your mother and father that I’m expecting them tonight.” “I’m afraid I won’t see ... of them today.”

Ex. 7. Put in *each, every, everyone, everything, anything, all, whole, each other, another* •

Jim Meets James

I’ve just heard thestory of the Lewis twins from Ohio, who were adopted by different families at birth and who met for the first time at the age of 39. wanted to know if they had in common. They had! They hadmarried a woman called Linda. of them had been divorced and married woman called Betty. The couples who adopted them had called them ‘Jim’. Many similar things happened to them in their lives. The list is endless. Almostexperience they had had was the same: there were exact parallels for they had ever done. As Jim said when he first met James, “ It wasn’t like meeting a stranger.”

UNIT XXIV

RELATIVE PRONOUNS, (Relative adverbs, Connective relatives)

Use:

Relative pronouns **who, whose, whom, which** and **that** introduce relative (attributive) clauses. Relative clause tells us which person or thing (or what kind of person or thing) the speaker means. The word they refer to is called their *antecedent*. It may be a noun or a pronoun.

Relative clauses are of two kinds: 1. Defining 2. Non – defining.

Defining relative clause

Defining clauses describe the preceding noun in such a way as to distinguish it from other nouns of the same class.

Notice that there is **no** comma between a noun and a defining relative clause.

The woman who serves in the shop is the owner's wife.

What have you done with the papers that I gave you?

1. We use **who, whom, whose** and **that** for persons.

Surgeons are people who perform medical operations.

Is that the man whose house was burnt down last week?

The boy who (that) won the first prize is my classmate.

The girl whom (who) we saw yesterday is a ballet dancer.

2. We use **which, that, whose** when we are talking about things:

A dictionary is a book that/which gives you the meaning of words.

What happened to the documents which/ that were on the table?

That's the house whose roof collapsed in the storm.

3. Notice that **that** is more usual:

a) after superlatives

*Mozart was one of the greatest composers that ever lived.
This is the most expensive hotel (that) I know.*

b) after quantitative and distributive pronouns: **all, much, little, everything, anybody, somebody, something, none, one, no, nothing, nobody**;

*She had always had everything that she wanted.
All apples that fall are eaten by the goats.
Those are the ones that I was describing.
There is not much that can be done.
A mystery is something that can't be explained.*

Note: After **all, nobody no one, somebody, someone, anybody**, we can use either **who** or **that**:

*She was all that he ever wished for.
All who/that heard him were delighted with him.
Anybody else who needs tickets must tell me.*

c) for groups of people and animals or things:

*the people and animals that live on the farm
the staff and equipment that will be needed*

d) after a noun modified by *same*:

Put it back in the same place that you took it from.

4. You must use **who/that/which** when it is the subject of the relative clause and you can leave them out if they are the object of the relative clause:

The people who live next door are very friendly. (the subject)

The people ~~who (whom)~~ we met at the party were very friendly. (the object)

The jacket ~~that/which~~ was bought yesterday doesn't fit him at all. (the subject)

The jacket ~~that/which~~ he bought doesn't fit him at all. (the object)

Preposition + whom /which

5. It is more usual to move the preposition to the end of the clause, using **which** or **whom** or omitting the relative pronoun altogether. (Unlike **which** and **whom**, **that** cannot be preceded by a preposition):

The lecture to which we listened yesterday was very interesting.

The lecture which/that we listened to yesterday was very interesting.

or *The lecture we listened to yesterday was very interesting.*

This is Mrs. Green, about whom I was telling you.

This is Mrs. Green, who (whom) I was telling you about.

or *This is Mrs. Green I was telling you about.*

6. We can use a quantitative or a distributive pronoun + **whom** (people), **which** (things).

all/none /some

any/much/many/both/either/neither/each/half/one/two

of + whom/which.

Remember to use commas before **all/none/some...+ whom/which**):

Tom has two sisters, neither of whom is married.

Five people applied for that job, none of whom were suitable.

Ann's flat consists of five rooms, two of which they hardly ever use.

Non – defining relative Clauses

Non – defining relative clauses are placed after nouns which are definite already. They give us *extra information* about the person or thing. Unlike defining clauses, they are not essential in the sentence and can be omitted without causing confusion. Also unlike defining relatives, they are separated from their noun by **commas**.

1. We use **who (whom)**, **whose** (people), **which** (things) in non-defining clauses.

Fireman, whose work is often dangerous, are usually paid less than the police.

Alice, ~~whose~~ father is a pilot, wants to become a stewardess.

This morning we met Dave, ~~whom~~ we hadn't seen since last summer.

We stayed at The Hilton hotel, ~~which~~ Ann recommended to us.

2. Preposition + which

The preposition can be placed before the relative pronoun **which**, or at the end of the clause:

The computer, ~~for which~~ she paid \$ 500, can do many things.

The computer, which I paid \$ 500 for, can do many things.

Connective relatives

1. Connective relatives are **who** and **which**

I saw Kate in the office. She gave me this invitation . could be combined as

I saw Kate in the office and she gave me this invitation.

or *I saw Kate, who gave me this invitation.*

Similarly:

I bought this dictionary. It helped me a lot.

I bought this dictionary, which helped me a lot.

2. **Which** can refer to a whole clause:

He said that he had no money. This was perfectly true. =
He said that he had no money, ~~which~~ was perfectly true.
We had to sleep in our wet clothes, which was most
uncomfortable.

Notice that commas are used with connective relatives.

3. What cannot be used as a connective relative and neither can **that**.
What is parallel to **the thing /the things that**:

The things that we saw astonished us. = What we saw
astonished us.
Everything that he said was true = What he said was true

Relative adverbs

1. We can use relative adverbs **where**, **when** and **why** to replace a **preposition + which**:

when replaces **in/on/which**, used for time
where replaces **in which/at which**, used for place
why replaces **for which**, used for reasons

the day on which she arrived = the day when she arrived
he house in which he lived = the house where he lives
the reason for which he came = the reason why he came
Ann is going to spend a few weeks in Russia, where her
sister lives.

The city where/in which we live is beautiful.
The city which/that we live in is beautiful.
The city we live in is beautiful.
I'll never forget the day when/on which we first met.
I'll never forget the day that we first met
I'll never forget the day we first met

The reason (why/ that) I am phoning you is to invite you to my party

Notice that you **cannot** leave out relative pronouns in non – defining relative clauses.

ACTIVITY

Ex.1. Make one sentence from the sentences given, using a relative clause. Sometimes the clause goes in the middle of the sentence, sometimes at the end. (You will need to use *who, that, which, whose, whom, where* and *when*.)

Example: *The student writes well. I read her composition.*
 The student whose composition I read writes well.

1. The taxi driver was very friendly. He took me to the airport.
2. The woman called the police. Her wallet was stolen.
3. I come from a small country. Its history goes back thousands of years.
4. We stayed at the Grand Hotel. Ann recommended it to us.
5. Glasgow is the largest city in Scotland. My brother lives there.
6. John is one of my closest friends. I have known him for a very long time.
7. I was looking for a book this morning. I have found it now.
8. London was once the largest city in the world, but its population is now falling.
9. Margaret has a son. She showed me a photograph of him. He's a policeman.
10. There was a strike at the car factory. It lasted ten days. It is now over.
11. A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.
12. Sheila is away from home now. Her job involves a lot of travelling.
13. Firemen are paid less than the police. Their work is often dangerous.

14. I'll never forget the day. I first met you then.
15. Fortunately we had a map. We would have got lost without a map.
16. The woman stepped on my toe. I was dancing with her.
17. The computer can do many things. She paid \$500 for it.
18. The picture was beautiful. She was looking at it with admiration.

Ex.2. Decide whether it is possible to leave out the word underlined in each sentence.

Example: a) *I thanked the woman who helped me. (impossible)*
 b) *The building where he lives in is very old. (possible)*
(The building he lives in is very old.)

1. The scientist that we met yesterday is well known for his research.
2. The letter that arrived this morning contained bad news I'm afraid.
3. In the whole book there was only one chapter which interested me.
4. There is only one Greek island which he hasn't visited.
5. Do you like the person who sits next to you in class?
6. She is the lady who (m) I told you about.
7. Mr. Catt has a painting whose value is inestimable.
8. I recently went back to the town where I was born.
9. This school is only for children whose first language is not English.
10. Mrs. Bond is going to spend a few weeks in France, where her son lives.
11. Do you still remember the day when we first met?
12. The manager will visit the factory in April, when (during which time) she'll talk to all the staff.

Ex. 3. Complete the following sentences using an expression of quantity with *of (some of, many of, most of, none of, two of, half of, both of, neither of, each of, all of, several of, a few of, little of, a number of, etc)* . **Use commas before the expressions of quantity.**

Example: *They asked me a lot of questions, most of....*

They asked me a lot of questions, most of which I couldn't answer.

1. I have sent her two letters, neither of
2. That company currently has five employees, all of....
3. The teachers discussed Jim, one of....
4. Jeff introduced me to his roommates, two of....
5. Norman won \$ 50.000, half of....
6. After the riot, over one hundred people were taken to hospital, many of...
7. Ten people applied for the job, none of
7. We are given a lot of information, most of....
8. Julia has two sisters, both of....
9. Kate has got two cars, one of....
10. There were a lot of people at the party, only a few of....
11. The company hired ten new employees, some of....

Ex. 4. Choose the correct word. In some of these sentences both are possible in others only *which* is possible.

1. The sun **which/that** is one of millions of stars in the universe provide us with heat and light.
2. There are some words **which / that** are very difficult to translate.
3. She told me her address **which / that** I wrote down on a piece of paper.
4. The office **which / that** I'm using at the moment is very small.
5. My office **which / that** is on the second floor of the building is very small.
6. Colin told me about his new job, **which / that** he's enjoying very much.
7. Jane works for a company **which / that** makes shoes.

UNIT XXV

CONJUNCTIVE PRONOUNS, INTERROGATIVE PRONOUNS

Conjunctive pronouns

The conjunctive pronouns are: **who(m), what, whose, which, how much, how many.**

Use:

1. **Who (m), what, whose, which** are not only used in relative clauses but also have conjunctive power, introducing different kinds of clauses (**subject** clauses, **object** clauses, **predicative** clauses.), except adverbial clauses and appositive clauses, which are introduced only by conjunctions.

What is done cannot be undone . (subject clause)

Life in my country isn't what it used to be . (predicative clause)

He surprised us by what he did. (prepositional object)

We didn't know what Gloria had told Mr. Barton . (object clause)

I can't tell you who brought that letter . (object clause)

2. Conjunctive pronouns can perform different functions in the clauses they introduce.

We didn't know to whom he had given the letter.
(prepositional object)

She didn't know who was in the boat. (subject)

3. **That** is not a conjunctive pronoun when it introduces **subject, predicative** and an **object** clauses. It is a mere conjunction because it has no syntactic function in the sentence.

That they are going to get married is no longer a secret to anyone. (subject clause)

My guess is that he is in love (predicative clause)
We know that she is smart (object clause)

Interrogative Pronouns

Interrogative pronouns are used in inquiry, to form special questions. They are: **who, whose, what, which, how many, how much**

Use:

1. The objective case of **who** is **whom** which is used as an **object** in the sentence. It may be used as **a)** a direct object or **b)** a prepositional object:

- a) Who (m) did you meet there? (direct object)
- b) By whom was it written? (prepositional object)

Note: Notice the following idiomatic uses of **who**

It was so dark that I couldn't tell who's who. (= couldn't tell one person from the other.)

You can find his name in Who's Who. (= a reference book on contemporary outstanding people.)

2. When **what** is used as a determiner (attribute to nouns) it can denote both persons and things.

What artists are going to be exhibited this spring?
What films do you like to see?

3. The use of **which** is more restricted than that of **what** because **which** is selective – it selects one or more out of a definite number of persons or things.

Which will you have juice or mineral water?
Which of your friends will you invite to your wedding?

Compare the use of **what** and **which** in the following sentences:

What cassettes do you have at home? Which of them is your favourite one?

What examination are you going to take this term? Which of them do you find most difficult?

Note: The interrogative pronouns **who, what, which** may be made emphatic by adding **ever**. *Ever* here has a meaning like *on earth, in the world*. Depending on the situation, questions introduced by the emphatic forms in – *ever* express different emotions (surprise, anger, despair, indignation, etc). The use of the form in –*ever* is (whichever, whoever, etc) distinctly colloquial.

Whichever of them will take the prize?

Whoever can be calling at this time of the night?

ACTIVITY

Ex. 1. Put in a suitable conjunctive pronouns.

1. It's for you to decide ... is to speak to the chief.
2. He examined the official records to find out in ... name the house and plot were registered
3. Tell me ... daughter you're going to take along with you and ... is staying behind.
- 4.. I was sure ... he said about the girl was true.
- 5.. If you ask for "the German", every one will know ... you mean
- 6.. They are a family that would quarrel about ... way a doorknob turns.
- 7... They asked a young woman ... the street was called

Ex. 2. Change these What + noun questions into How + adjective Questions.

Example: *What is the depth of this pool? How deep is this pool?*

1. What's the age of this building? How
2. What distance is Ashtarak from here? How....

3. What size is your briefcase? How
4. What length is this room? How
5. What height is this wall? How
6. What's the width of this street? How

Ex. 3. Make questions from the following sentences.

Example: *I like my coffee black.*
 How do you like your coffee?

1. Jack is about medium height and has red hair and freckles.
2. Sue is very serious and hardworking.
3. My sister takes her coffee with sugar.
4. It's a building meant for offices.
5. My friend is nearly two metres high.
6. The girls called their step-mother "Cruella."
7. I'm sixty kilos in weight.
8. The street I live in is called Aram Khachaturian.
9. This road is twelve metres wide.
10. It's twenty kilometers to Echmiadzin from here.

Ex. 4. Match the questions and the answers.

- | | |
|--|--|
| 1. How do you do? | a) I'd love to. That's very kind of you. |
| 2. How are you? | b) It was very enjoyable. |
| 3. How have been? | c) Not bad, but I had a cold last week. |
| 4. How's life? | d) How do you do? |
| 5. How's the garden? | e) Yes, that's a nice idea. Let's. |
| 6. How about going to the cinema? | f) Coming along nicely. The tulips are coming out. |
| 7. How was the concert? | g) Very well, thank you. And you? |
| 8. How would you like to have lunch with us? | h) Fine! How's life with you? |

Ex.5. Complete the sentences with appropriate relative, conjunctive and interrogative pronouns.

1. "... do you want to speak to?" "I want to speak to Mr. Smith"
"...of them do you want? We have two here." 2. The man ... opinion
I respect most is my father. 3. All ... Enid said was: Uncle Thomas,
you look funny this morning. 4. They had brought few books with
them ... she hadn't read. 5. ...do you call the sea between England
and France?. 6 "... did you come here?" "I came in my car." 7. You
are one of the few people ... I would like to know better. 8.. "... tall
is your brother?" "He is almost two metres." 9.. Now ... you see all
the family together tell me ... you think of us. 10. ... quality do you
admire in a man? 11. There is whisky, gin and sherry: ... will you
have? 12. ... I saw was a solid-looking brick house.. 13. "... does she
look like?" "Oh, I think she looks like a scarecrow." 14. That's the
worst news ... we've ever had from you. 20. "I have never been
given any of Granny's things." "... about her watch?" 15. A few
days ago I met someone ... brother I went to school with. 16. The
reason ... I'm phoning you is to invite you to a party. 17. "... high is
Mount Everest?" "It is over eight thousand metres high." 18. Our
little boy will never forget the time ... we got stuck in a lift. 19. ...
sort of factory do they intend to put up in this area?. 20.. I told him
everything ... was relevant. 21. We climbed to the top of the tower,
from ... we had a beautiful view.. 22. Later that afternoon Phil went
to San Fernando, ... he soon found the house in ... their father was
said to live.

**REVISION
OF PRONOUNS**

Ex.1. Complete the sentences with the appropriate pronouns.

1. Mr. Smith didn't catch the sense of our offer. We need to have
... talk with him.
2. ... of us know how much he suffered. He doesn't like to speak
about it.
3. I don't believe that ... of your friends is coming today.
4. Before leaving he gave ... student a task.

5. Do you see ... trees over there?
6. "There are ... matches left." "I'll buy ... on my way home.
7. We have O'Henry and Byron. Which of the books you'd like to have? Oh, ...will do.
8. Jacky and Suzie are ... my friends. But ... is with me now. They are ... abroad.
9. She is ... busy or ill. ... shall we do in ... case?
10. I met him in the club the ... day.
11. ... who were absent will write the test today.
12. She saw him coming out of the station with a kit-bag in ... hand.
13. Fleur was smiling, a little defiantly. It was ... who uttered the first words.
14. We asked them ... company they represented and ... sort of goods they offer.
15. ... I saw was a miracle.
16. I think after what John did yesterday he ought to be ashamed of
....
17. they want to tell is about Mary.
18. "I think... in ... it has been a successful conference," said the professor.
19. When we get there it might be too late to do
20. He plays football perfectly. He can hit the ball by ... leg.
21. ... the money was spent. ... is left there.
22. He invited us ..., but we knew he wouldn't like ... of us at the party.
23. You're one of the people, ... I'd like to know better.
24. On ... occasions we usually make a cake

Ex. 2. Put in *a, the, some, one* or a possessive pronoun. If no article is needed, write *Ø* in the space.

1. Johnny's mother took him by... hand and walked him across the street.
2. If anyone needs a pen, just ask; I have... few extras.
3. I have four dictionaries. Two are Japanese and... others are English.
4. ... dog that growls will very often bite as well.

5. I bought more coffee because we have only... little left.
6. When the dog brought the duck, the hunter patted the dog on... back.
7. I don't have enough credits to graduate now, so I have to wait until... next year.
8. The Custom Officer said to the lady, " Could you open up... suitcase for me please?"
9. It was Sunday.... shop was open, but all... others were closed.
10. After lunch we spent... time in... National Museum.
11. The climber broke... leg, not his both legs as we thought at first.
12. ... birds cannot fly.
13. ... most people don't like snakes.
14. Almost all... cars have seat belts today.
15. "I perceive," said Jolyon, "that you are trying to kill two birds with ... stone."

Ex.3. Translate the following sentences into English.

1. $^2\dot{Y}\dot{U}\cdot\acute{a}\acute{o}\ddot{i}$ $\dot{\iota}$ $\acute{N}\acute{a}\acute{o}\ddot{e}^3\acute{E}$, $\acute{A}\gg$ \acute{Y}^3 $\dot{\iota}\div\acute{a}\acute{E}\dot{\iota}\dot{\zeta}$: $^2\dot{U}^1$ $\dot{U}^3\dot{n}^1\acute{A}$ $\dot{\iota}^3\acute{O}\acute{a}\acute{o}\dot{\iota}$ $\dot{\iota}$ $\dot{\iota}\acute{a}\dot{n}\acute{o}\dot{n}\gg\acute{E}$ $\dot{\zeta}\dot{n}$ $\dot{\iota}^3\dot{n}\dot{\iota}\acute{A}$:
2. $\emptyset^3\dot{n}^1$ $\acute{a}\gg\dot{\iota}\dot{u}$ $\dot{\iota}$ $\acute{N}\acute{a}$: $\dot{\iota}^3\acute{Y}\dot{\zeta}$ $\dot{\zeta}\dot{n}$ $^3\acute{e}\acute{a}\acute{O}\dot{\zeta}\acute{a}\acute{o}\dot{A}\dot{U}^3\acute{Y}$ $\dot{N}^3\dot{U}^3\dot{n}$. $\acute{u}\dot{n}\dot{\zeta}\acute{Y}^3\dot{\iota}\dot{a}$ $\acute{a}\acute{a}\gg\dot{\iota}\dot{u}$ $\dot{\iota}$ $\acute{\iota}\acute{E}\dot{\zeta}$: $\acute{\iota}\acute{E}\gg\acute{E}\acute{A}$ $\dot{\iota}^3\dot{n}\mu\gg\dot{n}$ $\dot{N}\dot{\zeta}\dot{\iota}^3\acute{Y}^1\acute{a}\acute{o}\dot{A}\dot{U}\acute{a}\acute{o}\dot{Y}\dot{Y}\gg\dot{n}\dot{\zeta}$ $\acute{a}^3\dot{\iota}\times^3\acute{e}$ $\dot{\iota}$ $^{13}\acute{e}\acute{Y}\acute{a}\acute{o}\dot{U}$:
3. $\acute{e}\acute{a}\acute{o}^1\acute{a}\acute{E}\acute{Y}\acute{A}$ $^3\dot{n}\dot{N}^3\dot{U}^3\dot{n}\dot{N}\acute{a}\acute{o}\dot{U}$ $\dot{\iota}\dot{n}$ $\dot{\zeta}\dot{n}\gg\acute{Y}$ $^3\dot{U}^1$ $\acute{A}\acute{a}\acute{o}\acute{E}\acute{a}\acute{o}\dot{A}\dot{U}^3\acute{Y}$ $\dot{N}^3\dot{U}^3\dot{n}$, $\mu^3\dot{U}\acute{o}$ $\dot{U}\dot{\zeta}^3\acute{A}^3\dot{U}^3\acute{Y}^3\dot{\iota}$ $\frac{1}{2}\cdot\acute{a}\acute{o}\dot{U}$ $\dot{\iota}\dot{n}$, $\acute{a}\dot{n}$ $\acute{a}^3\dot{n}^{\frac{1}{2}3}\acute{a}\gg\acute{e}$ $\acute{a}\dot{\zeta}$ $\dot{\iota}^3\dot{n}\acute{a}\acute{O}$ $\acute{a}\dot{U}\dot{\iota}^3\dot{\iota}\gg\acute{E}$ $\acute{a}\acute{e}\acute{a}\acute{o}\acute{E}\dot{\zeta}^3\dot{U}\dot{\zeta}$ $\dot{U}^3\acute{e}\dot{\zeta}\acute{Y}$:
4. $\emptyset\gg\acute{Y}\dot{u}$ $\acute{a}\gg\acute{Y}\dot{u}$ $\dot{\iota}^3\dot{n}\acute{a}\acute{O}$ $\dot{u}\cdot\acute{Y}\gg\acute{E}$ $\dot{u}\gg\frac{1}{2}$, $^2\dot{n}\acute{A}\acute{a}^{\circ}\acute{o}\dot{n}$: $\acute{a}\acute{o}$ $\acute{e}\dot{\iota}\dot{\zeta}\acute{a}\dot{\iota}\dot{\iota}^3\dot{\iota}$ $\gg\acute{e}$ $\dot{U}\gg\acute{Y}^3\dot{\iota}$ $\acute{E}\acute{a}\acute{o}\dot{\iota}\gg\acute{E}$ $^3\dot{U}^1$ $\acute{E}\acute{Y}^1\dot{\zeta}\dot{n}\acute{A}$: $\acute{o}\dot{\iota}$ $\dot{N}\dot{\zeta}\dot{\beta}\dot{\zeta}\dot{\zeta}\dot{n}$ $\dot{U}\gg\acute{Y}\dot{u}$ $\dot{\zeta}\acute{Y}\dot{u}\acute{Y}\dot{Y}\gg\dot{n}\acute{e}$ $\gg\acute{Y}\dot{u}$ $\acute{a}^3\dot{\iota}^3\acute{e}\acute{E}^3\acute{Y}^3\acute{a}\acute{o}$ $\dot{U}\gg\dot{n}$ $\cdot\acute{a}\dot{n}\dot{\iota}\acute{a}\acute{O}\acute{a}\acute{o}\dot{A}\dot{U}\acute{a}\acute{o}\dot{Y}\dot{Y}\gg\dot{n}\dot{\zeta}$ $\dot{N}^3\dot{U}^3\dot{n}$, - $^3\acute{e}^3\acute{o}$ $\dot{N}^3\dot{U}\dot{n}\acute{e}$:
5. - $\acute{A}\acute{a}\dot{U}\acute{Y}$ $\dot{\zeta}\dot{n}$ $\acute{Y}\dot{U}^3\acute{Y}$ $\acute{a}\dot{\iota}\dot{n}$ $\gg\dot{n}\gg\dot{\iota}$: $\acute{A}\acute{E}\pm\acute{Y}\acute{a}$ $\dot{\iota}\dot{n}$ $\acute{a}^3\dot{\iota}^3\dot{N}\gg\acute{E}$ $\acute{Y}\dot{n}^3\acute{Y}$: - $^2\dot{\beta}\acute{E}^3\dot{\iota}^3\acute{Y}\dot{u}\acute{A}$ $\dot{U}\gg\dot{\iota}$ $\acute{a}\acute{o}\dot{n}\dot{\zeta}\dot{\beta}\dot{\zeta}\dot{\zeta}\dot{Y}$ $\dot{\iota}\dot{\zeta}\acute{Y}$ $\dot{\iota}\dot{\iota}\gg\acute{E}$, $\dot{\iota}$ \acute{Y}^3 $\mu^3\dot{n}\dot{\iota}\acute{a}\acute{o}\dot{A}\dot{U}\acute{a}\acute{o}\dot{Y}\dot{\zeta}\acute{o}$ $\dot{\zeta}\dot{n}\gg\acute{Y}$ $\dot{\iota}\acute{a}\dot{n}\acute{o}\dot{n}\gg\acute{E}$ $\dot{\iota}\dot{n}$:
6. $\dot{\iota}\acute{a}\acute{Y}\acute{e}\dot{\iota}$ $\mu\acute{E}\acute{Y}$ $^3\acute{e}^3\acute{o}$, $\acute{a}\dot{n}$ $\acute{Y}\dot{n}^3\acute{Y}\dot{u}$, $\acute{a}\dot{\iota}\dot{u}\gg\dot{n}$ $\dot{\iota}\gg\acute{e}\gg\acute{E}$ $\gg\acute{Y}$ $^1\acute{A}\mu^3\acute{E}\dot{\iota}$ $\acute{a}^3\dot{\iota}^3\dot{N}^3\dot{n}\acute{A}$, $\acute{a}\gg\dot{\iota}\dot{u}$ $\dot{\iota}$ $\dot{\iota}\gg\acute{O}\gg\dot{\iota}^3\acute{o}\acute{Y}\gg\acute{Y}$ $\acute{a}\acute{e}\dot{\iota}\dot{\zeta}\dot{\iota}^3\acute{Y}\acute{a}\acute{o}\dot{A}\dot{U}^3\acute{Y}\acute{A}$:
7. 3 $^3\dot{U}^1\dot{u}^3\acute{Y}$ $\dot{N}\gg\dot{\beta}\dot{\iota}$ $\acute{a}\dot{\iota}$, $^2\acute{E}\dot{\zeta}^{\circ}\acute{e}$: $\acute{A}\acute{E}\acute{Y}\acute{O}$ $\acute{A}\dot{\iota}\acute{a}\acute{o}\dot{U}$ $\dot{\iota}$, $\acute{a}\dot{n}$ $^1\acute{a}\acute{o}$ $\acute{a}^3\div\dot{\zeta}\acute{o}$ $^3\dot{\iota}\gg\acute{E}\dot{\zeta}$ $\dot{N}^3\acute{e}^3\dot{n}^3\dot{\iota}^3\acute{o}\acute{Y}\acute{a}\acute{o}\dot{U}$ $\gg\acute{e}$ $^3\dot{U}^1$ $\acute{E}\acute{Y}^1\dot{\zeta}\dot{n}\acute{A}$:
8. $^1\acute{a}\acute{E}\acute{a}\dot{n}$ $\acute{A}\dot{Y}\dot{\iota}$ $\gg\dot{n}\acute{a}\acute{o}\dot{A}\dot{U}\acute{a}\acute{o}\dot{Y}\dot{Y}\gg\dot{n}\acute{A}$ $\acute{a}\gg\dot{\iota}\dot{u}$ $\dot{\iota}$ $\dot{U}\gg\dot{\iota}^3\dot{\iota}^3\acute{Y}$ $\acute{Y}\gg\dot{n}\dot{\iota}^3\dot{U}^3\acute{o}\acute{a}\acute{o}\dot{o}\dot{\zeta}\acute{a}$ $\acute{a}\acute{o}\acute{O}^3\dot{n}\dot{\iota}\gg\dot{\zeta}\acute{Y}$ $^3\dot{U}^1$ $\dot{\iota}\acute{a}\acute{Y}\gg\dot{n}^3\acute{Y}\acute{e}\dot{\zeta}\acute{Y}$: $^2\dot{U}^1\acute{a}\dot{\zeta}\dot{\zeta}\dot{\zeta}\acute{Y}$ $\dot{\iota}\dot{n}$ $\dot{N}^3\dot{U}^3\acute{O}^3\dot{U}\acute{Y}\acute{a}\acute{o}\dot{A}\dot{U}\acute{a}\acute{o}\dot{Y}\acute{A}$:

9. àǎÇÝǎ ãÇ ÷ áĒí»É ³Ůë ù³Ō³ùáǎŮ. ³Ů»Ý ÇÝǎ ³é³çí³ ǎ»ë
ÝǎǎŮÝÝ ǎ,- ³ë³ó ²¹»ÉÇÝǎ` Ñǎ·ǎó Ñ³Ý»Éǎí:
10. ÆÝǎǎǎ± »ë ¹ǎǎ ŮÇĬí ÷ áŌÇ Ů³ëÇÝ Ůí³ǎǎŮ: ǎǎŌǎ` ǎñǎ»ë
³Ů¹ǎÇëÇÝ, »ñÇ³ÝǎǎǎŮǎǎǎǎ ãÇ µ»ñǎǎŮ:
11. ÝŮñ»ÝÝ ǎǎ³¹Çñ Ēë»ó ³Ů¹ »ñǎǎ ³é³ç³ñÝ»ñǎ ` Ñ»ǎǎ
³ë³ó, ǎñ ¹ñ³ÝóÇó ` ǎǎ Ů»ǎǎ ÁÝ¹ǎǎǎ»ÉÇ ǎǎ:
12. ÆÝŌ í»Ō»ǎǎñ»É »Ý, ǎñ ǎñǎǎ ǎǎë³ÝǎŌÝ»ñ ŮÇĬí ǎǎǎ³ÝǎǎŮ »Ý
¹³ë»ñÇó, -µ³ñǎǎǎ ³ë³ó ¹»ǎ³Ýǎ ` Ñ»ǎǎ ³í»É³ǎñ»ó, -»ë
³Ů»Ý ÑÇŮù ǎǎǎ»Ů Ñ³í³³Éǎǎ ¹ñ³Ý:
13. ǎǎ»ù Ñ»é³Ý³Ýù ³Ůëí»ŌÇó: ÆÝǎ-ǎñ Ů»ǎǎ ³ÉÇë ǎ, Çëí »ë ǎ»Ů
ǎǎ½ǎǎŮ, ǎñ ǎñ` ǎ Ů»ǎǎ Ů»½ í»ëÝÇ ³Ůëí»Ō:
14. ÐÇÉ¹³Ý ŮÇĬí µǎǎǎǎǎŮ ǎ, ǎñ Çñ ³ĬÉ³³ÝŮǎ Ĭ³í ¹ǎǎñ ǎ,
µ³Ůó »ë ·Çí»Ů, ǎñ ³ŮÝ Ĭ³í Ñ»Ĭí ǎ, ` ǎǎ½³í¹ Ů³ñǎ ǎñǎǎ ǎ
³Ý»É ³ŮÝ:
15. ǎñµ Ý³ ³é³çÇÝ ³Ý·³Ů ³Ůë ù³Ō³ù »ǎǎí, ëíÇǎí ǎñ
ǎ³Ů³ñ³ÝǎǎŮ ŮÝ»É, Ů³ÝÇ ǎñ ǎǎ ÷ áŌ ǎǎǎ»ñ, ǎǎ ǎÉ ŮÝ³Éǎǎ í»Ō:
16. »ÝÝÇÝ »ñǎñ ½µǎëÝǎǎŮ ǎñ ¹³Ĭí»ñǎǎŮ Ůí³ǎǎÉǎí ¾Ý¹ñŮǎǎÇ
Ů³ëÇÝ ` Ý³Ů»Éǎí ŌŮǎǎǎǎí Ē»éÝ»ñÇÝ: ǎ³ ŮÇ µǎÉǎǎǎíÇÝ
ǎǎñÇĬ, í³ñµ»ñ ³ĬÉ³ññ ǎñ ŮŮǎǎ ŮǎññÇó:
17. ǎñǎñÝ»ñÇó Ů»ǎǎ, ǎñ »ë ǎǎ½»Ý³ŮÇ ³Ůó»É»É, ǎí»¹Ç³Ý ǎ, ŮŮǎǎǎǎ
Ō³ǎǎÝÇ³Ý: ÆÑ³ñǎ, ³Ůë »ñǎǎ »ñǎñÝ»ñÇó µ³óÇ ǎ³Ý Ĭ³í
³ŮÉ »ñǎñÝ»ñ, ǎñ »ë ǎǎ½»Ý³ŮÇ í»ëÝ»É:
18. Ů³ ·ǎé³ó µǎÉǎñÇë íñ³, ǎ»` Ů»½³ÝÇó ` ǎǎ ǎù ǎǎ ŮÇ ëĒÉÉ µ³Ý
ǎǎñ ³ñ»É:
19. ñǎǎǎŮ ŮÇ Ů³ÝÇ íŌ³Ů³ñ¹ µ³ñŌñ³Ō³ŮÝ ŮÝÝ³ñǎǎŮ ǎÇÝ
³ÉÇù ÁÝíǎǎǎŮǎǎǎǎ»ñǎ: Ůñ³ÝóÇó Ůǎǎñ³Ů³ǎŮǎǎǎ
ǎ³Ĭíǎ³ÝǎǎŮ ǎñ Çñ ǎ»ǎǎǎǎǎÇÝ:
20. ǎñ ǎñǎÝ ǎŮÇǎǎ Ů»Ý³í ǎñ ³ǎñǎǎŮ© Ý³ »ñ»ù ǎñ¹Ç ǎǎǎ»ñ,
ǎñǎÝóÇó ` ǎǎ Ů»ǎǎ ǎñǎ ǎǎ½ǎǎŮ ³ǎñ»É Çñ ǎñ ǎǎ ÷ Ýǎ÷ Ýǎ³Ý Ñǎñ
Ñ»í:
21. Ð³ñë³ÝÇùǎ, ǎñÇÝ Ññ³íÇñí³í ǎÇÝ ŮÇ³ŮÝ ÁÝ³ÝÇùÇ
³Ý¹³ŮÝ»ñǎ, í»ŌÇ ǎǎǎ»ó³í ³ÝóŮ³É ǎǎñµ³ǎ:
22. ǎñǎǎÝ ǎññ»ñǎ, ǎǎŮ Ñ»í ³ÝóŮ³É »ñ»ǎǎ ÉǎéǎǎŮ ǎÇÝù
Ñ»é³Éǎéǎí, ³ë³ó, ǎñ Ĭ³í ǎ Ñ»íññññǎǎŮ Ů»ñ Ý³Ē·ǎí:
23. ´ǎµǎ ëÇñǎǎŮ ǎñ Ůǎñ Ů³ëÇÝ Éǎë»ÉÇë ǎí³í»É. -²ŮÝí»Ō,
ǎñí»Ō É³í ǎǎí»ÉÇù ·íÝ»ù, ³ŮÝí»Ō ǎíÝ»ù ÇŮ Ůǎñǎ:
24. Ø»ñ ÁéÇǎùǎ Ñ»íŌ·ǎó, ÇÝǎǎ ÝĬÝ³ǎǎŮ ǎñ, ǎñ Ů»Ýù
ëíÇǎí ǎÇÝù `ë »ñ»ù ǎ³Ů ǎǎ³ë»É Ů¹³Ý³í³Ů³ÝǎǎŮ:
25. ²ŮÝ, ÇÝǎ ¹ǎǎŮ ³ǎǎǎŮ »ù, ǎǎ ŮÇ ǎ³ǎ ǎǎǎÝÇ ÇŮ
³é³ç³ñǎǎǎŮǎǎǎǎ»ñÇó ` ǎǎ Ů»ǎÇ Ñ»í:

UNIT XXVI

NUMERALS

The numeral is a part of speech which indicates number or the order of persons and things in a series. Accordingly numerals are divided into **cardinal** numerals and **ordinal** numerals.

Cardinal numerals indicate number: one, two, fourteen, twenty-two, three hundred etc.

Ordinal numerals indicate order: first, second, sixth, fortieth, fifteenth, thirty-third, thousandth etc. (For more details, see Appendix VII)

1. The numerals **dozen, hundred, thousand** and **million** are always preceded by the indefinite article **a** or the numeral **one**. The latter (**one**) is generally used when these numerals are followed by some other numerals.

a hundred but **one hundred and seventeen (117)**

a thousand but **one thousand six hundred and thirty (1630)**

2. **A dozen, a hundred, a thousand, a million and billion** have no final -s when the exact amount is meant. This also happens after **several** and **a few**.

three hundred copies, five thousand citizens,

three dozen of eggs

a few million years ago, several thousand mile

3. When we say **dozens (of), hundreds (of), thousands (of), millions (of), billions (of)**, we do not mean any exact number but only a great multitude of persons or things.

hundreds of dollars, thousands of demonstrators, millions of years ago

I have been there dozens of times.

Singular forms are used as modifiers before nouns in plural measuring expressions:

a five – pound note, a six – mile walk, a two – hour lesson, a three – month – old baby, a five – foot tall woman, a four – foot deep hole, a two – week holiday

Dates and Years

4. Dates are usually spoken or read aloud as ordinal numbers, and years are expressed in groups of ten.

- a) June 1, 1977 – (US) June first, nineteen seventy-seven
- b) 1 June 1977 (GB) the first of June nineteen seventy-seven

What day is it?

It is the twenty-sixth of February (GB).

It's February twenty-sixth (US) – 2/26/1978

Callas packed up and wrote a letter to her godfather dated March 7, 1975.

This verdict was announced on October 31, 1968.

Simple Mathematical Terms

5. Common ways of saying calculation in English are:

- a) How much is (are) 8 and 2? $8 + 2 = 10$
8 and 2 is (are) 10.
- b) How much is 12 from 20? $20 - 12 = 8$
12 from 20 is 8. (or leaves 8)
- c) How much is 5 times 5? $5 \times 5 = 25$
5 times 5 is 25.
- d) How much is 7 multiplied by 3? $7 \times 3 = 21$
7 multiplied by 3 is 21.

- e) How much is 5 into 20? $20 \div 5 = 4$
 5 into 20 is 4. (or goes 4)
- f) How much is 100 divided by 2? $100 \div 2 = 50$
 100 divided by 2 is 50.

1. $5+5=10$ (five plus five is (equals) ten).
2. $8-2=6$ (8 minus 2 is six).
3. $8 \div 2 = 4$ (8 divided by 2 is four).
4. $10 \times 10 = 100$ (10 multiplied by 10 is (are) a hundred).
5. $3 \times 3 = 9$ (three times three is (are) nine).

Fractions

6. Common fractions are read in the following way:

$\frac{1}{3}$ = one third $\frac{3}{8}$ = three eighths $\frac{5}{12}$ = five twelfths

Decimal fractions are read as:

2, 5 = two point five
 0, 64 = naught point sixty - four
 7, 09 = seven point naught nine

Areas

7. We say, for example, that a room is twelve feet by fifteen feet, or that a garden is thirty metres by forty-eight metres
 A room **twelve feet by twelve feet** can be called twelve feet square: the total area is 144 square feet.

The dining room was forty square metres.

ACTIVITY

Ex.1. Read and write down the following dates and fractions.

a) 2/IV 1478, 14/VII 1990, 27/I 2001, 30/II 2003, 31/I 2004

b) 1, 1, 3, 2, 5, 8, 7, 10, 100, 260, 56
 2 4 7 9 8 25 28 260 278 380 98

c) 5,07 0,8 6,56 4, 55 0,75 3,09 46,5

d) 7, 08% 12, 07% 0, 56% 12, 06%

Ex.2. Do (and read aloud) these calculations.

$9 - 3 =$	$4 \times 6 =$	$9: 3 =$
$10 - 6 =$	$7 \times 9 =$	$6: 2 =$
$12 + 8 =$	$3 \times 17 =$	$20: 4 =$
$26 + 7 =$	$14 \times 12 =$	$100: 5 =$

Ex.3. Translate the following sentences into English.

1. Êáõ½³ñíáõÝ á³ñ½»ó, áñ Ý³Ù³ÍÁ ·ñí»É ìñ 2000 Ā-Ç ÑáõÝí³ñÇ 17-ÇÝ` Ýñ³ Ù³Ñí³ÝÇó Ù»Í ûñ ³É³Ç:
2. Ð³ÙíÝÇ ì, áñ »ñíñ³·Ý¹Ç 2/3-Á Í³ÍÍÍ³ ì Çñái:
3. ²ñ³·³ÍÁ Ð³Ù³ëí³ÝÇ ³Ù»Ý³µ³ñÓñ Ê»éÝ ì: Ùñ³ µ³ñÓñáõÃÙáõÝÁ Úái 4090 Ù»íñ ì:
4. Ù»ñí³Ý»ñÇ 5,7%-Á ¹»Ù ìñ ³Ù¹ áñáßÙ³ÝÁ:
5. Ø»½ ¹áõñ á»Í³í µÝ³Í³ñ³ÝÁ. ³ÙÝ ß³í ÷áùñ ìñ: Õ³ß³ë»ÝÙ³ÍÁ 30 ù³É³ÍáõëÇ Ù»íñ ìñ:
6. - ²ë ¹³ Í³ñáÕ »Ù ³Ý»É: - Ð³Ùá½³Í³ á»Ù: Ð³½³ñÇó Ù»ÍÁ Í³ñáÕ ì ³Ù¹áÇëÇ µ³Ý ³Ý»É:
7. Ð³ñÙáõñ³íáñ Ù³ñ¹ÇÍ á³Ñ³ÝÇáõÙ ìÇÝ Ýñ³ Ññ³Á³ñ³ÝÁ:
8. ¶ñùÇ Ā³ñ·Ù³ÝáõÃÙ³Ý Ñ³Ù³ñ Ù»½ ì×³ñ»óÇÝ 225 ¹áÉ³ñ:
9. ²Ù¹ ïÕ³Ý ³ÙÝù³Ý ³Ý·ñ³·»í ì` ÝáõÙÝÇëÍ á·ÇíÇ, áñ 2 × 2 Ñ³íë³ñ ì ááñëÇ:
10. ää áù á·Çí»ñ, áñ ÙÇÉÇáÝÝ»ñ ìÇÝ Í³ëë»É ³Ù¹ Ý³ë³·ÍÇ íñ³:
11. - ÆÝáá±Í Í³ñáÕ »Ù ù·Ý»É Ó»½:
- ²ë 6³ÝÍ³ÝáõÙ »Ù ·Ý»É Í³ñ³·áõÙñ 4 × 5 ä³÷ë»ñái:
12. Ð³½³ñ³ ³Ý·³Ù ½·áõß³óñ»É »Ù ³Ù¹ ÍÝáÇÁ, áñ äáõß³Ý³: ²ë á³ñ³íáñ á»Ù ³Ù»Ý ùñ ëá³ë»É Ýñ³Ý:
13. ²Ùë Ç³ŒÁ Ñ³½³ñ³ ³Ý·³Ù ³Í»ÉÇ ·»Õ»óÇÍ ì ù³Ý »ñ»Í³ Ù»ñ ï»ë³ÍÁ. ·· ß³í ³Í»ÉÇ ìÁ³Ý ì:
14. àëíÇÍ³ÝÁ íáõ·³Ý»ó ¾⁄⁄¹ÇÇÝ, áñáíÑ»í Ù»ù»Ý³Ý Í³ñ»É ìñ 150 ïÙ/Á ³ñ³·áõÃÙ³Ùµ:

APPENDIX 1.

TENSE FORMS

Simple present	Present continuous
<p>Simple present is used for</p> <p>a) habitual activities and states: <i>Every Sunday Mrs. Brown goes to church. I don't like milk.</i></p> <p>b) facts that are always true: <i>Water contains no nitrogen.</i></p> <p>c) for future time (in timetables, itineraries, entertainment programs, fixed events and clauses of time, condition and concession): <i>The ship sails at dawn. The match begins at 6 o'clock. Tomorrow is my birthday. When summer comes, we'll go to the seaside. I'll forgive him if he apologizes. She will follow him whenever he goes.</i></p>	<p>Present continuous is used for</p> <p>a) an event occurring at this moment (now). <i>It's raining. Let's stay at home.</i></p> <p>b) for future time: <i>He is leaving for Paris in two days.</i></p> <p>Be going to + a base form is also used for a coming event: <i>We're going to learn a lot of new things in this course.</i></p> <p>Be going to + be + a present participle is used to emphasize the duration of a future event: <i>The earth is going to be revolving around the sun for millions of more years.</i></p>

Simple past	Past continuous
<p>Simple past is used to talk about past events. It is often used with reference to finished periods and moments of time.</p> <p><i>I last saw him in 1998.</i> <i>We often went to the library when we were students.</i></p>	<p>Past continuous is used to express an action which was going on at a given moment (or period) in the past.</p> <p><i>When he came in she was still speaking on the phone. So that fellow Jolyon was in Paris – what was he doing there?</i></p>

Present perfect	Past perfect
<p>Present perfect I is used when the speaker merely states that an action took place in the past without mentioning any definite</p>	<p>Past perfect I is used to express an action accomplished before a given past moment.</p> <p><i>By the time I got to the airport the</i></p>

<p>circumstances.</p> <p><i>They have finished their work.</i></p> <p>Present perfect II is used to express an action which began before the moment of speaking and continues into it or up to it.</p> <p><i>The United States has been independent since 1776.</i></p> <p>Present perfect III is found in time clauses.</p> <p>It shows that the action of the subordinate will be accomplished before the action of the principal clause starts.</p> <p><i>I'll give the magazine to you when I have read it.</i></p>	<p><i>plane had already taken off.</i></p> <p>Past perfect II serves to express an action which began before a given past moment and continues into it or up to it.</p> <p><i>He began to do things that he wanted to do for years.</i></p> <p>Past perfect III is used in time clauses to express a future action viewed from the past.</p> <p><i>We had to talk to him before he had made a final decision.</i></p>
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Present perfect continuous	Past perfect continuous
<p>Present perfect continuous I is used to express an action which began before the moment of speaking and continuous into it or up to it: <i>I'm so happy to hear your voice. I've been thinking about you all this time.</i></p> <p>Present perfect continuous II serves to express an action which was in progress quite recently (it is connected with the present moment with its result): <i>None of us want him to be present at the party · He has been getting on our nerves lately.</i></p>	<p>Past perfect continuous I is used to express an action which began before a given past moment and continued into it or up to it: <i>She suddenly realized that she had been walking in the wrong direction all that time.</i></p> <p>Past perfect continuous II is used to express an action which was in progress just before a given past moment: <i>The door opened and George walked in. He was wet through. He said he had been walking in the rain.</i></p>

Future time	Future actions viewed from the past
<p>Simple future Shall/will structure is used to say a) that we decide to do something at the time of speaking: <i>I'll visit him tomorrow.</i> b) to express promise: <i>I'll always love you.</i> c) determination: If necessary, we will defend our country. d) inevitability: <i>The world will eventually come to an end.</i> e) prediction: <i>It will rain tomorrow.</i></p> <p>Future continuous is used to express: a) an event which will be happening at a future point: <i>I'll be doing my laundry in the evening.</i> b) an action which the speaker expects to take place in the future in the natural course of events: <i>Ann won't be coming. She has taken ill.</i></p> <p>Future perfect is used to express an action accomplished before a given moment in the future: <i>The builders say they will have reconstructed the bridge by the end of this year.</i></p>	<p>The use of the Future in the past is structurally dependent as it is mainly found in object clauses after one of the past tense-aspect forms in the principal clause: <i>I said that I <u>should/would visit</u> him the following day.</i> <i>I asked her not to come to my place in the evening as I <u>would be doing</u> my laundry.</i> <i>The builders said that they <u>would have reconstructed</u> the bridge by the end of the year.</i> <i>Tom said he would <u>have been working</u> for five years for that firm next year.</i> <i>We didn't know her plane <u>flew</u> at 9 p. m.</i> <i>He said he <u>was leaving</u> for Berlin in a few days.</i> <i>Alan said he <u>was going</u> to buy a new house.</i> <i>He <u>was about</u> to tell Ann about it but something prevented him from doing it.</i> <i>He was very excited because his book <u>was to be published</u> next month</i></p>

APPENDIX 2.

THE PASSIVE

Infinitive	Active Passive	
Simple Infinitive	<i>to write</i>	<i>to be written/painted</i>
Continuous Infinitive	<i>to be writing</i>	-----
Perfect Infinitive	<i>to have written</i>	<i>to have been written</i>
Perfect Continuous Infinitive	<i>to have been writing</i>	-----

Participle I	Active	Passive
Simple Participle	<i>writing being</i>	<i>written</i>
Perfect Participle	<i>having written</i>	<i>having been written</i>

Gerund Active		Passive
Simple Gerund	<i>writing being</i>	<i>written</i>
Perfect Gerund	<i>having written</i>	<i>having been written</i>

APPENDIX 3.

MODALS AND SIMILAR EXPRESSIONS

AUXILIARY USES	PRESENT/FUTURE	FUTURE	PAST
can	(1) ability / possibility	I can run fast.	I could run fast when I was a child, but now I can't.
	(2) informal permission	You can use my car tomorrow.	
	(3) informal polite request	Can I borrow your pen?	
	(4) impossibility (negative only)	That can't be true!	That can't have been true!
could	(1) past ability		I could run fast when I was a child.
	(2) polite request	Could I borrow your pen? Could you help me?	
	(3) suggestion	- I need help in math. You could talk to your teacher.	You could have talked to your teacher.
	(4) less than 50% certainly	- Where's John? He could be at home.	He could have been at home.
	(5) impossibility (negative only)	That couldn't be true!	That couldn't have been true!
be able to	(1) ability	I am able to help you.	I was able to help him.

		I will be able to help you.	
may	(1) polite request	May I borrow your pen?	
	(2) formal permission	You may leave the room.	
	(3) less than 50% certainty	- Where's John? He may be at the library.	He may have been at the library.
might	(1) less than 50% certainty	- Where's John? He might be at the library.	He might have been at the library.
	(2) polite request (rare)	Might I borrow your pen?	
must	(1) strong necessity	I must go to class today	I had to go to class yesterday.
	(2) prohibition (negative)	You must not open that door.	
	(3) 95% certainty	Marry isn't in class. She must be sick (present only)	Mary must have been sick yesterday.
have to	(1) necessity	I have to go to class today.	I had to go to class yesterday.
	(2) lack of necessity (negative)	I don't have to go to class today.	I didn't have to go to class yesterday.
have got to	(1) necessity	I have got to go to class today.	I had to go to class yesterday.
	(1) strong expectation	You are to be here at 9:00.	You were to be here at 9:00
be supposed to	(1) expectation	Class is supposed to begin at 10.	Class was supposed to begin at 10.

shall	(1) polite questions to make a suggestion	Shall I open the window?	
	(2) future with “I” or “we” as subject	I shall arrive at nine. (will = <i>more common</i>)	
should	(1) advisability	I should study tonight.	I should have studied last night.
	(2) 90% certainty	She should do well on the test. (<i>future only, not present</i>)	She should have done well on the test.
ought to	(1) advisability	I ought to study tonight.	I ought to have studied last night.
	(2) 90% certainty	She ought to do well on the test. (<i>future only, not present</i>)	She ought to have done well on the test.
had better	(1) advisability with threat of bad result	You had better be on time, or we will leave without you.	(<i>past form uncommon</i>)
will	(1) 100% certainty	He will be here at 6:00. (<i>future only</i>)	
	(2) willingness	- The phone's ringing. I'll get it.	
	(3) polite request	Will you please pass the salt?	

would	(1) polite request	Would you please pass the salt? Would you mind if I left early.	
	(2) preference	I would rather go to the park than stay home.	I would rather have gone to the park.
	(3) repeated action in the past		When I was a child, I would visit my grandparents every weekend.
used to	(1) repeated action		I used to visit my grandparents every weekend.

APPENDIX 4.

NOUNS.

Nouns keeping foreign plural.

Singular Foreign	Plural Scientific Use	English Plural General Use
is [ɪs]	es [ɪː ʒ]	
analysis axis basis crisis diagnosis hypothesis neurosis oasis parenthesis- synopsis thesis synthesis	analyses axes bases crises diagnoses hypotheses neuroses oases parentheses synopses theses syntheses	
On/um [ən / əm] a	[ə]	
criterion phenomenon agendum stratum bacterium datum erratum memorandum symposium curriculum medium	criteria phenomena agenda strata bacteria data errata memoranda symposia curricula media	memorandums symposiums curriculums mediums (has a different meaning – a person who claims to be able to communicate with the spirits of dead people)

us [ʊs] i	[aɪ]	
alumnus alveolus bacillus cactus fungus nucleus stimulus radius syllabus terminus genius	alumni alveoli bacilli cacti fungi nuclei stimuli radii syllabi termini genii (fabulous spirits guarding a place)	cactuses funguses syllabuses geniuses (men of talent)
us [ʊs]	ora/era [ərə/ərə]	
corpus genus	corpora genera	Corpuses
a [ə]	ae [i:]	
amoeba antenna formula nebula alumna alga vertebra lava	amoebae antennae formulae nebulae alumnae algae vertebrae larvae	amoebas antennae formulas nebulas
ex/ix [eks / ɪks]	ices [ɪsɪː z]	
apex index appendix cervix matrix	apices indices appendices cervices matrices	apexes indexes (list of contents of books) cervixes matrixes

o [Oʊ]	i [ɪ]	
tempo libretto	tempi libretti	tempos librettos
eau [əʊ]	eaux [əʊz]	
tableau bureau	tableaux bureaux	Bureaus
Words ending in im in the plural (from Hebrew origin).		
cherub seraph kibbutz	cherubim seraphim kibbutzim	cherubs seraphs

Gender

Male	Female	Common word
bull, bullock, ox, steer	cow	cattle
boar	sow	pig, hog
buck, stag	doe	deer
hart (a red deer)	hind	deer
cock, rooster, capon	hen	chicken
dog	bitch	dog
drake	duck	duck
gander	goose	Goose
ram	ewe	sheep
stallion, gelding	mare	horse
colt (a young horse)		
filly	horse	up to the age of 4 or 5)

APPENDIX 5.

ADJECTIVES

Word Order

opinion fact noun
a pretty young woman
a beautiful large table
a nice golden watch

how big?	how old?	what colour?	where from?	what is it made of?	Noun
big?	old	brown	French	wooden	cupboard

Adjectives of size and length (big/small/long/short/tall etc.) usually go before adjectives of shape and width (round/fat/thin/slim/wide/narrow etc.)

a tall fat girl, a long wide street, a large square table
quality/opinion + size age shape colour from? past participle noun
a valuable small medieval Armenian handmade candlesticks

APPENDIX 6.

PRONOUNS

Personal pronouns	(nominative case) I/you he/she/it/we/they (objective case) us/you/him/her/them
Possessive pronouns	(I form) my/your/his/her/its/our/their (II form) mine/yours/his/hers/ ours/theirs
Reflexive pronouns	myself/yourself/himself/herself/itself
Emphatic pronouns	ourselves/yourselves/themselves
Reciprocal pronouns	each other, one another
Demonstrative pronouns	this/these, that/those, such, same
Quantitative pronouns	some, any, no, (compounds with some/any/no) none, one, much, many, little/ a little, few/a few
Distributive pronouns	all, every, (everybody, everyone, everything), each, both, either/neither, other, another
Relative pronouns	who/whom, whose, which, that
Conjunctive pronouns	who/whom, what, whose, which, how much/how many
Interrogative pronouns	who (m), whose, what, which, how many/how much

QUESTION WORDS

QUESTION ANSWER

WHEN	(a) When did they arrive? When will you come?	Two days ago. Next week..	When is used to ask questions about time.
WHERE	(b) Where is mom? Where can I find a pen?	In the kitchen. In that drawer.	Where is used to ask questions about place.
WHY	(c) Why did you come late? Why aren't you coming with us?	Because my car broke down. I don't' feel well.	Why is used to ask questions about reason.
HOW	(d) How did you come to school? How does he drive?	By bus. Carefully.	How generally asks about manner.

	(e) How much money does it cost? How many people came?	Twenty dollars. Fifteen.	How is used with much and many .
	(f) How old are you? How cold is it? How soon can you get home? How fast were you driving? (g) How long have you been here? How often do you phone home? How far is it to Echmiadzin from here?	Thirty. Five below zero. In fifteen minutes. 60 miles an hour. Three years. Every week. 20 kilometers.	How is also used with adjectives and adverbs. How long asks about length of time. How often asks about frequency. How far asks about distance.
WHO	(h) Who can answer that question? Who came to visit you?	I can. My friends.	Who is used as the subject of a question. It refers to people.
	(i) Who is coming to dinner tonight? Who wants to come with me?	Armen and Ani. We do.	who is usually followed by a singular verb even if the speaker is asking about more than one person.
WHOM	(j) Who (m) did you see? Who (m) are you visiting? (k) Who (m) should I talk to? To whom should I talk? (<i>formal</i>)	I saw Anahit. My relatives. The secretary.	Whom is used as the object of a verb. In spoken English, whom is rarely used; who is used instead. Whom , is used only in formal questions. Note: Whom , not who , if preceded by a preposition.

QUESTION ANSWER

WHOSE	(1) Whose hair-dryer did you borrow? Whose key is this? (Whose is this)?	Alice's. It's mine.	Whose asks questions about possession.
WHAT	(m) What made you angry? What went wrong?	His rudeness. Everything.	What is used as the subject of a question. It refers to "things"
	(n) What do you need? What did Jane buy? (o) What did he talk about? About what did he talk? (formal)	I need a good dictionary. A dish-washer. (About) his grandchildren.	What is also used as an object.
	(p) What kind of soup is that? What kind of shoes did he buy?	It's chicken noodle soup. Sandals.	What kind of asks about the particular variety or type of something.
	(q) What did you do last night? What is Mary doing?	I studied. Listening to music.	What + a form of do is used to ask questions about activities.
	(r) What countries did you visit? What time did she come? What colour is his hair?	Italy and Greece. Seven o'clock. Dark brown.	What may accompany a noun.
	(s) What is your boyfriend like?	He's kind and friendly	What + be like asks for a general description of qualities.
	(t) What is the weather like?	Hot and humid	
	(u) What does your boyfriend look like?	He's tall and has dark hair.	What + look like asks for a physical description..
	(v) What does her house look like?	It's a two-story tufa house.	

WHICH	(w) I have two scarves. Which scarf do you want? Which one do you want? Which do you want? (x) Which book should I buy?	The blue one That one	Which is used instead of what when a question concerns choosing from a definite, known quantity or group.
	(y) Which countries did he visit? What countries did he visit? (z) Which group are you in? What group are you in?	France and Spain. This group.	In some cases, there is little difference in meaning between which and what when they accompany a noun, as in (y) and (z).

APPENDIX 7.

NUMERALS

(numbers, dates and arithmetic)

Cardinal	Ordinal
1 one	1 st - first
2 two	2 nd – second
3 three	3 rd – third
4 four	4 th – fourth
5 five	5 th – fifth
6 six	6 th – sixth
7 seven	7 th – seventh
8 eight	8 th – eighth
9 nine	9 th – ninth
10 ten	10 th – tenth
11 eleven	11 th – eleventh
12 twelve	12 th – twelfth
13 thirteen	13 th – thirteenth
14 fourteen	14 th – fourteenth
15 fifteen	15 th – fifteenth
16 sixteen	16 th – sixteenth
17 seventeen	17 th – seventeenth
18 eighteen	18 th – eighteenth
19 nineteen	19 th – nineteenth
20 twenty	20 th – twentieth
21 twenty-one	21 st – twenty-first
22 twenty-two	22 nd – twenty-second
23 twenty-three	23 rd – twenty-third
30 thirty	30 th – thirtieth
40 forty	40 th – fortieth
50 fifty	50 th – fiftieth
60 sixty	60 th – sixtieth
70 seventy	70 th – seventieth
80 eighty	80 th – eightieth
90 ninety	90 th – ninetieth
100 a (one) hundred	100 th – a (one) hundredth
1000 a (one) thousand	1000 th – a (one) thousandth
1.000.000 a (one) million	1.000.000 – a (one) millionth
1.000.000.000 a (one) billion	1.000.000.000 – a (one) billionth

vulgar fraction	decimal fraction
$\frac{1}{4}$ one-fourth	0,125 =(naught) point one two five
$\frac{1}{2}$ one-half	0,33 = (naught) point two five
$\frac{1}{3}$ one-third	2,12 = two point twelve
$\frac{2}{3}$ two- thirds	5, 16 = five point sixteen

Common vulgar fraction – Ñ³ë³ñ³ĩ ľáíáñ³ĩ

Decimal fraction – ĩ³ë³Yáñ¹³ĩ³Y ľáíáñ³ĩ

Proper fraction – ĩ³YáY³íáñ ľáíáñ³ĩ

Improper fraction – ³Yĩ³YáY ľáíáñ³ĩ

Dates

– **GB** – 23(rd) January 1993

23 Jan 1993

23/1/93

– **US** – January 23(rd) 1993

Jan 23, 1993

1/23/93

– **International**

1993-01-23

Simple Mathematical Terms

+ plus

- minus

÷

times

x

multiplied by

=

{ divided by
equals

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