

ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

ДЛЯ 1-ГО КУРСА ИНСТИТУТОВ
И ФАКУЛЬТЕТОВ ИНОСТРАННЫХ ЯЗЫКОВ

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Под общей редакцией *Г. П. Богуславской*

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Пособие составлено как приложение к учебнику «Практический курс английского языка» (1 часть) под редакцией проф. В. Д. Аракина. Содержит тщательно разработанные речевые ситуации, дающие возможность свободно оперировать изученными грамматическими моделями.

Предназначается студентам и преподавателям факультетов английского языка.

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ПРЕДИСЛОВИЕ

Настоящее пособие представляет собой систему упражнений для активизации грамматических структур в коммуникативных ситуациях.

Пособие составлено как приложение к учебнику *Practical Course of English* под редакцией профессора В. Д. Аракина (авторы К. П. Гинтовт, К. Н. Добронравова, О. Н. Петрова, Л. И. Селянина и др., М., «Высшая школа», 1972) для активизации грамматических структур в аудитории под руководством преподавателя на первом курсе факультетов английского языка педагогических институтов. Пособие рассчитано на 100 часов учебных занятий по 4—8 часов на каждую грамматическую тему в зависимости от объема и трудности учебного материала.

Учебное пособие может быть использовано для самостоятельной или парной работы студентов в лаборатории и дома. Пособие рассчитано на лиц, имеющих небольшую языковую подготовку и продолжающих изучать язык с помощью преподавателя, а также всех, желающих совершенствовать свои знания в английском языке самостоятельно.

Цель пособия — развитие навыков устной речи в объеме грамматических структур, предусмотренных программой по практическому курсу современного английского языка для педагогических институтов.

Сборник состоит из 18 разделов. Учебный материал группируется по грамматическим темам и отрабатывается в последовательности, предлагаемой авторами учебника *Practical Course of English* под редакцией профессора В. Д. Аракина. В интересах интенсификации учебного процесса грамматические темы *The Present Continuous*, *The Present Perfect Continuous* и *The Past Perfect Continuous* вводятся и активизируются в пособии раньше, чем в учебнике.

Каждый раздел состоит из одной или нескольких серий упражнений, в которых активизируется одно или несколько значений данного грамматического явления. Такое построение материала способствует активному усвоению грамматической модели в речи. Серии упражнений в каждом разделе предшествует список речевых образцов, подлежащих усвоению.

В основу системы упражнений пособия положены следующие методические принципы: 1) принцип сознательности; 2) принцип ситуативной наглядности; 3) принцип одной трудности; 4) принцип

коммуникативной направленности; 5) принцип перехода от упражнений репродуктивного типа к упражнениям продуктивного типа.

Предлагаемая система упражнений предусматривает прочное закрепление речевых образцов в устной речи в результате их многократного повторения и использования в процессе речевого общения. Повторяемость каждого речевого образца обеспечивается его употреблением во всех видах упражнений, начиная с тренировки форм и анализа их значений, и кончая практикой их употребления в рассказах, диалогах, при описании картинок.

Большинство упражнений имеют коммуникативную направленность, так как они построены в форме обычной, хотя и специально организованной беседы: выразите сомнение, удивление, подтвердите мою мысль, возражьте мне, согласитесь со мной, спросите своего друга, ответьте на вопросы, поговорите с вашим другом, опишите, что изображено на картинке и т. д.

Каждое упражнение начинается четкой инструкцией хода выполнения упражнения, которая указывает, какую коммуникативную направленность имеет данный акт общения. В большинстве упражнений за инструкциями следует образец выполнения задания, составленный с таким расчетом, чтобы студенты могли выполнить упражнения самостоятельно или в парах без помощи преподавателя как в аудитории, так и в лаборатории (при наличии ключей).

Все упражнения пособия построены на основе активного словаря учебника *Practical Course of English* под редакцией профессора В. Д. Аракина и некоторых тем из «Пособия по английскому разговорному языку» (авторы Т. И. Трубецва, Р. И. Кац и др., М., «Высшая школа», 1969), так как преследуют цель активизации лексико-грамматического материала. Многие словосочетания сознательно повторяются в целом ряде упражнений, что способствует лучшему запоминанию активного словаря.

Приступая к выполнению упражнений, следует внимательно прочитать соответствующий раздел грамматики по учебнику *A Grammar of the English Language* под редакцией профессора Б. А. Ильиша (авторы В. Л. Каушанская, Р. Л. Колнер, О. Н. Кожевникова и др. Л., Госучпедгиз, 1963).

Авторы пользуются возможностью выразить свою признательность кафедре истории и грамматики английского языка Московского государственного педагогического института иностранных языков им. Мориса Тореза, а также проф. Кошевой И. Г., доц. Текорене Д. А. за ценные советы и помощь, оказанную при подготовке рукописи учебного пособия к печати.

Авторы будут благодарны за замечания и пожелания, которые помогут им улучшить учебное пособие.

Авторы

**РАСПРЕДЕЛЕНИЕ ГРАММАТИЧЕСКОГО МАТЕРИАЛА
ПО УРОКАМ УЧЕБНИКА**

Practical Course of English

1. The verb *to have* in the Present Indefinite (to Lessons 5-6)
2. Sentences with the introductory *there* (to Lesson 7)
3. The Present Continuous (to Lesson 7)
4. Modal verbs *can, may, must* (to Lesson 8)
5. The Present Indefinite (to Lessons 9-10)
6. Degrees of comparison (to Lesson 11)
7. The Present Perfect (to Lessons 12-13)
8. The Present Perfect Continuous (to Lesson 13)
9. The Past Indefinite (to Lesson 14)
10. The Past Continuous (to Lesson 14)
11. The Future Indefinite (to Lesson 15)
12. The Future Continuous (to Lesson 15)
13. The Past Perfect (to Lesson 16)
14. The Past Perfect Continuous (to Lesson 16)
15. The Future Perfect (to Lesson 16)
16. The sequence of tenses (to Lesson 16)
17. Indirect speech (to Lesson 17)
18. The Passive Voice (to Lessons 17-18)

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1. Rutkowska W. Everyday Talks, Warszawa, 1964.
2. Szkutnik L. L. English is My Hobby. Warszawa, 1965
3. Szkutnik L. L. 100 000 English Dialogues. Warszawa, 1963

THE VERB "TO HAVE" IN THE PRESENT INDEFINITE

Drill Patterns

1. **have** a friend.
2. **Has** he many relations?
— Yes, he **has**.
— No, he **hasn't**.
3. I **have** no relatives.
I **haven't** any uncles, but I have an aunt.
He **hasn't** a niece.
She **hasn't** two nephews, she **has** one.
We **haven't** much bread in the cupboard.
They **haven't** many grandchildren.
You **haven't** few cousins.
Benny **hasn't** little milk in his cup.
4. **Have** you many or few companions?
— I **have** few.
5. Benny **has** a white mouse, a hedgehog and a rabbit, **hasn't** he?
— Yes, he **has**.
— No, he **hasn't**.
6. They **have** no peace because of all Benny's animals and birds, **have** they?
— Oh, yes, they **have**.
— No, they **haven't**.
7. Who **has** jolly, kind and well-bred friends?
— Betty **has**.
8. Betty Smith **has** got a brother-in-law.
9. I **have** a lot of fellow-students, but he **has** none.

I. Look at Picture No 1. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Ann's elder brother Harry is married and **has** a family of his own. His family is not large. He **has** a wife and a little son Patrick. His wife is a teacher. She is always very busy as she **has** a lot of work at school.

The verb **to have** is used in its Present Indefinite tense form to express possession.

II. Practise aloud after the teacher, comment on the use of the verb **to have**.

1. The Sandfords **have** a nice house near London.
2. They **have** a garden with a few fruit-trees in it.



Picture 1

3. Mr. Sandford **has** a naughty child, Benny by name.
4. Benny **has** plenty of animals at home.
5. Betty **has** a few girl-friends.
6. Betty **has** a lot of friends at college.

III. *Make up sentences, using the suggested word combinations. Let another student express surprise about what has been said. Respond to it in short.*

Teacher	Student 1	Student 2
to have a large family	Doctor Sandford has a large family.	Has he really a large family?
	Student 3	
	Yes, he has .	

1. To have a school-mate; 2. to have a boy-friend; 3. to have a cousin; 4. to have a naughty child; 5. to have kind companions, 6. to have jolly boy-friends.

IV. *Express uncertainty about the statement. Let another student disagree with it, using the suggested word or word combination.*

A.	Teacher	Student 1	Student 2
	You have few students in your group. (many).	So we have few students in our group, haven't we?	Oh no, we haven't few, we have many.

1. They have ten books on the table. (two) 2. He has very many mistakes in his test. (only a few) 3. They have few hard-working students in their group. (a lot of) 4. You have many books on the shelves of your home library. (only one hundred books). 5. You have much chalk on the blackboard. (little) 6. She has very little ink in her fountain-pen. (much)

B.	Teacher	Student 1	Student 2
	You haven't any boys in your group. (3 boys)	So we haven't any boys in our group, have we?	Oh yes, we have three boys in our group.

1. Your sister hasn't a large family. (a husband, a daughter and 2 sons) 2. We haven't any relatives in Minsk. (a lot of them) 3. Doctor Sandford hasn't any children. (a son, Benny by name) 4. Your little brother hasn't any animals at home. (a dog, a cat and a hedgehog) 5. You are the only good student in your group. You haven't any more good students. (many)

V. Answer the following questions in the negative, using the pronoun none.

Teacher	Student
Have you any pen-friends in England?	No, I have none

1. Has Doctor Sandford any other children for Benny to play with? 2. Have you any companions to spend your free time with after classes? 3. Have you any boy or girl in your group to help you with your Latin? 4. Has your mother any little children to look after? 5. Have the students of your group any friends abroad?

VI. Answer the following questions, using the negative pronoun no with the verb to have to express absence of something.

Teacher	Student
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When do we say that a fountain- pen doesn't write? (ink) When we **have** no ink in it

When do we say that:

a flower-bed is not beautiful? (flowers)
the soup is not tasty? (salt)
the text is easy? (new words)
we can't buy anything? (money)
the room is empty? (furniture)
the pie is not sweet? (sugar)
the town is not green? (trees)
the jug is empty? (water)

VII. Ask questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student if he has any books or magazines on his desk.	Have you any books or magazines on your desk?	I have a lot of books, but I haven't any magazines on it.

Ask your fellow-student if:

he has some pictures or portraits on the walls in his room

she has some friends or relatives in Moscow

they have two or three rooms in their flat

Benny has some animals or toys in his room

John's brother has some books or stamps in his collection

Betty has some friends among her college graduates or among her school-mates.

VIII. Ask questions on the italicized parts of the statements. Let another student answer them.

Teacher

Student 1

Student 2

Jack **has** a lot of friends *in Kiev*. Where **has** Jack a lot of friends? In Kiev. (He **has** a lot of friends *in Kiev*).

1. *He* has a beautiful daughter. 2. She has *many* flowers in her garden. 3. We have a *nice* picture on the wall. 4. We have a *country-house* near the river. 5. *My* friend has many mistakes in his test. 6. We have many tables *in the room*. 7. *She* has a lot of children in her family.

IX. Give a dialogue similar to the suggested one.

— How do you like Jack's room, Jane?

— It's very comfortable.

— **Has** he a desk in his room?

— Certainly, Jane.

— **Has** he a good reading-lamp on his desk?

— In fact, he **has** everything he needs.

X. Respond to the following statements, using the suggested word combinations.

Teacher

Student

The class is at the lesson. All the students are present. But Nell is absent. Perhaps, she is late again. She is always late for her classes. (to have no watch) No wonder (that's natural), she **has** no watch.

1. Benny is Dr. Sandford's son. He is fond of animals and birds. There is no peace in the house because of his birds and animals. (to have nobody in the house for him to play with) 2. Ben is not good at English. He cannot transcribe new words, he can't pronounce them correctly. (to have no dictionary to look them up) 3. We are first-year students, just beginners at our Institute. We can't speak English well yet. (to have not much practice yet) 4. It's summer. Mary is in Leningrad again. She usually spends her vacation there. (to have a lot of relatives in Leningrad)

XI. Answer the following questions, using to have got.
Note. In colloquial speech to have is often replaced by **to have got**.

Teacher

Student

Have you got many books in your library?

Oh, yes. Our library is rather large. We've **got** more than two thousand books in it.

1. Have you got a large family? 2. You've got a sister, haven't you? 3. Have you got a new flat? 4. What have you got in your bag? 5. What have you got in this book? 6. Have you got a note-book or a magazine on your desk?

XII. Respond to the following statements, using to have got.

Teacher

Student

Nell is very good at English. She can read English books in the original. (to have got a rich library)

That's natural, she's **got** a rich library at home. She's **got** four thousand books in her home library, and among them a lot of English books.

1. Mrs. Brown is fond of flowers. Her garden looks very nice (to have got many flowers) 2. Jane is in Moscow now. Every year she spends there more than a month. (to have got a grandmother) 3. Jack's orchard is very rich. He is very proud of it. (to have got a lot of fruit-trees) 4. The Ivanovs spend their summer in the country. They say it's a very good kind of rest. (to have got a country-house) 5. My friend is married. She has a family of her own. Now she is very busy. (to have got a baby) 6. Our new flat is very comfortable. Each of us has his own room. And it's very convenient. (to have got four rooms)

XIII. Make up situations, using the following word combinations and the structures with to have or to have got.

1) a large family, relatives, Nick's hobby, to collect stamps, a collection of stamps;

2) a comfortable house, many rooms, portraits and pictures, on the walls, a lot of flowers.

XIV. Describe Picture No 1, using the Drill Patterns with to have and to have got.

XV. Make up a dialogue about the picture, using the structures under study.

XVI. Translate into English.

— У меня есть сестра. Она живет в Ленинграде. А у тебя есть родственники в Ленинграде?

— Да, там живет тетя Поля. У нее есть очень красивый сад. В нем много цветов и несколько фруктовых деревьев.

— Мой дядя тоже живет в Ленинграде, но у него нет сада, а только небольшой газон перед домом.

XVII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogues given below.

Peter: I say, Frank, it's early yet, and we've got no homework for tomorrow. Let's go to the pictures.

Frank: Sorry, Peter, I've got no money on me.

Peter: Never mind, I've got enough for both.

Frank: Well, thanks, Peter, I'll pay you back on Monday.

Peter: Oh, that's all right.

* * *

Mr. Jones: I'd like to have a long chat with you. Are you free on Monday?

Mr. Brown: I'm afraid I'm not.

Mr. Jones: What about Friday?

Mr. Brown: On Friday I've got an important meeting. But I've got a little time on Saturday. Is Saturday all right for you?

Mr. Jones: Yes, it is. I've got plenty of time every day.

Mr. Brown: Then you are very rich. You've got a lot of time and time is money. As for me I have no free time and no money.

XVIII. Listen to the following jokes and reproduce them.

Son: "Father, shall I be an ear specialist or a tooth specialist?"

Father: "Choose the teeth, my boy, everyone has 32 of them and only 2 ears".

* * *

Woman: Poor child! What a swollen cheek you've got! Is it a tooth?

Poor child: No, it is a sweet.

* * *

— Why, boy, how is it that you are so short for your age?

— I am so busy. I have no time to grow.

XIX. Memorize the following proverbs and use them in short situations.

1. A hungry belly has no ears. Голодное брюхо ко всему глухо.
2. Bad news has wings. Худая молва на крыльях летит.
3. Every cloud has a silver lining. Нет худа без добра.
4. Every country has its custom. Что город, то норы.
5. Every man has his hobby-horse. Всяк по-своему с ума сходит.

SENTENCES WITH THE INTRODUCTORY "THERE"

Drill Patterns I

Sentences with the Introductory "There" with Countable Nouns

1. **There is** a picture on the wall.
There are pictures in the book.
2. **There is** a girl and two boys in the yard.
There are two boys and one girl in their family.
3. **Is there** a bus in the street?
— Yes, **there is**.
— No, **there is not**. (**there isn't**)
4. **Are there** any stories in the text-book?
— Yes, **there are**.
— No, **there are not**. (**there aren't** any)
5. **There is** no girl-friend among my fellow-students.
There are no long stories in the book.
6. **There isn't** a newspaper on the desk.
There is not any student among these young men.
There are not many boys in our group.
There are not three but two boys in their family.
7. **There are** five members in your family, **aren't there**?
— Yes, **there are**.
— No, **there aren't** five of us, **there are** only three.
8. **What is there** on the wall?
There's a picture.
— **There are** some pictures.
9. — How many exercise-books **are there** in your bag?
— **There are** a few.
10. **There are** a large number of people in this street.
11. **There are** plenty of (a lot of) new words in this text.

Note. The following pronouns and adjectives are used with countable nouns: many, plenty of, a lot of, a great number of, few, a few, some, no, not any.

1. Look at Picture No 2. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

This is Betty's study. Betty is a college graduate. She is a writer, just a beginner, you know. She is fond of reading. **There are** plenty of books on the bookshelves in her study. **There is** a desk with a comfortable chair near it at the window. Betty likes to work at her desk. 'There are plenty of books on the bookshelves in her study' is a sentence with the introductory **there** which is used to point out the existence of some things in a definite place. The subject of the sentence is expressed by a countable noun in the plural.



Picture 2

'There is a desk with a comfortable chair near it at the window' is a sentence with the introductory **there** which is used to point out the existence of a thing in a definite place. The subject of the sentence is expressed by a countable noun in the singular.

*II. Practise aloud after the teacher and comment on the use of the sentences with the introductory **there**.*

1. **There are** three rooms, a kitchen and a bathroom in our flat.
 2. **There is** a nice picture on the wall in my room.
 3. **There are** a lot of flowers in the vase on the table.
 4. **There are** some magazines on my desk.
 5. **There is** a small table and two armchairs near it in the corner of the room.
 6. **There are** a few French newspapers on the small table.
 7. **There are** few English books in my home library.
- I must buy some more books.
8. **There are** plenty of toys in my younger brother's room.

*III Make up sentences with the introductory **there** using the suggested word combinations. Let another student express surprise about what has been said. Respond to it in short.*

Note. Remember that in interrogative sentences **some** is changed into **any**, a lot of into **many**.

Teacher	Student 1	Student 2
many members	There are many members in Dr. Sandford's family.	Are there really many members in his family?
	Student 3	
	Yes, there are .	

1. Only one child; 2. a pretty girl; 3. a great number of school-mates; 4. a few well-bred companions; 5. some kind girl-friends; 6. few jolly boy-friends; 7. plenty of hard-working fellow-students; 8. a lot of college-graduates; 9. a boy-friend and two girl-friends; 10. many parents and a teacher.

IV. Listen to the following situations. Ask alternative questions and give responses to them

Teacher	Student 1	Student 2
Professor Petrov is delivering a lecture to the second-year students. Ask your fellow-student if there are first or second-year students in the hall.	Are there first or second-year students in the hall?	There are second-year students in the hall, I'm sure.

1. Helen is a teacher of English. There are a lot of books in her home library. Ask your fellow-student if there are many English or French books in her library. 2. Nick is good at English. Ask your fellow-student if there are many or few mistakes in Nick's grammar test. 3. A meeting is being held at our Institute. Ask your fellow-student if there are students or pupils in the hall. 4. It's winter. School-children are having their holidays. Ask your fellow-student if there are plenty of children or grown-ups in the parks and at the skating-rinks. 5. Every autumn they pick up a great number of apples, cherries, plums, pears in their orchard. Ask your fellow-student if there are flowers or fruit-trees in their orchard.

V. Answer the following questions using the negative pronoun **no** to express the absence of a thing (or things) in a definite place.

Note. Negative sentences with the introductory **there** are very often formed with the help of the negative pronoun **no**. In this case the article is omitted.

Teacher	Student
When do we say that the classroom is empty? (no articles of furniture)	The classroom is empty when there are no articles of furniture in it.

1. When do we say that the room is vacant? (no people in it) 2. When do we say that the village is not green? (no trees in it) 3. When do we say that the text is not difficult? (no new words in it) 4. When do we say that the dictation is easy? (no difficult words in it) 5. When do we say that the orchard is not rich in fruit? (no fruit in it) 6. When do we say that the library is rather poor? (no new books in it)

VI. Express uncertainty about the statement. Let another student disagree with it using the suggested words.

A. Teacher	Student 1	Student 2
There are two black-boards in their classroom. (only one)	There are two blackboards in their classroom, aren't there?	I am afraid you are mistaken. There aren't two, there's only one blackboard in their classroom.

1. There are few first-year students in the hall. (a great number of)
 2. There are a lot of lazy fellow-students in their group. (only one)
 3. There are ten college-graduates in the laboratory. (plenty of) 4.
 There are some writers, just beginners, among our students. (any)
 5. There is only one four-year-old boy among Benny's friends. (a lot of)

B. Teacher	Student 1	Student 2
There aren't any domestic animals here. (a lot of)	There aren't any domestic animals here, are there?	Oh yes, there are . There are a lot of domestic animals here.

1. There aren't any lions and tigers among the circus animals. (some) 2. There isn't a hedgehog among Benny's animals. (one) 3. There isn't any parrot in Dr. Sandford's house. (one) 4. There aren't many horses in the fields. (a lot of) 5. There aren't three monkeys in that tree. (four) 6. There aren't few mice in their pantry. (plenty of)

VII. Answer the following questions. Pay attention to the word order in special questions.

1. How many members are there in Dr. Sandford's family? 2. Who is there among Betty's companions? 3. What friends are there among her college graduates? 4. What books are there in Betty's collection? 5. What kind of animals are there in Benny's room? 6. Why is there no peace in Dr. Sandford's house?

VIII. Ask questions on the italicized parts of the statements. Let another student answer them.

Teacher	Student 1	Student 2
There are brown benches in the park.	What is there in the park?	Benches. (or: There are brown benches in it.)

1. There are a lot of green trees in our street. 2. There are some beautiful parks in our town. 3. There are a few fruit-trees in our garden. 4. There are apple-trees and pear-trees in their orchard. 5. There are a great number of students in the park. 6. There aren't any small children in the street as it is very cold today.

IX. Give a dialogue similar to the suggested one.

- Is there a picture gallery in your town?
- Yes, **there is**. It's very big.
- How many paintings **are there** in its collection?
- **There are** more than two thousand paintings in it. Let's go there.
- With pleasure.

X. Translate into English.

1. Наш город большой и красивый. В нем много фабрик, заводов, магазинов, больниц. — В вашем городе нет крупных институтов, не так ли? — Нет, есть. У нас в городе около 20 крупных институтов.
2. — Ты студент? — Да. — Сколько выпускников вузов среди твоих друзей? — Среди моих друзей пока нет выпускников вузов, т. к. я еще первокурсник. 3 — Ваш институт большой, не так ли? В нем 5 корпусов? — Нет, в нем не 5, а только три корпуса.

XI. Arrange dialogues using sentences with the introductory **there** speaking on:

- 1) your classroom; 2) your library; 3) your Institute; 4) your room;
5) your village; 6) your garden; 7) your town.

XII. Make up situations using the following word combinations and the structures with the introductory **there**:

- 1) four members; to be an only child; no boys or girls to play with ;
to be fond of birds and animals;
2) in a far-away country; to be as far as; in the North of; to have many cousins.

XIII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Henry: I'm so tired and a bit hungry.

Mary: Would you like a cup of tea?

Henry: Yes, please. With milk. And have you got any sandwiches?

Mary: No, I haven't.

Henry: It's a pity **there aren't** any sandwiches.

I'd like to have some cheese sandwiches.

But of course **there aren't** any.

XIV. Listen to the following stories and reproduce them.

There are many places of interest in London. The most famous is Westminster Abbey. Westminster Palace stands on the bank of the river Thames. It looks **very** beautiful. **There are** a lot of trees and flowers round it. **There is** a tower nearby. It is the Clock Tower. The English call it Big Ben.

There are a lot of people in a crowded bus. Pete is sitting on his father's knees. An old woman enters the bus. Pete jumps down and says: "May I offer you my seat?"

* * *

The teacher: **There** are four seasons in a year. What time is the best for picking fruit?

One of the pupils: When the dog is tied up.

XV. Describe Picture No 2, using the Drill Patterns with the introductory **there** with countable nouns.

XVI. Make up a dialogue on the picture, using the structures under study.

XVII. Memorize the following proverbs and use them in short situations.

1. Where there is a will, there is a way. Где хотенье, там и уменье.
2. There is no rule without an exception. Нет правила без исключения.
3. There is no rose without a thorn. Нет розы без шипов.
4. There is no place like home. В гостях хорошо, а дома лучше.
5. There are more ways to the wood than one. Свет не клином сошелся.

Drill Patterns II

Sentences with the Introductory "There" with Uncountable Nouns

1. **There is** some water in the glass.
2. **Is there** any milk in the jug?
— Yes, **there is** some.
— No, **there is not** any. (**there isn't** any)
3. **There is** no chalk on the blackboard.
There is not much snow in the fields.
4. — **Is there** much or little snow in the fields this year?
— **There is** little snow in the fields this year.
5. — **There isn't** much milk in the jug, **is there**?
— Oh yes, **there is** much.
— No, **there isn't** much, **there is** little.
6. — How much bread **is there** on the plate?
— **There is** a little.
7. **There is** plenty of (a lot of, a great deal of) paper in the box

Note. The following pronouns and adjectives are used with uncountable nouns: **much, plenty of, a lot of, a great deal of, little, a little, some, not any, no.**

1. Look at Picture No 3. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

It's morning. Our family is having breakfast. **There is** coffee, bread, butter, cheese and sugar on the table. **There is** some porridge in



Picture 3

everybody's plate, too. There isn't any soup in our plates. We are going to have soup at dinner.

'There is coffee bread, butter, cheese and sugar on the table' is a sentence with the introductory **there** which is used to point out the existence of something in a definite place. The subject of the sentence is expressed by uncountable nouns.

'There isn't any soup in our plates' is a sentence with the introductory **there** which is used to point out the absence of something in a definite place. The subject of the sentence is expressed by an uncountable noun.

II. Practise aloud after the teacher and comment on the use of the sentences with the introductory *there*.

1. **There's some** milk in the bottle.
2. **There's not any** water in the kettle.
3. **There's no** cheese on the table.
4. **There's plenty of** butter on the bread
5. **There's not much** bread and butter on the plate
6. **There's a lot of** sugar in the sugar-basin.
7. **There's little** tea in the tea-pot.
8. **There's a little** coffee in the coffee-pot. You may drink it.
9. **There is a great deal of** bacon in the fridge.

III. Change the following sentences, using the introductory *there* and the pronouns and adjectives *much, little, a little, plenty of, a lot of, a great deal of, some, no, not any*.

Teacher

Student

The bread is in the cupboard.
(some)

There's some bread in the cupboard.

1. The sugar is in my cup. (much) 2. The bread is in the baker's. (a great deal of) 3. The butter is in the grocer's. (plenty of) 4. The sausage is at that end of the grocer's. (not any) 5. The milk is at the market. (a lot of) 6. The meat is in the fridge. (a little) 7. The soup is in the pot. (little)

IV. *Change the following sentences using the introductory there. Let another student express surprise about what has been said. Respond to it in short.*

Teacher	Student 1	Student 2
We have some paper on the desk.	There's some paper on the desk.	Is there really any paper on the desk?

Student 3

Yes, **there is some**.

1. I have some ink in the fountain-pen. 2. She has a lot of money in her handbag. 3. He has some soap on the shelf. 4. They have much ink in the inkpot. 5. We have little chalk on the blackboard. 6. You have a little time left to finish the test.

V. *Listen to the following situations. Ask alternative questions and give responses to them.*

Teacher	Student 1	Student 2
It has been raining for at least twenty-four hours. Ask your fellow-student if there's little or plenty of water in the pond.	Is there little or plenty of water in the pond?	There's plenty of water in the pond, I am sure.

1. Spring has come. Ask your fellow-student if there's little or a great deal of snow in the fields. 2. Jane has been having her lunch for a long time. Ask your fellow-student if there's little or much porridge in her plate. 3. Tom has drunk two cups of milk. Ask your fellow-student if there's little or plenty of milk in the bottle. 4. Nell's mother hasn't gone to the shops for a few days. Ask your fellow-student if there's little or a lot of food in the fridge. 5. Ann has bought a few expensive things. Ask your fellow-student if there's little or a great deal of money in her handbag.

VI. *Answer the following questions, using the negative pronoun no to express absence of something in a definite place.*

Teacher	Student
When do we say that the fountain-pen doesn't write? (no ink)	The fountain-pen doesn't write when there's no ink in it.

1. When do we say that the room is dark? (no light) 2. When do we say that the jug is empty? (no milk) 3. When do we say that the fields are not covered with snow? (no snow) 4. When do we say that the pond is dry? (no water) 5. When do we say that the fridge is empty? (no food) 6. When do we say that the day is dry and sunny? (no rain)

VII. *Express uncertainty about the statement. Let another student disagree with it, using the suggested words.*

A. Teacher	Student 1	Student 2
There's a lot of light in her room.	There's a lot of light in her room, isn't there?	I am afraid you are wrong. There isn't much light in her room as there's only one small window there.

1. There's plenty of furniture in her study. 2. There's a great deal of noise in that hall. 3. There's much food on the table. 4. There's a lot of smoke in the kitchen. 5. There's a great deal of dust on the furniture.

B. Teacher	Student 1	Student 2
There isn't any snow in the forest.	There isn't any snow in the forest, is there?	Oh yes, there is some.

1. **There isn't any** dust in the room. 2. There isn't much water in this river. 3. There isn't much grass in the garden in late autumn. 4. There isn't any sand on the bank of the river.

VIII. *Answer the following questions. Pay attention to the word order in special questions.*

1. **What** is there in the fields in winter? 2. How much snow is there in the fields in winter? 3. **What** is there in the meadows in summer? 4. How much water is there in the rivers in autumn? 5. **Why** isn't there any snow anywhere in Byelorussia in late spring?

IX. *Ask questions on the italicized parts of the statements. Let other students answer them*

Teacher	Student 1	Student 2
There's cabbage in the woman's sack.	What's there in the woman's sack?	Cabbage. (or: There's cabbage in the woman's sack.)

1. There's **plenty of juice** in the bottle. 2. There's **too much salt** in the soup. 3. There's **little** sugar in my coffee. 4. There's **plenty of meat** on the counter.

X. *Give dialogues similar to the suggested ones.*

- I'm very thirsty. **Is there any** milk in the house?
- **No, there isn't any**, I am afraid, but **there's some** lemonade
- That's fine.

* * *

- I'm very hungry.
- **There's plenty of** food in the fridge
- Fine.

XI. Translate into English.

1 В этом году мало или много снега на полях? — Много. — Очень хорошо. Я хочу покататься на лыжах. 2. На столе масло, хлеб, сыр, сахар Садись и пей чай. В кувшине также свежее молоко. Пей, пожалуйста 3 — Обедай. На плите полно еды. — Суп невкусный, в нем мало соли. — Положи немного. — Я хочу пить. В кофейнике нет кофе? — Почему? Там много кофе, а в холодильнике есть и молоко.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Henry: I'm hungry and thirsty.

Mary: Would you like a cup of tea?

Henry: Yes, please. With milk.

Mary: There isn't any milk, but would you like some lemon?

Henry: No, thank you. Is there any bacon in your fridge?

Mary: No, there isn't any, but there is a lot of sausage there.

Henry: All right. But it's a pity there's no milk and there isn't any bacon

I'd like to have some milk and some bacon. But of course, there isn't any.

Mary: You are a terrible bore, Henry!

XIII. Describe Picture No 3, using the Drill Patterns with the introductory there with uncountable nouns.

XIV. Make up a dialogue on the picture. using the structures under study.

XV. Memorize the following proverbs and use them in short situations.

1. There's no smoke without fire. Нет дыма без огня.

2. There's no use crying over spilt milk. Слезами горю не поможешь

THE PRESENT CONTINUOUS

Drill Pattern I

Look through the window. It is snowing hard.

I. Practise aloud.

explain — am (is, are) explain-
ing

listen — am (is, are) listening

give — am (is, are) giving

put down — am (is, are) putting
down

work — am (is, are) working

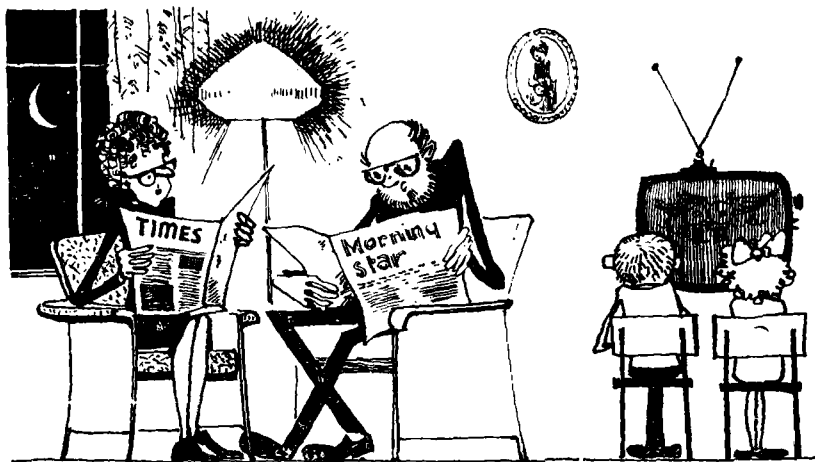
I am explaining the Present Con-
tinuous to you now.

You are listening to me atten-
tively.

Mary and Peter are giving good
examples.

Nell is putting down the exam-
ples on the blackboard.

We are working hard at the new
tense.



Picture 4

II. Look at Picture No 4. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

You see the Greens in their sitting-room. It's evening. Mr. Green is reading the "Morning Star" the newspaper of the British Communist Party. Mrs. Green is looking through the "Times", a bourgeois newspaper. Ann and John are watching the children's television programme.

The verbs to read, to look through and to watch are used in their Present Continuous tense forms to denote an action taking place at the moment of speaking.

III. Practise aloud after the teacher and comment on the use of the Present Continuous.

1. — Look at that woman. What is she wearing at the moment?
— She is wearing a white blouse and a black skirt
2. — And what about her daughter? Is she wearing a blouse and a skirt?
— No, she is wearing a red dress.
3. Ann and Mary are in the canteen. They are having breakfast. They are not drinking coffee. They are drinking tea.
4. The young people are talking. What are they talking about?
They are talking about their life and studies.

IV. Repeat and complete the following sentences.

Teacher

Student

I can't go out because ... (to rain heavily) I can't go out because it is raining heavily.

1. She can't hear me very well because ... (to make a lot of noise)

2. I can't walk very far because ... (to wear high-heeled shoes) 3. He

can't phone her at the moment because ... (to sleep) 4. You can't see Benny at the moment because ... (walk in the park) 5. I can't come up to him now because ... (to speak to) 6. I can't hear the phone because... (to listen to the radio)

V. Complete the sentences expressing a contrasting idea.

Teacher

Student

Look at Kate and Jane. Kate is **wearing** high-heeled shoes, and Jane ... **wearing** low-heeled shoes.

1. Ted is playing the piano, and Mike ... 2. Helen is cooking the lunch, and her friend ... 3. Mr. Green is shaking hands with Roger, and Mrs. Green ... 4. Little Benny is playing with his hedgehog, and his Granny ... 5. Old Mrs. Sandford is sitting comfortably on the sofa, and Betty ... 6. Dr. Sandford is looking out of the window, and Helen ...

VI. Say something that isn't quite true. Another student will disagree, giving a correct statement.

Student 1

Student 2

All the students are **sitting** now. No, they aren't. Not all the students are **sitting**. Some of them are **standing** in small groups and **talking**.

1. All the children in the classroom are drawing on sheets of paper. 2. All the women on the stage are wearing white blouses and long black skirts. 3. All the boys in the yard are playing football. 4. All the pupils in the canteen are having lunch. 5. All the girls at that table are eating sandwiches. 6. All the guests in the room are listening to the music.

VII. Express surprise and let another student disagree with the given statement. Begin your disagreement with: I don't think so; I am afraid you are wrong; I don't think you are right.

Teacher

Student 1

Student 2

Roger is in the park. Is he really?
He's **playing** tennis
with Betty Smith.

I don't think you are
right. Roger is **playing**
chess with Robert.

1. Helen is sitting in the armchair and talking on the phone. 2. Her husband is reading a magazine and smoking a cigarette. 3. Ann and Mary are dancing with their boy-friends in a restaurant. 4. Nick and Ted are in the reading-hall. They are preparing for their exami-

nations. 5. Look at the fellow-student in front of you. She is drawing a car on a sheet of paper.

VIII. *Make up sentences of your own with the Present Continuous Express uncertainty. Let another student respond to the remark.*

A. Teacher	Student 1	Student 2
to rain hard	It's raining hard out-side, isn't it?	You are quite right. The weather is so nasty today.

To finish one's breakfast, to drink coffee, to make a cup of tea, to wake somebody, to sign a paper.

B. Teacher	Student 1	Student 2
to cut the grass	They aren't cutting the grass, are they?	Yes, they are . The day is so sunny today.

To lay the table, to smoke a cigarette, to cook one's breakfast, to write an address on the envelope, to write an exercise in pencil.

IX. *Ask questions and give responses to them.*

a) Ask your fellow-student:

if her brother is playing football at the stadium at present, or whether he is watching the match on television at home

if Benny is playing with his toys and animals at the moment, or whether his grandmother is telling him some fairy-tales

if Tom and Peter are having breakfast in the Institute dining-hall or at home

b) 1 It's just the time for cooking dinner. Ask your friend what her mother is doing in the kitchen. 2. It's just the time for going to the Institute. Ask your friend where she is hurrying. 3. It's just the time for wearing warm clothes. Ask your friend why he is putting on his warm winter shoes. 4. It's just the time for having dinner. Ask your friend where she is going.

X. *Ask different questions on the actions of the people mentioned in the suggested situations.*

1. It's five minutes to ten. The pupils are at the English lesson.
2. It's twenty-five minutes to five. The students are in the corridor.
3. It's half past five. The workers are in the street on their way home.
4. It's a quarter past one. Your fellow-students are in the Institute dining-room. 5. It's Sunday afternoon. The Sandfords are in the forest.

XI. *Make up dialogues of your own similar to the suggested ones.*

— Is Kate busy at the moment?

— Yes, she's **writing** letters to her relatives.

— And what about Nick?

— He's **playing** tennis with a friend of his in front of the house.

- What are you doing, Jane?
- I'm drinking coffee. Are you having breakfast, too, Kate?
- No, not yet. I'm still tidying up the room.

XII. Describe the following situations, using two simultaneous but contrasted actions in the Present Continuous.

Teacher	Student 1	Student 2
At Home.	While Lucy is watching television, her mother is talking on the phone.	While Lucy's mother is talking on the phone, her father is reading a newspaper.

Student 3	Student 4
While Lucy's father is reading a newspaper, her grandmother is knitting a sweater for little Nick.	While Lucy's grandmother is knitting a sweater for little Nick, he is playing with his toys.

1. At the Lesson. 2. In the Orchard. 3. In the Park. 4. On the Bank of the River. 5. In the Forest.

XIII. Translate into English.

1 У моего племянника есть маленькая собачка. Он очень любит играть с ней. Вот и сейчас он играет с ней в саду. 2. Посмотри, пожалуйста, в окно. Мне кажется, идет дождь. 3. — Где мама? — В гостиной. — Что она там делает? — Разговаривает по телефону. — С кем она разговаривает? — Думаю, с тетей Леной. 4. — Это мой брат. Он сидит в кресле и читает журнал. — Английский журнал? — Да. Он очень увлекается английским. 5. На этой картине вы видите девушек-студенток. Они пьют чай и весело болтают. 6. Пока Лена пишет примеры на доске, студенты составляют диалоги по картинкам.

XIV. Respond to the following remarks using the Present Continuous to express an action going on at the moment of speaking.

Teacher	Student
Benny is a naughty boy. At the moment he is making a lot of noise, playing with his hedgehog, Betty is angry.	Oh, naturally she is. Betty is a writer, just a beginner. She is trying to write a short story and Benny is making too much noise.

1 We are at our English class. We are listening to our teacher very attentively. 2. Look, Helen is wearing her raincoat and carrying her

umbrella. 3. Mrs. Sandford and Benny are in the nursery now. It's just the time for Benny's midday milk. 4. It's half past seven. Tom is getting up. His elder sister is already doing her morning exercises. Their mother is in the kitchen. 5. Dick is a kind and jolly boy. You see he's very happy now. He's speaking on the phone and laughing merrily.

XV. Make up situations of your own, using the suggested word combinations and the Present Continuous where possible:

1) to be a college graduate, just a beginner, to be in the study, to sit at the desk, to write a short story;

2) to be a naughty boy, to be fond of, to be eager, to be against it, to sit on the floor, to play with the animals;

3) to be just the time for, to be a housewife, to be a good-looking woman, to be in the kitchen, to cook breakfast, to lay the table;

4) to be in the sitting-room, to sit in a comfortable armchair, to talk on the phone, to laugh merrily, to talk about.

XVI. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogues given below.

— Hello, Jane.

— Hello, Pete.

— Is your brother in?

— Yes, he is, but he's busy at the moment, I'm afraid. Would you like to sit down and wait a little?

— All right... But is he really so busy? What's he **doing**? Isn't he **waiting** for me?

— He's **talking** on the phone. He and Mary **are discussing** their plans for the coming week-end.

— What?! They **are discussing** their plans and I'm **sitting** here?! That really is too much!

* * *

— Kate, what **are you doing**?

— I'm **writing** a letter, Nick.

— Who **are you writing** to?

— To my pen-friend in England.

— What **are you writing** for?

— To practise my English, besides, it's nice to have a friend abroad. And what **are you doing**?

— I'm **doing** my geometry. Now I'm **drawing** a circle.

— Nick, but where's our little Nell?

— She is over there. She's **looking** at the pictures in the children's book.

XVII. Listen to the stories and reproduce them using the Present Continuous.

Bessie is a little girl. She is only five. She is not a school-girl and she cannot read or write. But her sister Mary is a school-girl. She is a ten-

year-old girl. Now Bessie is sitting at the table with a pen in her hand. There is a big sheet of paper in front of her.

- What are you doing, Bessie? — Mary asks.
- I am writing a letter to my friend Kitty.
- But how can you? You cannot write.
- Well, it doesn't matter because Kitty cannot read.

* * *

Some people are waiting at a bus stop. One of them has a transistor radio and they are all listening to the report of a space-ship's flight. When the report is over, a lady smiles and says: "Well, the space-ship has just been round the world, but we are still waiting for that bus".

XVIII. Describe Picture No 4, using the Present Continuous for an action taking place at the moment of speaking

XIX. Make up a dialogue on the picture, using the active structures.

XX. Memorize the following proverbs and use them in short situations with the Present Continuous.

1. When the cat is away, the mice will play. Без kota мышам раздолье.
2. Well begun is half done. Доброе начало полдела откачало.
3. Too many cooks spoil the broth. У семи нянек дитя без глазу.

Drill Pattern II

Margaret is on holiday. She is having a good time in the Crimea.

1. Look at Picture No 5. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Spring is setting in. Nature is awakening from her winter sleep. Trees are turning green, fresh leaves are appearing, the rays of the sun are warming the earth.

The verbs to set in, to awaken, to turn, to appear, to warm are used in their Present Continuous tense forms to express an action taking place during the present period of time.

II. Practise aloud after the teacher and comment on the use of the Present Continuous.

1. There are a great many institutes in our country and the number of students is growing every year

2. My boy-friend is a University graduate. He's a writer, just a beginner. He's writing some stories for children at present.

3. It's getting colder and colder every day. Autumn is setting in.

4. Our Institute canteen is closed. This week we are having our meals in the canteen round the corner.

III. Answer the following questions giving short and full answers.

1. I often see you at the Ivanovs. I think I know why you go there so often. Kate Ivanova is a good cook. And you are eager to become a good housewife. So Kate is teaching you how to cook tasty things, isn't she? 2. There are a great many books in the Lenin Library. Is the number of them growing every year? 3. It's autumn. Are the farmers bringing in the grain and picking fruit, or are they cutting the grass and making hay? 4. You know I'm fond of reading English newspapers and magazines. And I should say, I've got a lot of them at home to choose from. But today I need some articles from the 'Morning Star'. Which of you or your acquaintances is receiving the 'Morning Star' this year?

IV. Ask the questions and give responses to them.

1. Tom is a builder. Ask your fellow-student what Tom and his friends are building at present. 2. Netty is a young teacher of English. Ask your fellow-student what topic Netty's pupils are practising this week. 3. David is a scientific worker. Ask your fellow-student what problem David is working at. 4. Nina is a journalist. Ask your fellow-student what article Nina is writing this week. 5. Nina's father is a painter. Ask your fellow-student what picture Nina's father is drawing at present.

V. Make up dialogues of your own similar to the suggested ones.

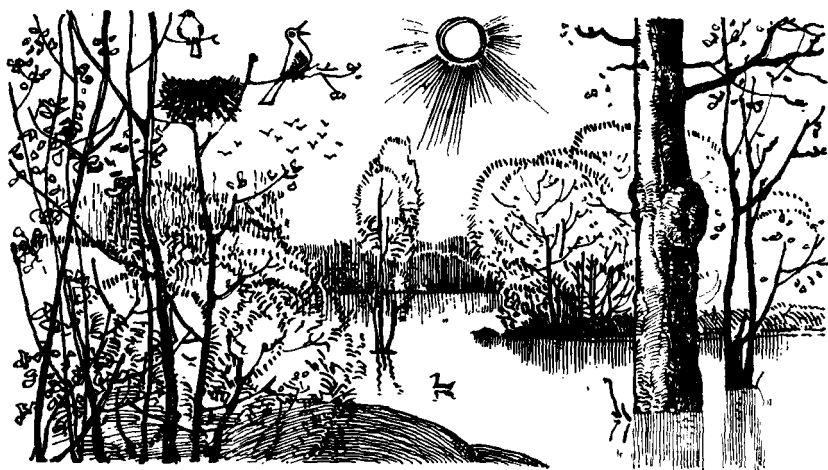
- I think you are **getting on** quite well with your grammar.
- Yes, I'm **getting** better marks this year.
- You are certainly **working** harder.

* * *

- What are you **doing** here, in Kiev? .
- We are **preparing** for our entrance exams. And what are you **doing** here, also **preparing** for your exams?
- No, I'm **having** a holiday here.

VI. Translate into English.

1. Родители маленькой Наташи на юге. За ней сейчас присматривает ее шестнадцатилетняя сестра Лена. 2. Танин дедушка не очень стар, хотя он уже и пенсионер. Его любимое занятие — садоводство. Вот и сегодня он работает в саду. 3. Таня очень любит музыку. Она еще школьница, но ее мечта — стать пианисткой. Сейчас она готовится к школьному концерту. 4. По профессии Танина мама хирург. Сегодня воскресенье, но она в больнице. Она оперирует больного. 5. Таня как две капли воды похожа на свою двоюродную



Picture 5

сестру Обе они увлекаются спортом. Сейчас они готовятся к соревнованиям. 6. — Чье это такое красивое платье? — Это Танина бабушка шьет ей платье к концерту.

VII Respond to the following statements by introducing an action taking place during the present period of time.

Teacher

Student

Look at Helen! She's putting on her warm costume.

It's natural. It's **getting** colder out of doors.

1. They are very busy all this time. (to prepare for) 2. I often see Tanya and her friend at the stadium. (to get ready for) 3. Helen meets the postman every morning. (to expect a letter) 4. You can often see Tanya's grandfather in the garden. (to plant flowers) 5. You often receive letters from your parents. (to live at the seaside) 6. I don't see Mike at our parties this year. (to attend music lessons).

VIII. Make up situations of your own using the suggested word combinations and the Present Continuous for an action going on at the given period of time where possible.

1) to be busy, to be one's hobby, to get articles of furniture, to see somebody in the shop, this month, to buy furniture for one's new flat;

2) to be one's dream, to become a musician, a seventeen-year-old girl, to be just out of school, to attend music lessons, to practise well;

3) to be a pensioner, to be sixty-five, to be full of life and energy, to sew very well, at present, to make a nice dress for.

IX. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogues given below.

- Will you come to our party, Mary?
- That's impossible. I'm **working** very hard this week
- What **are** you **doing**?
- I'm **preparing** a report.
- I'm very busy this week, too. I'm **working** overtime.
- What **are** you **doing**?
- I'm **reading** a boring book.
- A boring book?! But why **are** you **reading** it?
- Because it's a famous book by a famous writer.

* * *

- By the way, where is your cousin now?
- He's **staying** with me.
- **You** are very lucky to have him with you. He's so charming.
- But I'd like him to be somewhere far away.
- Really? But why?
- Because he's **getting** on my nerves.

X. Listen to the stories and reproduce them.

Trying to Remember It

Bobby is **spending** the afternoon at his aunt's. He is standing at the window looking out of it thoughtfully.

"Why are you so serious, Bobby?" asks his aunt.

"Why, Mother told me that I must remember not to ask for anything to eat, and I am trying to remember it."

The Clerk Grows a Beard

"Sir", says the manager to a clerk, "you must go to the barber and get a shave".

"But, sir," protested the clerk, "I **am growing** a beard."

"Do what you like at home", said the manager. "But you mustn't grow a beard during office hours."

XI. Describe Picture No 5, using the Present Continuous to express actions taking place at the given period of time.

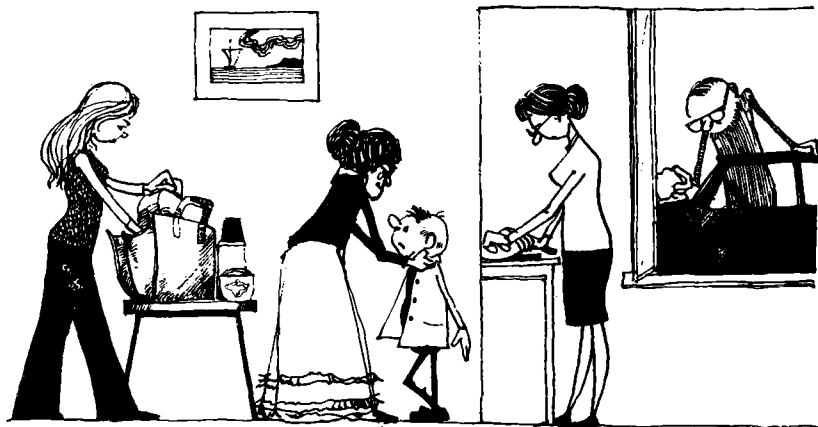
XII. Make up a dialogue on the picture, using the structures under study.

XIII. Memorize the following proverbs and give short situations with them using the Present Continuous.

1. A friend in need is a friend indeed. — Друзья познаются в беде.
2. Haste makes waste. Поспешивъ — людей насмешивъ.
3. It is never too late to learn. Учиться никогда не поздно.

Drill Pattern III

- What are your plans for tonight?
— I **am studying** for my exams.



Picture 6

1. Look at Picture No 6. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

You see the Sandfords in the picture. Helen is cutting sandwiches. Betty is packing the suitcase. Old Mrs. Sandford is dressing Benny. Mr Sandford is washing the car. The Sandfords **are leaving** for the seaside this morning. They **are spending** the week-end there. They **are starting** for their trip in an hour.

The verbs **to leave**, **to spend** and **to start** are used in their Present Continuous tense forms to express the idea that a future action is planned or arranged.

II. Practise aloud after the teacher and comment on the use of the Present Continuous.

1. Hurry up! The train **is leaving** in a quarter of an hour.
2. We **are staying** with our old friends in Leningrad next week.
3. They **are moving** into their new flat soon.
4. We **are having** our examinations in January.
5. Mary and Kate **are coming** back from their trip next Wednesday.
6. We **are celebrating** his birthday on Saturday evening.
7. The Sandfords **are visiting** their Aunt Emily in May.

III. *Paraphrase the following sentences by introducing the Present Continuous for a planned or arranged future action.*

A. Teacher

Student

I've decided to spend a few days in the country. I **am spending** a few days in the country.

1. The Hiltons have arranged to stay with Aunt Emily next week-end. 2. The Blacks have decided to spend a few days at the seaside next month. 3. Betty has decided to visit her college-mates next Saturday. 4. We have arranged to meet at the entrance to the theatre at 7 p. m.

B. Teacher

Student

I refuse to wait for them in this rain any longer. I **am not waiting** for them in this rain any longer.

1. I refuse to answer your questions any more.
2. He refuses to help her in her work any more.
3. She refuses to meet them at the station.
4. They refuse to visit us this summer.
5. He refuses to drink strong coffee.

IV. *Complete the following sentences by introducing a planned or arranged future action.*

Teacher

Student

We are having breakfast so early because ... We are having breakfast so early because we **are going** on an excursion to Brest.

1. Mary is making a new dress because ... (to go to a party, on Saturday evening) 2. I'm helping him in Grammar because ... (to take an exam, next Wednesday) 3. He is waiting for Helen because ... (to go to a concert tonight) 4. She is sending a telegram to her parents because ... (to stay in Leningrad, for five days) 5. Betty is cooking so many tasty things for dinner because ... (to come to see, this evening)

V. *Answer the following questions.*

1. What are you doing tomorrow afternoon? 2. Where are you spending this week-end? 3. When are you starting off? 4. Who is spending the week-end with you? 5. What are you taking with you for the week-end? 6. What are you buying her for her birthday? 7. When are the guests arriving? 8. Why are you going to bed early tonight? 9. Why are you going shopping soon?

VI. *Respond to the following questions by introducing a planned or arranged future action and a suitable adverb of future time.*

Teacher

Student

Has Betty left college yet? Not yet. She **is leaving** college this year.

1. Have Nell's parents returned from the South yet? 2. Have your neighbours moved into their new flat yet? 3. Have they bought new furniture yet? 4. Have they given a party yet? 5. Have your school-mates come to stay with you? 6. Has the delegation of English students arrived yet? 7. Has the bus with the guests started from the station yet?

VII. *Ask the questions and give responses to them. Ask your fellow-student:*

if Betty is leaving college this year
why she is staying away from classes tomorrow
if her friend is coming out of hospital this week
where Betty is leaving for at the end of the term
what she is doing during her winter holidays
where she is going during the holidays
if she is visiting the circus on Saturday
why the Sandfords are giving a party on Sunday
when Betty is beginning her new job.

VIII. *Make up dialogues of your own similar to the suggested ones.*

— **Are you having** a rest at the week-end?
— No, I'm **not**. I have no free time at the week-end.
— What **are you doing**?
— I'm **finishing** my urgent work.

* * *

— Are you busy on Sunday evening?
— Well, yes, I'm **going** to the opera. But why?
— Some of my college-mates **are coming** to see me and I'm **giving** a party.
— What a pity! It's Sunday evening!

IX. *Translate into English.*

1. Брауны сейчас в Англии. Они гостят у своих родственников и возвращаются в Канаду на следующей неделе. 2. Генри Сэндфорд — врач по профессии. Сейчас он в больнице. Но завтра утром он уезжает в Лондон на конференцию врачей. 3. Бетти — выпускница колледжа. Она начинающий писатель. Сейчас она пишет рассказ из жизни колледжа. В следующее воскресенье Бетти читает свой новый рассказ своим друзьям. 4. Генри женат на старшей сестре Бетти — Элен. Элен — домохозяйка. Сегодня вечером Сэндфорды принимают гостей. Сейчас Элен накрывает на стол. 5. У Сэндфордов есть маленький сын Бенни. На следующей неделе Сэндфорды отмечают день рождения сына.

X. Respond to the following remarks expressing the idea that the action is planned.

Teacher

Student

It's rather late, but Kate is putting on her hat and coat.

It's no wonder. She **is going** to the station to meet her parents. They **are arriving** from Moscow in half an hour.

1. Look! Pete **is taking** a taxi. 2. Do you see Helen over there? She **is buying** something. 3. Don't make such a noise! They **are singing** so beautifully. 4. If I am not mistaken, they **are buying** some articles of furniture for their new flat. 5. It's very strange, but he **is packing** his suitcase. 6. I wonder why Helen **is going shopping** so early.

XI. Make up situations of your own by using the Present Continuos to express a planned future action.

1) to cook dinner, to go shopping, to repair a tape-recorder, to sew a new dress for, to give a party, to receive guests;

2) to clean windows, to tidy up rooms, to pick flowers, to meet somebody at the station, to arrive from, to come to stay with;

3) to work hard at, to help somebody in the work, to do a few grammar exercises, to translate from Russian into English, to revise difficult grammar rules, to take an exam in.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

— What **are you doing** tomorrow?

— Robert and Jane **are coming**.

— Isn't Mary **coming**?

— No, she **isn't**. She's **going** out with Henry, they **are getting** married next week.

— Are they really?

— Yes, they **are coming** to see me this afternoon. Wouldn't you like to come?

— No, thank you. I'm **leaving** this afternoon.

XIII. Listen to the stories and reproduce them.

"What do you say? ... Dinner late again! Well, I've had enough of that. I'm **going** to a restaurant."

"Wait, please, I won't be long!"

"Is it almost ready then?"

"No, it **isn't**, but I'm **coming** with you."

* * *

Two men, who live in the same quarter, often meet in the bus. They talk together from time to time when they sit next to each other. However, they don't know each other's names.

"Are you going to Small's lecture today?"

"Yes, I am."

"Well, take my advice and don't go. They tell me his lectures are bad."

"Unfortunately I must go. You see I am Small."

XIV. Describe Picture No 6, using the Present Continuous tense forms to express a planned or arranged future.

XV. Make up a dialogue on the picture, using the structure under study.

XVI. Memorize the following proverbs and use them in short situations with a planned or arranged future action.

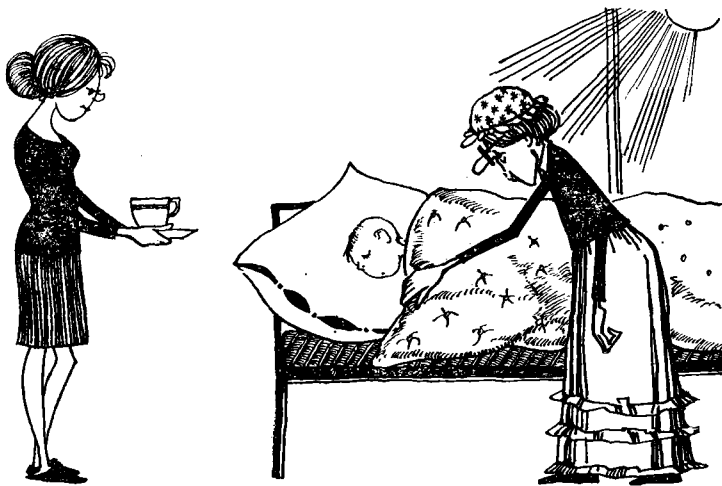
1. Never put off till tomorrow what you can do today. Никогда не откладывай на завтра то, что можешь сделать сегодня.

2. Two heads are better than one. Ум хорошо, а два лучше.

3. Tastes differ. На вкус и цвет товарища нет.

Drill Pattern IV

She is going to tell you all the news.



Picture 7

1. Look at Picture No 7. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

It's Sunday morning. Little Benny is in bed. He's still sleeping. The Sandfords are leaving for the seaside this morning. So it's time for Benny to get up. You see Benny's grandmother at his bed. She is going to wake Benny up. Betty is also in the nursery. She is going to give Benny his usual morning milk.

The construction **to be going to** is used to replace the Future Indefinite tense form to denote somebody's intention or plan.

II. Practise aloud after the teacher and comment on the use of the construction to be going to.

1. Nick **is going to** take his little brother to the kindergarten.
2. It's cold outside. Nick **is going to** put on his heavy coat.
3. His grandfather **is going to** retire from his work this year.
4. Nick's elder sister Olga **is going to** help her mother about the house during her winter holidays.
5. Tonight Nick's mother, a teacher of English, **is going to** check her pupils' papers at home.
7. All the members of their family **are going to** watch television tonight.

III. Paraphrase the following sentences, expressing the idea of a planned or intended action by means of the construction to be going to.

A. Teacher Student

I intend to tell you all the news I **am going to** tell you all the news today.

1. We intend to call for him on our way to the Institute. 2. I intend to stay here a little longer. 3. I intend to spend much more money on English books. 4. They intend to finish this work at the end of the week. 5. We intend to present him with a vase on his birthday. 6. She intends to do her homework before supper.

B. Teacher Student

He refuses to take us to the museum in the afternoon. He **is not going to** take us to the museum in the afternoon.

1. I refuse to dine with them this evening. 2. She refuses to introduce him to the host. 3. I refuse to lie in bed all day today. 4. We refuse to telephone her tonight. 5. They refuse to buy new clothes very often.

IV. Answer the following questions.

1. Tomorrow you are going to the country. What time are you going to get up in the morning? 2. You are staying with your friends in Kiev next month. How long are you going to stay there? 3. You are arriving in Moscow tomorrow morning. When are you going to send a telegram to your parents? 4. You are going to a concert tonight. When are you going to come back? 5. The weather is so fine. What are you going to do at the week-end? 6. The day is so sunny. You are going to spend a few hours on the bank of the river, aren't you?

V. Ask the questions and give responses to them. Ask your fellow-student:

what he (she) is going to wear at the party
 if he (she) is going to buy his (her) friend a birthday present
 whom he (she) is going to invite to his (her) birthday party
 what he (she) is going to cook for breakfast
 where he (she) is going to leave his (her) luggage
 how many museums he (she) is going to visit
 what time he (she) is going to listen to the latest news
 why he (she) is going to stay at the Institute after classes.

VI. Ask each other various questions using to be going to.

Teacher	Student 1	Student 2
Here is a duster.	— Are you going to take it home?	No, I am not .
	— Are you going to use it here?	— Yes, I am.
	— What are you go- ing to do with it, clean the black- board or the table?	— I'm going to clean the blackboard with it.
	— When are you go- ing to wet it?	— I'm going to wet it when it's dry.

1. Here is an umbrella. 2. Here is a tape-recorder. 3. It's the end of the break. 4. It's dinner time. 5. It's early morning. 6. It's a sunny summer day.

VII. Make up a statement with the suggested word combinations. Express surprise about what has been said, and let another student disagree with the remark.

Teacher	Student 1	Student 2
to attend classes	It's Sunday morning. Kate is going to attend classes to-day.	Is she really?
	Student 3	
	No, you are mista- ken. She's going to spend a few hours in the fresh air today.	

To make a cup of tea, to send a postcard, to stay in a hotel, to use an English dictionary, to wear a sweater, to write a dictation in pencil, to sleep for a little while.

VIII. Make up dialogues of your own similar to the suggested ones.

- What are your plans for the coming week-end?
- I'm **going to** see the exhibition.
- Why not go to a dance instead?
- I haven't the time for that.

* * *

- Is Kate **going to** work all day tomorrow?
- No, she **isn't**.
- Why not?
- Because she's **going to** the cinema.
- Ann, what **are you going to** do tomorrow?
- I'm **going to** play tennis.
- Who with?
- With my fellow-students.

IX. Translate into English.

1. Ивановы собираются переезжать в новую квартиру в девятиэтажном доме. У них три комнаты. Они собираются купить новую мебель. 2. У Саши Иванова отдельная комната. Он собирается купить много книг, чтобы иметь свою домашнюю библиотеку. 3. Сашина мечта — стать инженером. Он собирается поступать в политехнический институт. 4. Родственники Ивановых сейчас в Риге. Саша собирается провести свои зимние каникулы в этом чудесном городе. 5. Сашина младшая сестра очень любит музыку. Она собирается стать пианисткой. 6. Их младшая сестра — студентка педагогического института. Она выпускница. Она собирается преподавать английский язык в деревне.

X. Respond to the following remarks, using the construction to be going to.

Teacher

Student

Look out of the window. It's **going to** rain.

Don't worry. I'm **going to** put on my raincoat and to take my umbrella. Besides, I'm fond of rainy weather.

1. It's only five o'clock, but the library is already closed. 2. Today we are going to a concert. And Mary hasn't got a new dress. 3. Look at Kate. She isn't doing her homework. 4. Open the refrigerator. There's no food in it. 5. We are leaving for the South. We are still at home, though the train is starting in an hour. 6. The guests are coming in half an hour. And Helen has still her old dress on.

XI. Make up situations of your own using the suggested word combinations with the construction to be going to to express an intended future action.

1. At the End of the Lesson.

To put down the homework on the blackboard; to collect the exer-

cise-books; to sign one's name; to open the window during the break; to leave the classroom.

2. In the Evening.

To do one's homework; to tidy up the room; to cook supper; to watch television; to knit a sweater.

3. In the Cafe.

To have breakfast; to take a cup of coffee; to eat sandwiches; to talk about one's studies; to stay there for an hour.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

— I'm going to change my way of life.

— Change your way of life?

— Yes, I'm going to eat less and take long walks.

— Are you really?

— I'm going to have only three meals a day and take some other radical steps.

— Radical steps?

— Yes. I'm going to work in my garden and help my mother with the housework.

— That's wonderful. When are you going to start?

— I'm going to think about it the day after tomorrow.

XIII. Listen to the story and reproduce it.

Charlie is a bad boy and his mother is going to spank him, but he creeps under the bed. His mother is too stout to creep after him. Charlie's father is rather thin and when he comes home he is able to creep under the bed to get Charlie out. When the boy sees his father come, he asks: "Is she going to spank you, too, Daddy?"

XIV. Describe Picture No 7, using the construction to be going to.

XV. Make up a dialogue on the picture, using the structure under study.

XVI. Memorize the following proverbs and use them in short situations with the construction to be going to.

1. Actions speak louder than words. Не по словам судят, а по делам.

2. As you make your bed, so you must lie on it. Как постелешь, так и поспишь.

3. A drowning man will catch at a straw. Утопающий за соломинку хватается.

Note. The Present Continuous may be used to show the unusual frequency of an action in the present. The speaker conveys the feeling of irritation, surprise or criticism. In this case the Present Continuous is used with **always** which is usually stressed, (**Continually, constantly, for ever** are more rarely used)

e. g. He's always speaking in a loud voice.

She's always speaking on the phone.

1. Paraphrase the following sentences, expressing the feeling of surprise, irritation or criticism by means of the Present Continuous.

Teacher

Student

Nick makes a lot of mistakes in his dictations all the time.

Nick is *always* making a lot of mistakes in his dictations.

1. My neighbour is a great theatre-goer. She goes to the theatre very often. 2. He is fond of music. He plays the piano all the time. 3. His hobby is gardening. He works in his garden too much. 4. He is fond of dancing. He dances till twelve o'clock nearly every day. 5. She is not a clever girl. She makes silly remarks very often. 6. It seems to me she is not well. She speaks about her health too much.

II. Disagree with the following remarks, expressing irritation, surprise or criticism by means of the Present Continuous.

Teacher

Student

Lucy is a kind girl by nature.

Oh, you are mistaken, I am afraid. She is *always* finding fault with everybody.

1. Kate is very happy. (to complain of her hard life) 2. Your grandmother is a healthy woman. (to grumble about her poor health) 3. The girl has very good manners. (to interrupt everybody) 4. Tom is a very quiet boy. (to tease animals) 5. Ted is a modest boy. (to boast about his studies) 6. He is a very good friend. (to quarrel a lot)

Revision Exercises

I. Comment on the use of the Present Continuous.

1. Helen is **leaving** tonight. She is **going to** write a few letters to her relatives.

2. Peter is in the Institute canteen. He is **eating** his lunch.

3. Tom is a lazy boy. He's always **going to** bed so early.

4. They **are meeting** their friends at the airport tomorrow morning.

5. While I'm **waiting** for him at the bus-stop he is **chatting** with Kate over a cup of coffee in the cafeteria.

6. — Where **are you going**?

— I'm **going to** the reading hall to get ready for a class in Home-Reading.

7. — What book **are you reading** this term? — "The Path of Thunder" by Peter Abrahams.

8. Nell's mother is angry with her, because she is fond of chatting. She is always **phoning** her friends.

II. Translate into English.

1. — Что он сегодня целый день делает в библиотеке? — Ты разве не знаешь? Он готовится к вступительным экзаменам в педагогический институт. 2. — Что ты там делаешь на кухне? — Пока мама

готовит обед, я мою посуду. 3. — Почему вы накрываете на стол так рано? — Мы сегодня ждем Ивановых к обеду. 4. — Где Люся? — Она в своей комнате. Она готовит уроки. — А что она собирается делать потом? — Ее тетя едет на воскресенье к своим друзьям в деревню и берет ее с собой. 5. Саша гордится, что он студент Московского Университета. Он постоянно всем об этом говорит. 6. — Где вы собираетесь провести свой летний отпуск? — Мы проведем несколько дней у наших родственников в Киеве, а затем едем отдыхать в Ялту. 7. Почему он постоянно делает такие нелепые ошибки? Он же неплохой студент. 8. — Кто Люсин отец по профессии? — Он инженер-строитель. Они сейчас строят большую гостиницу в центре города.

THE MODAL VERB "CAN"

Drill Pattern I

1. All the first-year students **can** swim well.
2. We **can** already retell easy stories.
3. — **Can** Nick read English books in the original? — Yes, he **can**.
4. **Can** Mary play the violin or the piano?
5. Little Nick **can't** switch on the tape-recorder.
6. Peter **can't** play football well, **can** he?
7. Ada **can** write spelling tests very well, **can't** she?
8. Who **can** draw pictures of animals?
9. Why **can't** you spell this word?

1. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

There are two boys in the yard. Their names are Tom and Nick. Tom and Nick are good tennis players. They are playing tennis now. They **can** play tennis very well; besides they are good at English. They **can** read, write and speak English.

'They can play tennis very well.' The modal verb **can** expresses physical ability. 'They can read, write and speak English'. The modal verb **can** expresses mental ability.

II. Practise aloud after the teacher, comment on the use of the modal verb **can**.

1. Mary **can** jump high, she is a tall girl of 14.
2. Tom and Dick **can** play volley-ball very well.
3. Any student of our group **can** splice a tape.
4. John **can** write phonetic dictations without mistakes.
5. Fred and Lena **can** make up interesting stories.
6. Pete **can** walk many miles a day.

7. Nelly **can** swim well.

8. Nina and Ada **can** play the piano together.

III. Speak on your fellow-students' abilities, using the modal verb can.

Teacher

Student

Lucy is a good story-teller.

Lucy **can** tell stories very well.

1. David is a good skater. 2. Ann is a good singer. 3. Mary is a good dancer. 4. Kate is a good jumper. 5. Peter is a good football player. 6. Nick is a good volley-ball player. 7. Mike is a good trainer. 8. Helen is a good swimmer.

IV. Make up a sentence with the suggested word combination. Let another student express surprise about what has been said. Respond to it in short.

Teacher

Student 1

Student 2

to play the piano
well

— Mary **can** play the
piano well.
— Yes, she **can**.

— **Can** she indeed play
the piano well?

To make one's reading distinct, to swim and dive, to read till late at night, to have a long walk, to jump high, to read louder, to skate and ski, to switch on the tape-recorder.

V Express uncertainty about the statement. Let another student disagree with it and give the reason for his disagreement.

Teacher

Student 1

Student 2

Nina **can** swim well.

Nina **can** swim well,
can't she?

No, she **can't**. As
far as I know she's
just going to have
swimming lessons.

1. Benny can skate quite well. 2. Betty can play football well, and she is fond of it. 3. Betty's cousin can play tennis. 4. Peter can write spelling tests without mistakes. 5. Little Nell can learn a long poem very quickly. 6. Little Jack can splice a tape and wind it back

VI. Practise the following special questions after the teacher and answer them.

1. What can you do with the text? 2. Who can spell the word "palatalization"? 3. What can you do better, read or write English? 4. Which of you can splice the tape? 5. Who can retell the story without listening to it twice? 6. Who can thread the tape without any outside help? 7. Which of you can spell the verb "believe" correctly? 8. With what can you write on the blackboard: with chalk or with a fountain-pen?

VII. Ask special questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student what he (she) can recite beautifully.	What can you recite beautifully?	I can recite English poems beautifully.

Ask your fellow-student:
how Nick can speak German
what language Olga can speak
which of them can make up interesting stories and dialogues
who can translate difficult texts without a dictionary.

VIII. Give dialogues similar to the suggested ones.

- I **can't** stand loud-mouthed people.
- Does it annoy you?
- Yes, it certainly does.

* * *

- Who is going to play a game of chess?
- Not me. Would you care to join me in a game of tennis instead?
- No, I am sorry, I **can't** play tennis.

IX. Translate into English.

1. Я не могу поднять этот тяжелый ящик. Помогите мне, пожалуйста. 2. Студенты-пятикурсники могут читать трудные английские тексты без словаря. 3. Вся их группа может играть в баскетбол: они все высокого роста. 4. Аня может выучить 100 английских слов за три дня? — Да, она очень способная девочка. 5. Склейте пленку сами. вы ведь умеете делать это. 6. Ольга умеет хорошо петь? — Да. — Пусть она споет на вечере первокурсников. 7. Можете ли вы перевести это предложение? — Нет, помогите мне, пожалуйста. 8. Она умеет хорошо плавать: она родом из небольшого приморского городка. 9. Я думаю, что все студенты могут выучить это небольшое стихотворение наизусть, не так ли? — Конечно.

X. Respond to the following statements, using the modal verb *can* to express physical or mental ability. Begin your responses with: It's natural; I can easily do it; That's it; Far from it, I believe; That's right.

Teacher	Student
They say, Nick is going to take part in the coming competitions.	It's natural. He can skate very well. He's a member of our Institute sports club.

1. Peter's going to dance with me at our party. 2. Look out of the window. Nick and Peter are playing hockey. 3. I say, Mary, you are

jumping very high. Will you teach me to jump well? 4. Let's go to the swimming-pool. I'm having swimming lessons this year. If I'm not mistaken, you are a strong swimmer, aren't you? 5. Nick will tell us the difference between the rules of playing volley-ball and basket-ball.

XI. *Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.*

Bill: When are you going to take your holiday?

Mary: Next month.

Bill: Where are you going?

Mary: To the seaside.

Bill: Who with?

Mary: With Henry.

Bill: Can you swim?

Mary: No, I **can't**.

Bill: Can Henry swim?

Mary: No, he **can't**.

Bill: What are you going to do at the seaside?

Mary: We are going to play bridge.

Bill: Can you play bridge?

Mary: No, I **can't**, but Henry **can**. He's going to teach me.

XII. *Make up dialogues of your own, using the suggested word-combinations and the modal verb can in the meaning of mental and physical ability:*

1) a class in Phonetics, to listen to the dialogue, to thread the tape, to switch on the tape-recorder, to splice the tape;

2) to read the text, to make one's reading distinct, to ask questions on the text, to make a few mistakes, to mispronounce a word;

3) to go to the language laboratory, to get head-phones for everybody, to help somebody with the tape-recorder, to listen to the poem a few times, to recite it by heart.

XIII. *Listen to the following jokes and reproduce them.*

Teacher: Your Russian exercises are always better than your English ones.

Pupil: It is because my mummy **can** write Russian well, but she **can't** write English well.

* * *

"What is an abstract noun, Jimmy?" asks the teacher.

"I don't know", answers the little boy.

"Well", says the teacher, "it is the name of a thing you **can** think of, but **cannot** touch. Now give me an example".

"A red hot poker", answers the boy.

XIV. *Describe any picture, using the modal verb can to express physical or mental ability. Make up a dialogue on the picture, using the structures under study.*

Drill Pattern II

Mary is very sorry, she **cannot** come to our meeting today, she is busy.

I. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

You know that Nick and Tom can read and speak English. Besides they can recite poems beautifully both in Russian and in English. Today they are going to take part in a small concert. Their classes are already over and they have some spare time before the beginning of the concert. So they **can** have a rehearsal.

'They can have a rehearsal'. The modal verb **can** expresses possibility depending on circumstances.

II. Practise aloud after the teacher, comment on the use of the modal verb **can**.

1. You are too tall. You **cannot** wear high-heeled shoes.
2. The tea is too hot. I **can't** drink it yet.
3. I **can't** ring him up. I don't know his telephone number.
4. Lucy **cannot** attend lessons, for she is seriously ill.
5. We **can** go to the skating-rink, the weather is nice.
6. Mary **can't** use her tape-recorder. Something has gone wrong with it.

III. Paraphrase the following sentences expressing the same idea by using the modal verb **can**.

Teacher

It's impossible for Jane to speak to the dean today because he is at the conference.

Student

Jane **can't** speak to the dean today because he is at the conference.

1. It's impossible for the monitor to make up a list of our students now because she (he) is very busy with the tape-recorder. 2. It's impossible for me to clean the blackboard very well because the duster is not wet. 3. It's impossible for us to listen to the dialogue now because the laboratory is closed. 4. It's impossible for Jane to take this text-book from the library right now because the library opens at 10 o'clock.

IV. Ask your fellow-students the following questions and give responses to them.

Teacher

Ask Nick if he **can** look after your little sister for a while.

Student

Nick, **can** you look after my little sister for a while?

Student 2

Certainly, I **can**. I have a lot of free time. I **can** look after Helen as long as you need.

Ask him (her) if he (she) can

buy a newspaper for you.
give a cup of hot tea to you.
pass you a piece of bread.
play chess with you now.

V. Give dialogues similar to the suggested ones.

- Isn't it a dreadful day to-day?
- It is. It is foggy and you can hardly see your hand in front of your face.
- I hope it isn't going to last long.
- I hope not.

* * *

- Waiter, I can't eat the soup.
- Why? The soup is very good. Why can't you eat it?
- Well, because I have no spoon.

VI. Translate into English.

1. Послушай, мама. Ты можешь сегодня сходить в школу? Учитель говорит, что хочет тебя видеть. — Зачем? — Он говорит, что Коля себя плохо ведет. Он хочет поговорить с тобой о его поведении. 2. — Вы можете сегодня принять участие в обсуждении этого фильма? — К сожалению, нет. Я только собираюсь его посмотреть сегодня. 3. Собрание студентов первого курса подходит к концу. После собрания вы можете посмотреть интересный концерт. 4. Майкл, ты можешь навестить меня сегодня? — В чем дело? — У меня магнитофон плохо работает, приди, пожалуйста, и посмотри, что случилось. 5. — Я не могу склеить пленку, так как у меня нет клея. — Пойдите в лабораторию и попросите клей у лаборанта. 6. — Я могу видеть Колю? — Конечно. Вы можете найти его в зале прослушивания. Он всегда там в это время.

VII. Respond to the following remarks, using the modal verb can to express possibility.

Teacher

Student

At our next lesson we are writing a spelling test. Let's practise a bit. I'll dictate to you the most difficult words and you'll write them on the blackboard. Oh, but there's no chalk in the classroom.

Don't worry. I can fetch some from the classroom next door as there's a lot of chalk there on the table.

1. It's necessary for us to listen to the poem "What Does Little Birdie Say" by Tennyson, but there's no tape in the classroom. 2. There are a lot of mistakes in my test, but I don't know how to correct

them. 3. The lesson is beginning in a few minutes, but there's no group register on the teacher's table yet. 4. The teacher has asked me to make a list of the students of our group, but I must go to the lab for the tape. 5. We are going to listen to Dialogue 7 today. But something has gone wrong with the tape-recorder, and I don't know how to put it right. 6. We are going to write a lot on the blackboard today, but the duster isn't wet at all.

VIII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogues given below.

Kate: Jazz is simply wonderful.

Alice: Jazz wonderful? Oh no. It's awful. It's so noisy. I can't stand it.

Kate: But it's so rhythmical. It's like modern life. I can't live without jazz.

Alice: Yes, perhaps, but modern life is awful, too. It's too noisy. And one can hear noise everywhere nowadays.

Kate: Well, it is rather noisy in London ...

Alice: Rather noisy? It's very noisy in London, I can't live there.

Kate: But you can go to Hyde Park and relax there.

Alice: Relax in Hyde Park? You can quarrel there, but not relax.

* * *

Mr. Smith: Why don't you come to see us?

Mr. Brown: I can't, I'm very busy. I am a member of a band, and we perform in a night club every night.

Mr. Smith: So you can come in the day time, can't you?

Mr. Brown: It's out of the question. We have regular rehearsals every morning.

Mr. Smith: Then, when can you have a little rest? Perhaps, in between the rehearsals.

Mr. Brown: No, I give music lessons in between.

Mr. Smith: When do you manage to sleep then?

Mr. Brown: Why? That I can do during rehearsals.

IX. Make up dialogues or situations of your own, using the suggested word combinations and the modal verb can to express possibility depending on circumstances:

1) to say "Good morning" to somebody, to greet somebody in return, to be away from, to explain the reason to somebody;

2) to transcribe a few sentences in the note-book, to mark the stresses and tunes, to read the sentences aloud, to write them on the blackboard, no chalk;

3) to go to the reading-hall, to take a Russian-English dictionary, to translate the text from Russian into English, to be closed, to do it without a dictionary, to make a lot of mistakes.

X. Listen to the following stories and reproduce them.

A Short Letter

During vacation time a schoolboy makes up his mind to write a letter to his friend. He sits down at his writing table and writes:

"Dear Bill". He thinks a bit and continues: "I **can** write to you because I **have** nothing to do". After that he thinks a great deal and adds at last:

"I **can't** write further because I have nothing to say. Yours truly, Tom Brown".

* * *

There are no vacant seats in the bus, but as a good-looking woman enters, and old man near the door tries to rise, but she at once forces him back into his seat.

"Thank you", she says, "but please, don't do that, I **can't** stand"

"But, madam, allow ..."

"Don't trouble yourself", is the answer.

The man tries to rise again saying, "Madam, allow me to ..."

The woman again forces him back saying that she **can** stand, but the man forces her aside.

"Madam", he says, „I don't care whether you take my seat or not, but I wish to leave this bus."

*XI. Describe any picture, using the modal verb **can** to express possibility depending on circumstances.*

*XII. Make **up** a dialogue on the picture, using the structures under study.*

*XIII. Memorize the following proverbs and use them in short situations with the modal verb **can**.*

1. What's done, **can't** be undone. Сделанного не воротишь.

2. A man **can** die but once. Двум смертям не бывать, а одной не миновать.

3. The leopard **cannot** change its spots. Горбатого могила исправит.

THE MODAL VERB "MAY"

Drill Patterns

1. You **may** rest a bit.

2. You **may** not smoke here.

3. **May** I open the window? It is rather stuffy in the room.

— Yes, you **may**.

— No, **don't** please.

— No, you **may not**.

— No, you **mustn't**.

I. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Little Kitty and her mother are going for a walk. The weather is hot, and soon Kitty is tired. She sees a woman selling ice-cream and stops in front of her. "**May** I have an ice-cream, Mummy?" And she is quite happy when her mother says: "Of course, you **may**, dear".

In ten minutes Kitty asks her mother again: "**May** I have another ice-cream?"

"No, you **may not**."

"But, Mummy, please!"

"No, you **mustn't** because you may catch a cold".

'**May** I have an ice-cream, Mummy?' The modal verb **may** expresses a request for permission.

'Of course, you **may**, dear'. The modal verb **may** expresses permission.

'No, you **may not**.' The modal verb **may** in its negative form is used to express prohibition depending upon the will of the person.

'No you **mustn't** because you may catch a cold'. The modal verb **must** in its negative form is used to express prohibition depending on facts, circumstances.

Note. **Don't**, **may not** and **mustn't** are used to express prohibition. **Mustn't** means that it is not the person who prohibits the action, but there are facts, rules, or circumstances prohibiting it.

Don't is less strict than **may not** it is rather asking somebody not to do something than prohibiting something, which is expressed by **may not**.

II. Practise aloud after the teacher, comment on the use of the modal verb may.

1. You **may** go to your place, your answer is excellent.

2. You **may** switch on the tape-recorder. We are beginning our lesson.

3. **May** I ask you a question? I can't make out what this is.

4. — **May** I smoke here? — No, you **mustn't**, this is a non-smoker.

5. — **May** I go for a walk? — No, **don't** please. I am going for a walk in an hour and we can go together.

6. — **May** I listen to the text now? — No, you **may not**. We'd better write a phonetic dictation.

III. State that somebody is (not) allowed or permitted to do something.

Teacher

Student

You are (not) allowed to do your homework orally.

You **may** (not) do your work orally.

1. Lucy is allowed to wet the duster during the break. 2. I am permitted to go to the reading-hall to look up the word in the dictionary. 3. You are not allowed to use this tape-recorder. 4. She is not permitted to take those head-phones. 5. The monitor is not permitted to go to the Dean's office.

IV. Answer the following questions, choosing the suitable reply from the following ones: Yes, you may; No, you may not; Do please; Certainly; No, please, don't; No, you mustn't.

Teacher

Student

May I take the book?

No, please, **don't**. I still need it.

1. May I take your dictionary? 2. May I bring my friend with me this afternoon? 3. May I come at a quarter past eleven? 4. May I work till late at night? 5. May I miss an English class tomorrow? 6. May I write this sentence in transcription? 7. May I read this text aloud? 8. May I ask you a question?

V. Make up sentences with the suggested word combinations expressing permission. Let another student express surprise about what has been said. Give brief responses.

Teacher

Student 1

Student 2

to use that tape-recorder.

Nick, you **may** use that tape-recorder.

May I?

Student 3

Yes, you **may**.

To read aloud, to wind back the tape, to plug in, to splice the tape, to check the homework, to listen to the poem a lot of times, to take the text-book for two days, to give answers on the topic next time.

VI. Express a request beginning with "May I have...?" Don't forget to use "please". Let another student respond to your request

Teacher

Student 1

Student 2

Ask your fellow-student for some water.

May I have some water, please?

Certainly, you **may**. The Minsk water is excellent.

Ask your friend for some sugar (bread, coffee, an apple, tea, milk, a sandwich, paper, ink, a pencil, etc).

VII. Give dialogues similar to the suggested ones.

— **May** I use your typewriter?

— Yes, you **may**.

— Thank you very much.

— That's all right.

* * *

— **May** I borrow your pen?

— No, you **may** not.

- What a pity.
— I'm sorry.

* * *

- **May** I go to the skating-rink?
— No, please, **don't**.
— Why not?
— Well, you can't go to the skating-rink until you've done your home-work.

VIII. Translate into English.

1. — Можно мне войти? — Нет, нельзя. Студенты пишут лексико-грамматическую работу. 2. — Можно мне здесь покурить? — Здесь курить нельзя. Здесь дети, да и вообще, курить надо на улице. 3. — Мама, можно я включу магнитофон? — Да, пожалуйста. Я с удовольствием послушаю хорошую музыку. 4. — Где Ник? — Он в кино. — А мне можно пойти в кино? — Нет. Сейчас три часа, самое время для подготовки к занятиям. 5. Можно я еще раз прочитаю это предложение, чтобы оно яснее звучало? — Да, пожалуйста. Хорошо, что вы сами замечаете свои ошибки. 6. — Папа, можно я еще немножко погуляю? — Нет, Бенни. Тебе пора обедать. 7. — Лена, можно я съем еще одну порцию мороженого? — Нет. Ты можешь заболеть. 8. — Бабушка, можно я еще раз искупаюсь? Мне очень жарко. — Да, пожалуйста. Только побыстрее. Пора идти домой. Уже 12 часов дня.

IX. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Betty: **May** I go to the pictures tonight, Dad?

Daddy: Yes, you **may**.

Betty: And **may** I stay out a little longer than usual?

Daddy: No, you **may not**. You must be back by nine.

Betty: But Robert is going to see me home. You needn't worry.

Daddy: I don't want Robert to come here every day. And I want you to work harder, instead of going out so often. Besides, Robert is a student too.

Betty: Robert is very clever. He doesn't work very hard, and still passes his exams. By the way, **may** I invite him to our party next week?

Daddy: No, you **may not**. We are going to have a family party, and I don't want too many strangers here.

X. Make up dialogues of your own based on the following situations.

1. You are on the bank of a river. It is hot. You want to have a swim. You ask your mother to allow you to. She is against it as the water is not warm enough for that, and she is afraid that you may catch a cold.

2. **You are** at a lesson. It is a class in Phonetics. You ask the teacher to let you listen to some stories. You want to switch on the tape-recorder. The teacher doesn't allow you to do it as there are no ear-phones here, and you ask the teacher to let you fetch them.

XI. Listen to the following joke and reproduce it.

Little Billy is ill. A small boy unknown to Billy's mother comes to ask after Billy's health.

Billy's mother is touched and gives him some chocolates. When the boy is leaving, he suddenly asks:

— If Billy dies, **may** I have his scooter?

*XII. Describe any picture, using the modal verb **may** in the meaning of permission, asking for permission or prohibition.*

XIII. Make up a dialogue on the picture, using the structures under study.

The Modal Verb "Must"

Drill Patterns

1. You **must** go to the language lab every day.
2. — **Must** we listen to the text again?
— Yes, you **must**.
— No, you **needn't**.
3. You **mustn't** shout here, the students are having classes.

I. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

The Browns are a very friendly family. There are six of them: Mr. Brown, his wife Helen, their children, Pete, Ann and Mary, and old Mrs. Brown. Pete and Ann are schoolchildren. Every day they **must** go to school. Mr. and Mrs. Brown are doctors. They work at a large hospital. They **must** be at work at 8 a. m. Old Mrs. Brown **must** keep house and look after little Mary.

'Every day they must go to school. They must be at work at 8 a. m. Old Mrs. Brown must keep house and look after little Mary'.

The modal verb **must** in the above sentences expresses obligation necessity.

*II. Practise aloud after the teacher, comment on the use of the modal verb **must***

Note. **Need not** expresses absence of necessity or obligation, whereas **must not** expresses prohibition.

1. You **must** go to the language lab to listen to the new text.
2. **Must** I listen to it many times? — Yes, you **must**.

3. **Must** I learn the text by heart? — No, you **needn't**.
4. Nell **must** come to her classes earlier.
5. Shè **must** air the room before the lessons begin.
6. She **must** fetch the head-phones, she is on duty.

III. *Make up a list of things you must do when you are getting ready:*

1. for receiving guests; 2. for celebrating the November Holidays;
3. for having breakfast; 4. for having your classes.

IV. *Paraphrase the following sentences using the modal verb **must** to express obligation, necessity.*

Teacher

Student

It's necessary for the first-year students to go to the language lab every day. The first-year students **must** go to the language lab every day.

1. Nick has many mistakes in his dictation, it is necessary for him to rewrite it.
2. It is necessary for all the students to work hard.
3. Your friend is obliged to help you.
4. It is necessary for you to prepare your homework together.

V. *Make up sentences with the suggested word combinations using the modal verb **must**. Let another student express surprise about what has been said. Give short responses.*

Teacher

Student 1

Student 2

to go to the lab

— Nick's pronunciation is rather bad, he **must** go to the language lab every day.
— Yes, he **must**.

— **Must** he really go to the language lab every day?

To be on duty, to learn the poem by heart, to fetch the head-phones, to speak to the dean, to correct the errors in the dictation, to explain the reason for his absence from the classes yesterday, to stay after classes.

VI. *Express uncertainty about the statement. Let another student agree with you using the suggested word combination.*

Teacher

Student 1

Student 2

Ann **must** work hard at her spelling. (to leave much to be desired)

Ann **must** work hard at her spelling, **mustn't** she?

No doubt, she **must**. Her spelling leaves much to be desired.

1. Peter **must** come to the Institute earlier today. (to be on duty)
2. He **must** switch on the tape-recorder now. (to be going to listen to the dialogue)
3. Ann **must** recite the poem by heart tonight. (to take

part in the concert) 4. Tom must air the room before we begin writing the test. (to be stuffy) 5. Peter must clean the board and write the date on it. (to be on duty).

VII. Answer the following questions, expressing absence of necessity.

Teacher	Student
Must Nick switch on the tape-recorder now?	No, he needn't . We are going to listen to the new text only in a quarter of an hour.

1. Must we learn Text 8 by heart for tomorrow? 2. Must Nick listen to it many times to learn it by heart? 3. Must he go to the language lab to listen to it? 4. Must Ann rewrite her test? 5. Must she correct all her errors in her test today?

VIII. Practise the special questions after the teacher and then answer them.

1. Where must Mary be present tonight? 2. When must Nick write his composition? 3. Why must Ann come to the Institute earlier today? 4. Who must write the date on the board? 5. How many times must Ada listen to the poem to learn it by heart?

IX. Ask questions and give responses to them.

Teacher	Student 1	Student 2
Ask Ann if she must go to see her granny tonight.	Ann, must you go to see your granny tonight?	Yes, I must . She is ill. It's a bad cold.
Ask your friend	if he must read the text twice. if he must work in the language lab. if he must write a dictation. what he must do to get ready for his classes. when he must write a test. where he must write the date when he is on duty.	

X. Give dialogues similar to the suggested ones.

- What's the news?
- Bill's getting married tomorrow afternoon.
- Then I **must** go and tell him not to.

* * *

- Are you going to sit for the examination tomorrow?
- Yes, I think, I **must**.

- Can't you put it off till next month?
- No, I'm afraid not.

* * *

- Am I seriously ill, doctor?
- Not seriously, but you **mustn't** take too many pills.
- No ...
- And you **must** give up smoking as well.
- **Must** I also get more sleep?
- No, you **needn't**, but you **mustn't** worry too much.

XI. Translate into English.

1. Когда учитель входит в класс, все ученики должны встать.
 2. Дежурный должен вытереть с доски и написать дату в правом углу.
 3. На занятиях студенты должны активно работать. 4. Нет мела, дежурный должен принести мел из соседней аудитории. 5. Перед уходом студенты должны выключить свет в аудитории. 6. Все должны сделать работу над ошибками. 7. У тебя плохое произношение, ты должен много работать, чтобы улучшить его. 8. — Должен ли я повторить это слово еще раз? — Нет, не нужно.

XII. Respond to the following statements, using the modal verb must to express the idea of necessity, obligation.

Teacher

Student

There's no chalk on the board. Nick, you are on duty today.
 You **must** fetch some.

1 It is very stuffy in the room. 2. It is already dark in the room.
 3. There are no head-phones in the room. 4. Nobody can put the tape-recorder right. 5. Nick cannot spell this word correctly. 6. Peter isn't writing, he has no pen.

XIII. Make up situations, using the following word combinations and the structures with the modal verb must:

- 1) to improve one's pronunciation, to work hard with tapes, to go to the language lab every day;
- 2) to write a test, to keep silent, not to make errors (mistakes), to peep into one's note-book;
- 3) to be on duty, to come earlier to the Institute, to wet the duster, to fetch some chalk, to clean the board, to write the date.

XIV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Susan: Are you going out?

Jim: Yes, I am. To the pictures. Can you come with me?

Susan: To the pictures? Oh, no, dear.

You **must** help me to do the packing.
Jim: Oh well, we can do that tomorrow.
Susan: No, we can't. We **must** pack tonight.
Jim: Well, **must** I stay at home and help you?
Susan: Yes, you **must**.

* * *

Paul: Where are you going to spend your next summer holidays?
Bill: In Bulgaria. The Black Sea is wonderful. I'm going to swim a lot.
Paul: You **must** be very careful. You can't swim well.
Bill: I can swim about twenty yards, but I **must** learn to swim better.
Paul: But you **mustn't** swim too far from the shore.
Bill: Of course not. I **needn't** go too far to have a good swim.
Paul: Are you going by plane?
Bill: No, I'm not. I **must** go by train. It's safer.
Paul: Can you speak Bulgarian?
Bill: No, I can't and I **needn't** learn it. Bulgarians are very good at English.

XV. Listen to the following stories, and reproduce them.

They are Very Happy, but...

John and his French wife Marie are living in London. They are very happy, but there's one thing wrong: John can't speak French and Marie can't speak English. Marie **must** learn some English because she can't do her shopping without it, and what's more sometimes she can't understand John. He is too lazy to gesticulate very well. Really, Marie **must** make an effort and learn some English. John and Marie are going to spend their next summer holidays in France. But John **must** learn some French first. He **must** study French every day if he wants to make good progress. It's not going to be very easy for him to do, but he **must** make the effort.

* * *

The conjuror is arranging a new stage trick. On the day before its introduction he asks his young son to help him.

"When I ask for a boy to come on the stage, you **must** come at once. But you **mustn't** do anything or say anything that can make the audience think that you know me."

The boy says he understands, and when the conjuror asks for help, he comes quickly on the stage.

When this is done, the conjuror says:

"Look at this boy. He sees me for the first time; don't you, my boy?"

"Yes, Father." replies the boy.

XVI. Describe any picture, using the structures with the modal verb **must**.

XVII. Make up a dialogue on the picture, using the structures under study.

Revision Exercises

I. Comment on the use of the modal verbs **can**, **may**, **must**.

1. Fred is a good sportsman. He **can** run very quickly. 2. Lena **can** make up good situations. She is a bright girl. 3. Nick's mother **can't** be present at the school meeting today. She is leaving for Kiev on business. 4. You **may** come at 5. I am going to work in the language lab at this time. 5. **May** I ask you some more questions? 6. — **Must** I re-write the dictation? — No, you **needn't**. There's only one mistake in it. 7. You **must** come to the Institute much earlier when you are on duty.

II. Translate into English.

1. Мой младший брат — студент первого курса нашего института. У него очень хорошая память. Он может быстро выучить любое английское стихотворение. 2. — Не поднимайте этот чемодан. В нем много книг. — Да, он очень тяжелый, я не могу его поднять. 3. — Мама, я схожу сегодня в кино? Вся наша группа идет смотреть английский фильм «Ребенок в доме». — Конечно, можно. Но сначала ты должна приготовить уроки на завтра. 4. — Лена, можно мне почитать твою книгу? — Нет, нельзя. Эта книга не для детей. 5. — Я должен слушать эту лабораторную работу еще раз? — Да. — А нужно ее выполнять письменно? — Нет, не надо. Сделайте ее еще раз устно. 6. Все студенты должны приходить на занятия вовремя, усердно работать как в институте, так и дома, и не пропускать занятий.

THE PRESENT INDEFINITE

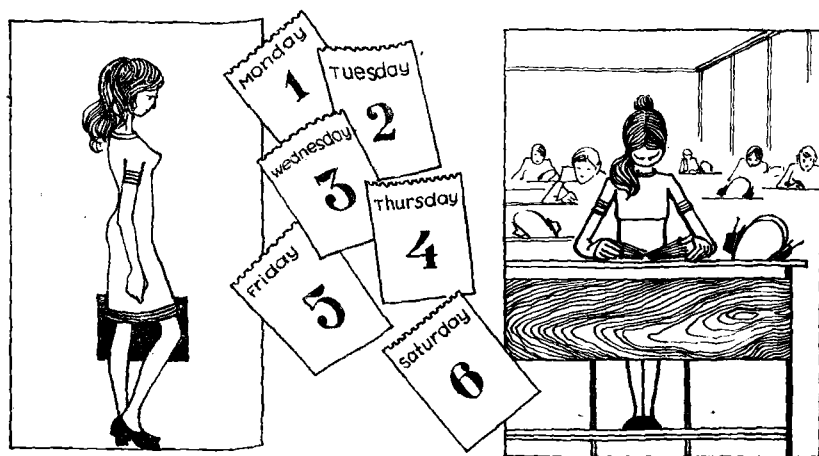
Drill Pattern I

— **Do** you **go** to the Institute *every day*?
— Of course, I **do**. We **have** *usually* three periods a day.
As a rule, I **attend** all lessons.

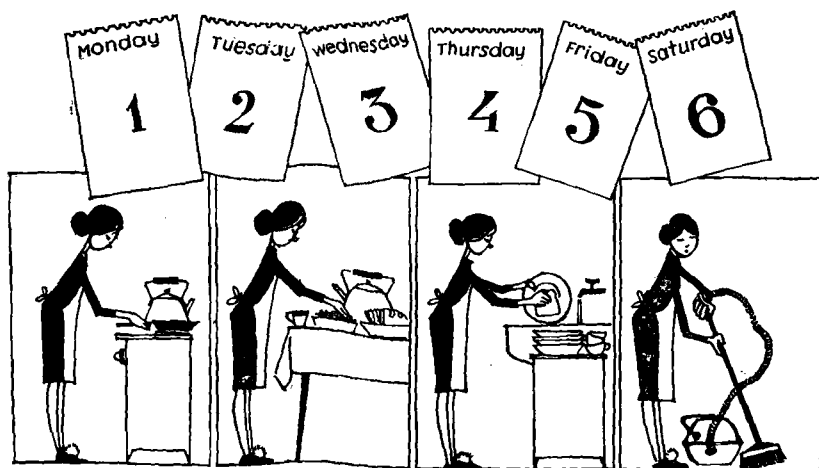
1. Look at Pictures Nos 8, 9. Listen to the situations illustrating the structure to be practised. Remember the way you are to comment on the structure.

1. *Every day* I come to the Institute in the morning. *Usually* I have a lot of work to do. Our classes **begin** in the afternoon. Before our classes I **go** to the language laboratory where I **work** at my pronunciation.

The verbs **to come**, **to have**, **to begin**, **to go**, **to work** are used their Present Indefinite tense forms to denote a habitual action. The repea-



Picture 8



Picture 9

ted character of the action is shown by the adverbials *every day*, *usually*.

2. *As a rule*, my mother has a lot of work about the house. She *usually* cooks meals, lays the table, washes up, cleans the house. *Sometimes* I help her.

The verbs *to have*, *to cook*, *to lay*, *to wash*, *to clean*, *to help* are used in their Present Indefinite tense forms to denote a habitual action. The repeated character of the action is shown by the adverbials *as a rule*, *usually*, *sometimes*.

II. Practise aloud after the teacher and comment on the use of the Present Indefinite.

1. I sometimes **play** the piano for three hours a day.
2. It often **rains** in summer, too.
3. **Do** you always **come** home late?
4. You **prepare** your lessons at home as a rule, **don't** you?
5. On Sundays we **go** to see our friends.
6. Every week we **learn** different poems by heart.
7. He seldom **rings** me up.
8. He never **comes** home late at night.

III. Complete the following sentences with a contrasting idea about some other person.

Teacher

Student

I **buy** newspapers *every day* but my friend ... (seldom)

I **buy** newspapers *every day* but my friend *seldom* **buys** them.

1. I get up very early every day but my aunt . . . (every other day).
2. I always go to bed at 11 o'clock but my uncle ... (never).
3. I seldom spend my holidays in the country but my brother ... (often).
4. Every Sunday I visit my parents but my friend ... (every other Sunday).
5. I finish my work at 6 o'clock, as a rule, but my mother ... (never).
6. I watch television every other evening but my father ... (once a week).
7. I always lay the table but my sister ... (seldom).

IV. Complete the sentences, expressing a contrasting idea by means of the negative form of the verbs.

Teacher

Student

Robert *often reads* English newspapers. (French newspapers)

Robert *often reads* English newspapers but he **doesn't read** French newspapers.

1. The boys usually play football on the playing-field. (in the park)
2. Nick's parents always watch television on Friday evenings. (to go to the cinema)
3. All the members of the family usually read this newspaper. (that magazine)
4. They often have tea with us. (have supper)
5. Tom always forgets how to spell this word. (to pronounce it)
6. Jane studies during the week. (on Sundays)

V. Answer the following questions. Pay attention to the formation of different types of questions with the Present Indefinite.

Teacher

Student

When **does** Dr. Sandford **come** home on Saturdays, as a rule?

As far as I know, he **comes** home after four on Saturdays.

1. At what time do your classes at the Institute begin, as a rule?
2. Who sometimes cooks dinner in your family?
3. Do you always go to

t he laboratory to listen to tapes? 4. Does Dr. Sandford always go to the hospital at 8 o'clock? 5. The mid-term exams usually begin in January don't they? 6. Do you read newspapers every day or every other day?

VI. Express surprise about what has been said, then disagree with the given statements. In expressing surprise use the words *really, indeed*. Begin your disagreement with: Of course, he doesn't; I don't agree with you; Certainly not; Not at all; Far from it; I shouldn't say so.

Teacher	Student1	Student 2
He often comes home late at night.	Does he really?	He certainly doesn't , as far as I know, he usually comes home rather early, at about 7 o'clock.

1. They often make a lot of mistakes in spelling. 2. Mary often plays the piano. 3. Ann often helps him with his homework. 4. Dot drinks a lot of milk every day. 5. Jean generally finishes work at the library at 6 o'clock. 6. Miss Green types a lot of letters every morning.

VII. Ask questions based on the italicized parts of the statements. Let another student answer them.

Teacher	Student 1	Student 2
Mr. Snow usually works in his garden in the evening.	Where does Mr. Snow work in the evening?	In his garden. (or: He usually works in his garden)

1. The students come to the language laboratory **in the morning**, as a rule. 2. Andy always washes his hands **very carefully**. 3. The students always listen to **new texts** in the language laboratory. 4. **She** often speaks on the phone. 5. They usually wait for their friends after classes **near the cloak-room**. 6. They always go to the language laboratory to work at their English **because they want to know it well**. 7. My sister always prepares her lessons **with her friend**. 8. They often go to the theatre **because they are great theatre-goers**.

VIII. Ask the questions and give expanded responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student if he reads newspapers <i>every day</i> .	Do you read newspapers <i>every day</i> ?	That goes without saying. I'm interested in politics and I read several newspapers <i>every day</i> .

Ask your fellow-student:
what he (she) does after classes, as a rule

what he (she) usually does when the weather is good
 if he (she) writes letters to his (her) parents every week
 how many letters to his (her) parents he (she) writes every month
 how long he (she) works in the language laboratory every day
 what kind of magazines he (she) reads
 what time his (her) classes begin
 where he (she) meets her friend.

IX. Make up a question expressing uncertainty on the suggested habitual action. Let another student disperse your doubt.

Teacher	Student 1	Student 2
to knock	Betty knocks when she wants to come in, doesn't she?	Of course, she always knocks when she wants to come in. She is a well-brought up girl.

To wait for, to show somebody in, to sign, to receive, to pay for, to have dinner, to turn off, to recite.

X. Give dialogues similar to the suggested ones.

- Does Margaret **watch** television every night?
- No, she **doesn't**.
- Why **not**?
- Because she is too busy.

* * *

- What does Jill **do** every morning?
- She **works** hard.
- Why **doesn't** she **sleep** instead?
- Because she isn't lazy.

XI. Translate into English.

1. Как часто вы выполняете домашние упражнения в письменной форме? 2. Каждую неделю мы делаем доклады по домашнему чтению. 3. Он никогда не стучит в дверь, перед тем как войти в комнату. 4. — Что ты делаешь по воскресеньям? — Обычно я сначала занимаюсь домашними делами, а потом иду на прогулку. 5. Вы получаете газеты или журналы? 6. Папа часто рассказывает нам интересные истории из своей фронтовой жизни. 8. Ты всегда говоришь по телефону так долго? 9. Ты редко обедаешь дома, не так ли? 10. Сколько лекций у вас каждый день?

XII. Respond to the following remarks, using the Present Indefinite to denote a habitual action.

Teacher

Student

How many letters to your parents **do you write every month?**

I live rather far from Minsk that's why I can't go home very often, so I **write** about six letters *every month*.

1. There are so many books in your bag. Do you need all of them?
2. How often does Kate go to the cinema? 3. How many newspapers do you receive every day? 4. You are already doing your morning exercises. Why so early? 5. How long does it take you to get to the Institute every day? 6. How many meals a day do you have?

XIII. Make up situations of your own, using the Present Indefinite and the suggested word combinations.

1) to receive, to listen to the radio, to go to the library, to prepare for;

2) to get up, to have breakfast, to have a lot of work to do, to go to the language laboratory;

3) to clean the blackboard, to rub out (a word, a sentence), to ask questions about the text, to make a mistake, to correct a mistake.

XIV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Mrs. Wood: How **does** Mr. Black usually **spend** his afternoons?

Mrs. Green: Oh, he **goes** to the pictures, as a rule.

Mrs. Wood: And how **do you** usually **spend** your afternoon?

Mrs. Green: I **go** to the pictures, too.

Mrs. Wood: What **do you** usually **do** on Saturday nights?

Mrs. Green: Oh I **go** to a dance, as a rule.

Mrs. Wood: And how **do you** usually **spend** your Sunday mornings?

Mrs. Green: I **stay** in bed with a headache.

Mrs. Wood: What **do you** **do** every morning on week days?

Mrs. Green: I **cook** breakfast for my husband.

Mrs. Wood: And what **does** Mr. Black **do** every morning?

Mrs. Green: He **cooks** breakfast for his wife. He's a very good husband.

XV. Listen to the following stories and reproduce them.

Signing a Contract

Once a young man applies for a job to the manager of a circus. His name is John Brown, the egg-king, because he can eat six dozen eggs at a single sitting.

The manager informs him that they **give** four shows every day and

adds that on Saturday they give six shows. John Brown is glad, he remarks that six shows fetch more money than one.

The manager gives one more detail that on holidays they manage a show every hour. In his reply to this John Brown warns the manager that no matter how many shows they give a day, he must have time to go out and have his dinner.

A Shrewd Boy

The teacher tells the boys about a man who always swims across the river three times before breakfast.

Robert laughs.

"Don't you think that a good swimmer can do that?" the teacher asks Robert. "Yes, I do," answers Robert, "but I don't see how the man gets his clothes if he doesn't cross the river once more".

XV. Describe Pictures Nos 8, 9, using the Drill Patterns with the Present Indefinite.

XVII. Make up a dialogue on the picture, using the structures under study.

XVIII. Memorize the following proverbs and use them in short situations with the Present Indefinite to express a habitual action.

1. Time works wonders. Время творит чудеса.

2. Speech is silver but silence is gold. Слово—серебро, молчание — золото.

3. Live and learn. Век живи — век учись.

Drill Patterns II

1. — Your father **works** at a hospital, **doesn't** he?

— That's right, and he **works** very hard.

2. In summer the sun **rises** very early.

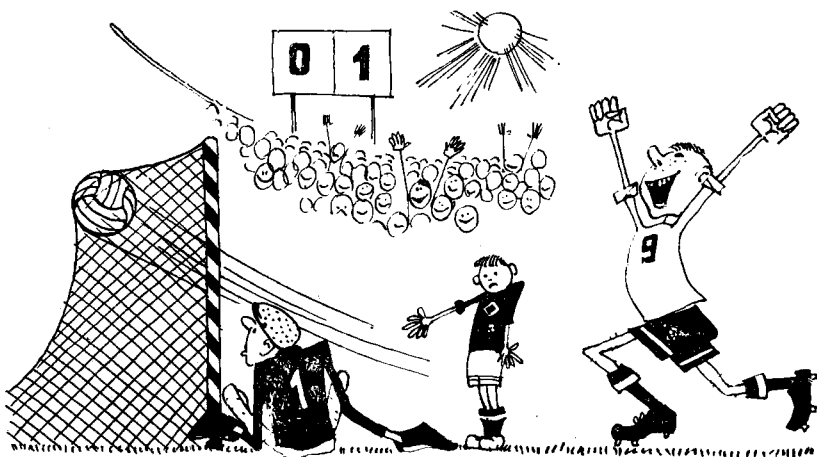
1. Look at Pictures Nos 10, 11. Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.

1. You see a boy in the picture, Peter by name. He is a footballer. Peter is a member of the Institute team because he **plays** football very well.

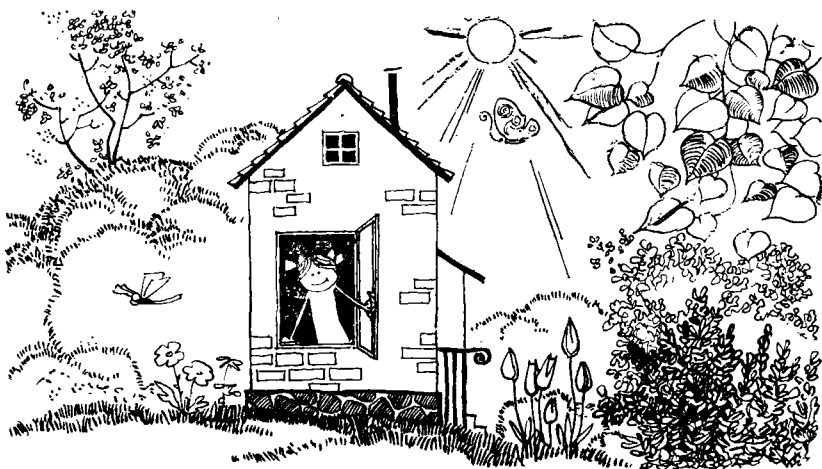
The verb **to play** is used in its Present Indefinite tense form to denote an action permanently characterizing the subject.

2. When spring comes, the rays of the sun **warm** the earth. The weather **gets** warmer. Nature **awakens** from her winter sleep.

The verbs **to warm**, **to get**, **to awaken** are used in their Present Indefinite tense forms to denote statements of a general character or universal truths.



Picture 10



Picture 11

II. Practise aloud after the teacher and comment on the use of the Present Indefinite.

1. When autumn comes, it **gets** colder.
2. Winter **is** the coldest season.
3. Birds **return** from the South in spring.
4. Helen never **remembers** telephone numbers.
5. Mr. Sandford **likes** to read the "Morning Star"
6. Which of you **plays** the piano well, I wonder?
7. Mr. White **smokes** much.
8. Benny **draws** animals rather well.

III. Answer the following questions.

Teacher	Student 1	Student 2
— What does a teacher do ?	— He teaches .	
— Who teaches ?		— A teacher does .

1. What does a swimmer do? 2. What does a runner do? 3. What does a pianist do? 4. What does a worker do? 5. What does a composer do? 6. What does a painter do? 7. What does a typist do? 8. What does an actor do? 9. What does a driver do?

IV. Complete the sentences with a contrasting idea.

Teacher	Student
Tom plays basket-ball well... (football)	Tom plays basket-ball well, but he doesn't play football at all.

1. I like tea. (coffee) 2. Nick remembers how to spell English words (to write them in transcription) 3. George plays chess well. (draughts) 4. Mike dances well. (to sing) 5. Peter likes to play football. (to do his homework) 6. Our students make mistakes in spelling. (in pronunciation) 7. Many people like spring more than the other seasons. (cold autumn)

V. Answer the following questions.

1. Who cooks well in your family? 2. Which of you speaks English well? 3. Does your friend know English or German well? 4. When does the sun rise in summer? 5. Who likes spring more than the other seasons? 6. When does it rain hard? 7. Where does the sun set?

VI. Ask the following questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student what languages he (she) speaks rather well.	What languages do you speak rather well?	I speak Russian, Byelorussian, and I understand and speak English but not very well yet.

Ask your fellow-student:

- if he (she) studies well
- if he (she) spends much money on books
- if he (she) likes to wash in cold water
- if he (she) plays the piano
- if he (she) plays chess well
- if he (she) draws well
- if he (she) likes to write long letters.

VII. *Express surprise and let another student disagree with the given statement. In expressing surprise use the words "really", "indeed". Begin your disagreement with: Of course, he doesn't; He certainly doesn't; I don't quite agree with you; Not at all; Far from it; I shouldn't say so.*

Teacher	Student 1	Student 2
Little Benny likes drinking beer very much.	Does he really?	He certainly doesn't. He likes drinking milk very much.

1. Betty Smith plays football very well. 2. Old Mrs. Sandford eats a lot. 3. Mr. Sandford hates classical music. 4. Helen dislikes dancing. 5. Harry sleeps very well in the day time. 6. Mrs. Sandford likes to talk on the phone for hours. 7. Old people remember everything very well.

VIII. *Ask questions based on the italicized parts of the sentences. Let another student answer them.*

Teacher	Student 1	Student 2
Mary likes to drink milk.	What does Mary like to drink?	Milk. (or: She likes to drink milk).

1. My friends like to pick fruit in the orchards. 2. Nick works hard at his English. 3. I don't like to write letters. 4. My parents like to spend their holidays in the country. 5. In spring the trees turn green. 6. They never remember certain things in time because they are very busy.

IX. *Practise the use of the Present Indefinite in direct and indirect speech.*

A. Teacher	Student 1	Student 2	Student 3
to like funny stories	Ask Jane if she likes funny stories.	— Jane, do you like funny stories?	Yes, I do.
	— What does Jane say?	— She says she likes funny stories.	
	— Does Jane like funny stories?	— Yes, she does.	

To type letters well, to teach English grammar, to speak English fluently, to cook tasty things well, to hate rainy weather.

B. Teacher	Student 1	Student 2	Student 3
to sleep well	Ask Andy if he sleeps very well.	— Andy, do you sleep very well?	No, I don't
	— What does Andy say?	— He says he doesn't sleep very well.	
	— Does he sleep very well?	— No, he doesn't.	

To understand Spanish, to forget easy things, to read distinctly, to smoke a lot, to eat a lot.

X. Ask a tag question expressing certainty. Let another student express his (her) agreement with the remark made.

Teacher	Student 1	Student 2
to appear	Fresh green grass appears when the rays of the sun warm the earth in spring, doesn't it?	Certainly it does . When the weather gets warmer, fresh green grass covers the ground.

To return, to turn yellow (green), to feel younger, to awaken, to get warmer, to become longer, to spend much time.

XI. Give dialogues similar to the suggested ones.

- **Do you like** serious music?
- No, not specially. **Do you?**
- Yes, I **do**. Very much.
- **Does** Helen?
- No, she **doesn't**.

* * *

- Where are you going now?
- I'm going to our Institute party.
- **Do you like** going to parties?
- Not specially (particularly). I **prefer** going to concerts.
- **Do you often go** to concerts?
- No, not very often.
- How often, I wonder?
- Every three months.

XII. Translate into English.

1. Лена никогда не помнит, как пишутся трудные английские слова в транскрипции. 2. Мне нравится пить чай с молоком. 3. Летом солнце всходит рано и заходит поздно. 4. Осенью листья желтеют и опадают с деревьев. 5. Ты хорошо рисуешь? 6. Катя любит поговорить по телефону со своими друзьями. 7. Мой брат не любит смотреть передачи по телевизору. 8. Твой отец хорошо говорит по-английски или по-немецки?

XIII. Respond to the following remarks, using the Present Indefinite. Begin your response with: **Quite so, No wonder, That's natural, Naturally.**

Teacher

Student

In winter people wear thick clothes. No wonder. Winter is the coldest season, that's why people wear thick clothes. As for me, I don't like to be cold either, so I wear thick clothes, too.

1. The weather changes in spring. 2. In spring we can see lots of birds in the country-side. 3. Many people like spring most of all. 4. Summer is a busy time for those who live in the country. 5. In autumn the days get shorter. 6. Autumn is harvest time. 7. Winter is the coldest season. 8. Children like winter.

XIV. Make up situations with the suggested words and word combinations by introducing actions permanently characterizing the subject or statements of a general character or universal truths:

- 1) to work (hard) at, to get marks in, to be good at, to know something well;
- 2) to rise, to warm, to turn green, to appear, to feel better;
- 3) to sing well, to play the piano, to like music, to be proud of.

XV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogues given below.

- What are you doing here?
- I'm learning English.
- Is John learning English, too?
- Yes, he is.
- He works hard, doesn't he?
- Perhaps he works harder than you.
- Oh, does he? (So he does).

* * *

- I'm so sorry I don't speak English properly.
- That's an exaggeration.
- No, it isn't. I really don't speak the language well.
- But you are speaking quite well just now.
- Yes, maybe, but I don't understand everything.
- Perhaps, you are a little out of practice.

XVI. Listen to the stories and reproduce them.

Not Very Clever

Little Peggy goes to school for the first time. When she comes home, her mother asks her, "Do you like your teacher, Peggy?" Peggy thinks

a minute, and then she says, "Yes, I like her very much, but I don't think she is very clever".

"How is that?" asks the mother.

"Oh", says Peggy, "because she asks us so many questions".

All Languages Spoken Here

An Englishman arrives at a hotel in France. On the door of the hotel he reads the following words, "All Languages Spoken Here".

He speaks to the waiter English, German and Italian. No answer. Then a little annoyed, he asks in French, "Who is it that speaks all languages here then?"

"The hotel guests", answers the waiter quietly.

XVII. Describe Picture No 11, using the Drill Patterns with the Present Indefinite

XVIII. Make up a dialogue on the picture, using the structures under study.

XIX. Memorize the following proverbs and use them in short situations with the Present Indefinite.

1. The early bird catches the worm. Кто рано встает, того удача ждет.

2. Still waters run deep. В тихом омуте черти водятся.

3. Too many cooks spoil the broth. У семи нянек дитя без глазу.

4. A stitch in time saves nine. Минута час бережет.

Drill Patterns III

1. Do you **feel** cold?

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

Note. The Present Indefinite is preferred to the Present Continuous to denote actions going on at the present moment when the action as such and not the progress is important, or when attention is focused on the manner in which the action is performed.

e. g. Why don't you answer?

You speak so slowly.

I. Look at Picture No 12. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.



Picture 12

Robert is in the language laboratory. He is listening to the new text. He is listening to it attentively, but as there are very many new words in the text, he **doesn't understand** it.

The verb **to understand** is used in its Present Indefinite tense form to denote an action going on at the present moment, because it doesn't admit of the Continuous form.

II. Practise aloud after the teacher and comment on the use of the Present Indefinite.

1. You **don't remember** her name, **do** you?
2. She **wants** to have a short rest, **doesn't** she?
3. I **don't see** anybody in the room.
4. I **understand** you quite well.
5. The house **belongs** to Dr. Sandford.
6. **Do** you **agree** with Bill?

III. Answer the following questions, paying attention to the verbs which are not used in the Continuous Tenses, though the reference is clearly made to the moment of speaking.

1. Listen to her attentively. Do you like her English? 2. The teacher is speaking very quickly. Do you understand everything? 3. It's too noisy in the corridor. What do you hear? 4. Your classes are over. What do you want to do now? 5. The furniture is modern and quite new. What articles of furniture do you see in the room? 6. Behind the house there's a little orchard. Do you see a green lawn and a lot of flowers in front of the house? 7. Who does this comfortable well-planned two-storeyed cottage belong to?

IV. Ask the questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student who this cosy sitting-room belongs to.	Who does this cosy sitting-room belong to?	Don't you know? It belongs to Dr. Sandford.

Ask your fellow-student:

- if he (she) feels cold
- why he (she) **doesn't** know the news
- which book he (she) prefers
- if he (she) remembers your telephone number
- what he (she) sees in front of him (her)
- what he (she) hears outside
- if he (she) likes the new poem
- how many English books he (she) possesses.

V. Express surprise and then disagree with the given statement.

Teacher	Student 1	Student 2
Kate knows this long poem by heart.	Does she really?	Not at all. I'm quite sure she doesn't know it because she is too lazy to learn it.

1. I see a lot of mistakes in your dictation. 2. Sam understands the rule. 3. They want to listen to some music. 4. She sees a lot of people in the street. 5. Pete remembers the name of that man. 6. I hear something strange behind the door. 7. John likes this film.

VI. Practise the use of the verbs which are not used in the Continuous tenses in direct and indirect speech.

A. Teacher	Student 1	Student 2	Student 3
to remember	Ask Lucy if she remembers your address. —What does Lucy say? — Does Lucy remember your address?	—Lucy, do you remember my address? —She says she remembers my address. —Yes, she does .	—Yes, I do .

To see, to hear, to notice, to agree, to believe, to understand.

B. Teacher	Student 1	Student 2	Student 3
to realize	Ask Mike if he realizes his mistake? — What does Mike say? — Does Mike realize his mistake?	— Mike, do you realize your mistake? — He says he doesn't realize his mistake. — No, he doesn't .	—No, I don't.

To feel, to want, to love, to belong to, to need, to like, to hate.

VII. Make up your own sentences in the form of tag questions, using the Present Indefinite and the suggested words. Let another student answer either in the affirmative or in the negative.

Teacher	Student 1	Student 2
to understand	You don't quite understand me, do you?	Certainly, I do. Where do I sign?

To believe, to like, to know, to want, to remember, to hate, to belong, to notice, to need.

VIII. *Make up dialogues similar to the suggested ones.*

- Why's Janet so much interested in figure-skating?
— Because she **wants** to be a figure-skater. **Don't** you **think** she's silly?
— No, I **don't**.

* * *

- Tom's complaining that Mary refuses to speak to him.
— I'm not surprised.
— Why do you say that? **Don't** you **feel** sorry for him?
— Not particularly.

IX. *Translate into English.*

1. Вы слышите меня? Почему вы не отвечаете мне? 2. Ты понимаешь этот рассказ? — Я слушаю внимательно, но ничего не понимаю. 3. Здесь так темно, я ничего не вижу. 4. Кто помнит это стихотворение? 5. Анна не видит, что мы смотрим на нее, так как она разговаривает по телефону. 6. Почему тебе нравится этот фильм? 7. Я хочу стать хорошим преподавателем, поэтому я усердно изучаю английский язык. 8. У него много английских книг. Он любит читать, не так ли?

X. *Respond to the following remarks, using the verbs which are not used in the Continuous tenses.*

Teacher

Student

Why isn't Jane reciting the poem? The teacher is going to give her a poor mark. (to know)	Jane doesn't know the poem by heart because her mother is not well and Jane is very busy with her work about the house.
---	--

1. Look at Mike. He is listening to the classical music so attentively. (to understand) 2. Look out of the window. Why is it so noisy out of doors? (to see) 3. I'd like to tell John this news right now. Let's talk to him on the phone. (to forget, to remember) 4. Don't you know that the teacher is very angry with Helen? She is going to speak to her parents about her behaviour. (to want) 5. Where's John? Oh, he's again in the reading-hall. What's he doing there? (to need, to contain) 6. You are going to meet Margaret at the station. I wonder how you can recognize her. You've never seen her. (to resemble)

XI. *Make up situations of your own with the following words and word combinations. Express the idea of the real present with the verbs which are not used in the Continuous tenses:*

1) to have, to know, to be full of, to be good at;

2) to remember, to understand, to think (that), to have some palatalization;

3) to be absent, to be present, to forget, to want, to think.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

— What's your favourite pastime?

— I like reading books best of all.

— What books do you prefer?

— All kinds of books, books of short stories, psychological novels, novels of adventure, even detective novels sometimes.

— What do you think of Wallace's detective novels? Don't you think they are sometimes a bit tiresome?

— No, I don't.

— You don't? What do you think of them then?

— I think them perfectly tiresome.

XIII. Listen to the following stories and reproduce them.

Fool, Stop

A young foreigner wants to learn English. He decides to take regular lessons. One day his teacher is dictating to him a passage and at the end of every sentence she says "full-stop". The young man looks very angry. At last he doesn't bear it and calls out angrily, "Why do you call me a fool?"

* * *

An Englishman wants to learn French. He applies to a teacher and asks him if it is very difficult.

"The first six lessons," says the teacher, "are rather difficult; but after that you will begin to appreciate the beauties of the language".

"Then," says the Englishman, "I want to begin with the seventh lesson".

XIV. Describe Picture No 12, using the Drill Patterns with the Present Indefinite.

XV. Make up a dialogue on the picture, using the structures under study.

XVI. Memorize the following proverbs. Give illustrations to show their use.

1. Four eyes see more (better) than one. Ум хорошо, а два лучше.

2. What the heart thinks the tongue speaks. У кого что болит, тот о том и говорит.

3. When three know it, all know it. Говоришь по секрету, пойдет по всему свету.

Revision Exercises

I. Comment on the use of the Present Indefinite.

1. Dr Sandford usually **comes** to the hospital at a quarter to 9.
2. Magnet **attracts** iron. 3. **Do** you see any sheep in the meadow? 4. It's so noisy in the hall that I **don't hear** the speaker at all. 5. Every day we **go** to the language laboratory and **spend** 2 hours there. 6. Robert Brown **is** a good sportsman. He **swims** very well. 7. The sun **rises** in the east.

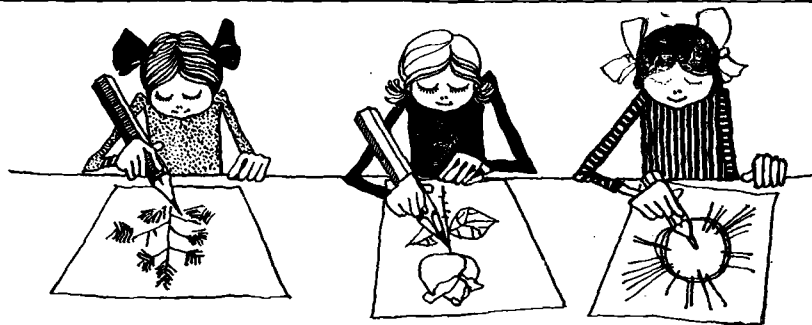
II. Translate into English.

1. — Ты внимательно слушаешь своего учителя на уроках? — Да, но я не всегда понимаю его. Он обычно быстро говорит.
2. — Я не вижу Бориса в лаборатории. Где он сейчас? — Он **работает** в читальном зале. Он никогда не приходит в лабораторию вечером. 3. Мэри что-то рисует на большом листе бумаги. Я уверена, что она рисует деревья. Она всегда рисует только деревья. Она ничего больше не умеет рисовать. 4. — Тебе нравятся эти пирожные? Нет, совсем не нравятся. А тебе? — Мне тоже нет. 5. Волга впадает в Черное или Каспийское море? 6. Я не помню Петин адрес. И я нигде не могу найти его (адрес). 7. — Говорите, пожалуйста, громче. Я не слышу вас. — Слушайте внимательнее. — Я слушаю вас очень внимательно, но ничего не слышу.

DEGREES OF COMPARISON OF ADJECTIVES

Drill Patterns I

1. January is **as cold as** December.
2. Are fir-trees **as green** in winter **as** in summer?
3. Spring is **not so warm as** summer.
4. Her blouse is **the same colour as** mine.
5. Is her coat **the same length as** yours?
6. Peter's shoes are **not the same size as** Nick's.



Picture 13

I. Look at Picture No 13. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

You can see three girls in the picture. They are sitting at the table and drawing. Mary has a long green pencil. The girl is drawing a nice fir-tree. Helen's pencil is long, too. It's **as long as** Mary's. Helen's pencil is **the same length** as Mary's. She is drawing nice red roses with her red pencil.

Ann is drawing the sun. It's shining brightly. But Ann's pencil is **not so long** as her friends' ones. It is **not the same length** as their pencils.

'It's as long as Mary's. Ann's pencil is not so long as her friends' ones'. In these sentences the adjective **long** is used in its positive degree with *as . . . as* to express comparison of equality.

In the sentences 'Helen's pencil is the same length as Mary's' and 'It's not the same length as their pencils' comparison of equality is expressed by the word combination *the same + noun + as*.

II. Practise aloud after the teacher and comment.

1. Every season is good in its own way. In spring flowers begin to blossom and their sweet scent fills the air. The smell of flowers in spring is **as sweet as** it is in summer.

2. In September autumn sets in. It often opens with fine weather. It is usually **as warm as** summer.

3. In autumn the green leaves are fading and changing their colour though in September they are still **the same colour as** in August.

4. Then winter comes and the days become **not so long as** they are in summer and even in autumn.

5. A lot of rivers in the world are **the same length as** the Volga but many of them are **not so important as** the Volga is.

6. Lake Windermere is the largest in Great Britain. But it is not **the same size as** the Caspian Sea which is the largest lake in the world.

III. Transform the following general questions into tag ones. Let another student express disagreement.

Teacher	Student 1	Student 2
Are winter days as long as summer days?	Winter days are as long as summer days, aren't they?	No, they aren't. (They certainly aren't; Of course, they aren't) Winter days are not so long as summer days.

1. Are trees in winter as beautiful as in summer? 2. Is March as cold as December? 3. Are south winds as severe as north winds? 4. Is spring as rich in fruit as summer? 5. Is the temperature in winter in England as low as in Siberia? 6. Is a lake as deep as a sea? 7. Are the

mountains in England as high as in the Caucasus? Is the Atlantic Ocean as large as the Pacific Ocean?

IV. Point out the similarity and the difference between the objects Use such adverbs as often, always, sometimes, usually, almost.

Teacher	Student 1	Student 2
a tulip, a rose (beautiful, sweet-smelling, usually)	— How is a tulip like a rose? — How does a tulip differ from a rose?	— A tulip is usually as beautiful as a rose. — A tulip is not so sweet-smelling as a rose.

Compare:

- | | |
|-------------------------------------|-----------------------------|
| 1. leaves in autumn | (beautiful, green, usually) |
| leaves in summer | |
| 2. the sun in winter | (bright, warm, almost) |
| the sun in spring | |
| 3. the wind in autumn | (piercing, cold, always) |
| the wind in winter | |
| 4. field flowers | (nice, big, sometimes) |
| garden flowers | |
| 5. the air in the morning in summer | (warm, fresh, often) |
| the air in the day-time in summer | |

V. Combine the following sentences expressing comparison of equality.

Teacher	Student 1	Student 2
The colour of my dress is green. The colour of your dress is green, too.	Your dress is the same colour as mine.	Your dress is not the same colour as mine

- The size of my shoes is 35.
The size of her shoes is 35, too.
- The colour of your suit is black.
The colour of his suit is black, too.
- The length of Ann's skirt is 60 centimetres.
The length of Jane's skirt is 60 centimetres, too.
- The cut of her dress is modern.
The cut of my dress is modern, too.

VI. Ask questions to which the following sentences are the answers.

Teacher	Student
No, it isn't. My suit is not the same colour as yours.	Is your suit the same colour as mine?

1. Of course, it isn't. My brown dress is not the same quality as your green one.
2. No, it isn't. My hat is not the same size as my sister's.
3. Of course, they aren't. His gloves are not the same colour as mine.
4. It certainly isn't. My coat is not the same length as my brother's.
5. No, they aren't. His shoes are not the same style as his friend's.
6. It certainly isn't. The skirt is not the same cut as mine.

VII. *Make up situations with the suggested word combinations to express comparison of equality:*

- 1) autumn, warm days, as warm as in summer, yellow leaves, to fall down, nature, not so beautiful;
- 2) to receive a new flat, to be the same size as the old one, comfortable and cosy, all modern conveniences;
- 3) a bedroom, not so large and light as, a sitting-room, furniture, as modern as.

VIII. *Add a few sentences to the suggested situations.*

Teacher

Student

The weather in late spring is usually warm. It's early autumn now, but the weather is unusually lovely. The weather in early autumn is sometimes...

The weather in late spring is usually warm. It's early autumn now, but the weather is unusually lovely. The weather in early autumn is sometimes **as warm as** in late spring. Then the people generally wonder at the weather and say: "What fine weather we are having. It's a real Indian summer, isn't it?"

1. In spring and summer the sky is cloudless and blue. In autumn it's often covered with heavy dark clouds. In autumn the sky isn't ...
2. Spring is a pleasant season. Nature awakens in spring. Though many people like autumn, it isn't ...
3. Autumn is a rainy season. It often rains in summer, too. But summer isn't ...
4. Winter is a season of snow and ice. The frost is often very severe, but people enjoy winter because it is a healthy season. In winter many people feel . . .

IX. *Complete the following sentences.*

Teacher

Student

I wear gloves size 7. But as far as I see, your hand isn't so small as mine. Your gloves are not . . .

I wear gloves size 7. But as far as I see, your hand isn't so small as mine. Your gloves are **not the same size as** mine, I am afraid.

1. The **colour** of my hat is light green. It goes well with my coat. Your hat is light blue. It doesn't go well with your coat. Your hat isn't . . . 2. Jane's got a wonderful dress of a modern **colour** and **cut**. Mary has bought a new dress, too. But now the girls look as like as two peas, because Mary's dress is . . . 3. My father takes shoes **size** 42. Though my younger brother Tom is only 15, his shoes are . . .

X. Give dialogues similar to the suggested ones.

- This is our daughter Elsa. She is 22.
- Is your son **the same age** as Elsa, Doctor Young?
- Oh no, our son is **not the same age** as Elsa. He is 25.

* * *

- I say Helen, is your new flat **as big as** the old one?
- No, **it isn't so big as** the old one, but it's very comfortable, besides, we've got all modern conveniences here.

XI. Translate into English.

1. В Ленинграде погода такая же дождливая, как и в Лондоне. 2. Посмотрите на небо. Оно сегодня такое же голубое, как летом. 3. Осенью так же прохладно, как и весной, но не так холодно, как зимой. 4. Летом бывают такие же ветреные дни, как и поздней осенью. 5. В Англии много красивых городов, но все они не так красивы, как Лондон. 6. В Манчестере более 50 парков, но все же он не такой зеленый, как столица Великобритании. 7. Волга — длинная река, но она не такая длинная, как Миссисипи. 8. Памир называют крышей мира. Хотя Гималаи тоже очень высокие горы, но не такие, как Памир. 9. Течение равнинных рек не такое быстрое, как горных. 10. Ей столько же лет, сколько и ее мужу, хотя выглядит она очень молодо. 11. Цвет моего платья не такой, как цвет Аниного.

XII. Retell the following stories.

The little swallow likes to sit on the Prince's shoulder telling him stories of what one can see in strange lands. He tells him of the Sphinx who is **as old as** the world itself, and lives in the desert, and knows everything of the King of the Mountains of the Moon, who is **as black as** ebony, and worships a large crystal.

(from "The Happy Prince" after O. Wilde)

* * *

Do you know that there are almost no forests in England now? The forests were cut down in the 18th century when people needed a lot of charcoal for their industries. But there are a lot of woods in England. The woods are **not so large as** the forests and **not so wild** but they are

very beautiful and in them one can pick mushrooms and berries and nuts when summer comes.

XIII. Describe Picture No 13, using the structures to express comparison of equality

XIV. Make up a dialogue on the picture using the structures under study.

XV. Memorize the following proverbs and sayings and use them in short situations.

1. As like as two peas. Как две капли воды.
2. As clear as day. Ясный (ясно), как день.
3. As innocent as a baby unborn. Суций младенец (т. е. до крайней степени наивный).
4. As old as the hills. Старо, как мир.

Drill Patterns II

1. In winter the days are **shorter** than in summer.
2. February is **the shortest** month of the year.
3. The Thames is **more beautiful** than the Severn.
4. The Thames is one of **the most beautiful** rivers in Great Britain.
5. July is **the hottest** of the three summer months.
6. Autumn is **less pleasant** than spring.
7. Rainy days of late autumn are **the least pleasant**.

1. Look at Picture No 14. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

There are three rooms in our new flat: a sitting-room, a bedroom and a study. The sitting-room is **the largest** and **the most comfortable** room in our flat. The bedroom is a bit **smaller** than the sitting-room and not so light as there is only one window in it. The third room is the study. It is not so large as the sitting-room but it is as cosy as all the other rooms.

'The sitting-room is **the largest** and **the most comfortable** in our flat.' The adjectives **large** and **comfortable** are used in their superlative degree to express the highest degree of quality.

'The bedroom is a bit **smaller** than the sitting-room'. The adjective **small** is used in its comparative degree to express a higher degree of quality.

11. Practise aloud after the teacher and comment on the comparative and superlative degrees of the adjectives.

1. The Western part of Britain is **wetter** than the Eastern. **The wettest** and **the coldest** are the islands round Scotland.
2. In my opinion, spring is **the most pleasant** season of the year.



Picture 14

Everybody feels **stronger** and younger. It gets **warmer**. It's very pleasant to watch the nature awoken from its long winter sleep.

3. Is there anything **more beautiful** than an Indian summer? The weather is **cooler** than in summer, but the sun is still bright, the trees look wonderful.

4. When heavy clouds cover the sky, we say **autumn** has come. Autumn is **the rainiest** season.

5. Spring in Great Britain is **the driest** season. It begins very early in this country.

6. Londoners say that **the most famous** sights of London are Westminster Abbey, the Tower of London and St. Paul's Cathedral with "the Great Paul" on it — **the largest** bell in England.

III. Answer the questions.

Teacher

Student

Is the climate of England milder than that of Russia?

Yes, it is. The climate of England is **milder** than that of Russia.

1. The days in summer are longer than those in winter, aren't they? 2. Where is the coldest spot on the earth? 3. Which is the shortest month of the year? 4. Which is the most ancient city in the USSR? (Kiev) 5. Which is the highest mountain peak in the world? (Everest) 6. Which is the longest river in Great Britain? (the Severn) 7. Why is

spring thought to be the most pleasant season? 8. Why is it more healthy to spend time in the open air than to stay indoors?

IV. Make up sentences using the comparative and superlative degrees of the suggested adjectives.

Teacher	Student 1	Student 2
pleasant (season)	Spring is more pleasant than winter, but summer is the most pleasant of all the four seasons of the year.	Winter is less pleasant than summer, but autumn is the least pleasant of all the four seasons of the year.

Important (port), comfortable (Metro station), unpleasant (weather), beautiful (garden), interesting (museum), hospitable (people), difficult (question), charming (woman), peace-loving (country).

V. Compare the following objects using the suggested adjectives. Use other adjectives where possible.

Teacher	Student
January, March, May (cold, warm)	January is the coldest winter month. It snows a lot, the frosts are severe. All the rivers and lakes are frozen over and covered with snow. March is warmer than January. Spring comes in March. The days become longer , the sun shines more brightly. May is the warmest of the three months. The sky is blue and cloudless. The ground is covered with young green grass. The woods are filled with the songs of birds. The weather gets milder and milder .

1. The USSR, the USA, Great Britain (large, small)
2. The Moscow River, the Thames, the Mississippi (wide, narrow)
3. Moscow, Leningrad, Minsk (beautiful)
4. The Black Sea, the Caspian Sea, The Pacific Ocean (deep)
5. The Alps, the Pamirs, the Urals (high)

VI. Ask the questions and give responses to them.

Ask your fellow-student:

when the days become longer

which day is the longest in the year

when it is warmer, in autumn or in spring

if February is the shortest month of the year

why we call autumn the rainiest season
what mountain is the highest in the world
what river is the longest in Europe
what country is the largest in the world.

VII. Make up dialogues similar to the suggested ones.

Ann: Have you moved into a new flat?

Mary: Yes, we have got a new flat in Gorky Street.

Ann: Is your study **larger** now?

Mary: Yes, it is a bit **larger** and **more comfortable** than the old one.
But **the largest** room in our flat is our sitting-room.

* * *

A.: Alice is **the prettiest** girl in our office.

B.: Yes, but she is **the least sensible** one.

A.: Oh, but surely she isn't **less sensible** than Amy.

B.: Perhaps not.

VIII. Translate into English.

1. Почему ты не любишь осень? — Осенью становится холоднее и часто идут дожди. 2. Весна — самое приятное время года. Дни становятся длиннее, теплее, люди чувствуют себя моложе и сильнее. 3. На свете много прекрасных столиц, но для советского человека Москва — самая прекрасная. 4. Советский Союз — самая миролюбивая страна. 5. Эверест — самая высокая горная вершина. 6. Каспийское море — самое большое озеро в мире. 7. Темза короче Волги, не так ли? 8. Климат северных районов нашей страны суровее, чем южных и даже восточных. 9. США больше Японии? 10. Улица, на которой мы живем, узкая, но зато она самая тихая и очень зеленая.

IX. Respond to the statements, using the comparative and superlative degrees of comparison. Express agreement or disagreement. Make use of: That's right; I agree with you; I am of the same opinion; Nothing of the sort; On the contrary; You are wrong.

1. There are 12 months in the year. February is the shortest one.
2. People don't like spring. When it comes everybody feels tired and weak.
3. When summer comes, the weather gets warmer, the days grow longer.
4. When autumn comes, it gets colder, but it never rains. We call autumn the driest season of the year.
5. On the 22nd of December we have the shortest night and on the 22nd of June we have the shortest day.
6. The climate of the Ukraine is wetter than that of England.
7. In spring birds fly to warmer countries because it becomes colder and colder in our region.
8. The climate of Moscow is severer than that of London.

X. Make up situations with the suggested word combinations:

1) a great holiday, large, important, an industrial and cultural power, anniversary, to celebrate;

2) the Volga, long, the European part of the USSR, beautiful, the Mississippi, the Thames;

3) severe, the climate in Siberia, the South of our country, mild, a warm and wonderful place, landscape.

XI. Dramatize the following dialogues.

The traffic is very heavy in the street. Suddenly a man runs up to the policeman who is standing in the middle of the street.

Man: What is the shortest way to the hospital?

Policeman: If you just stand where you are standing now, you'll get there immediately. This is the shortest and the quickest way to the hospital.

* * *

At a physics lesson the teacher asks the children about the effects of heat and cold on the body.

"Heat makes things bigger and cold makes things smaller", answers a bright boy.

"Quite right", says the teacher. "Can you give an example?"

"In summer when it is hot, the days are longer, but in winter when it is cold, the days are shorter", answers the bright boy.

* * *

The student: Well, sir, I don't think I deserve a zero.

The Professor: Neither do I, but you see, it is the lowest mark I'm allowed to give to a student.

XII. Describe Picture No 14, using all the Drill Patterns with the comparative and superlative degrees of adjectives

XIII. Make up a dialogue on the picture, using the structures under study.

XIV. Memorize the following proverbs and sayings and use them in short situations.

1. Everyone thinks his sack the heaviest. Каждый считает, что его ноша тяжелее.

2. Friendship is stronger than steel. Дружба тверже стали.

3. The longest day has an end. Сколько веревку не вить, а концу быть.

Drill Patterns III

1. She is a **good** singer.
2. Your handwriting is **better** this year.
3. He is one of **the best** engineers at the plant.
4. Today your answer is **bad**.
5. The weather gets **worse** and **worse** every day.
6. My drawing is **the worst**, I am afraid.
7. There aren't **many** books in my library.
8. I have **more** Russian than English books in it.
9. **Most** rivers of our region are long.
10. We have **little** free time.
11. They have **less** free time.
12. She has **the least** free time.
13. The cottage is in the **far** end of the park.
14. The post-office is not **farther** (further) than a mile from here.
15. Who is that boy in the **farthest** (furthest) corner of the park?
16. We don't need any **further** explanations.
17. My grandfather is not **old** yet.
18. My brother is two years **older** than I am.
19. She is **the oldest** of our friends.
20. Where does your **elder** sister live?
21. Is it your **eldest** son, Mr. White?
22. The village is quite **near**.
23. Which of the villages is **nearer**?
24. Please, tell me **the nearest** way to the hospital.
25. Exercise five is on **the next** page.
26. She is always **late** for the lesson.
27. You'd better come at a **later** hour.
28. Is this his **last** poem?
29. We see Tom and Nick enter the room. The former has a blue shirt on, **the latter** has a pink one.

I. Practise aloud and memorize the following irregular forms of degrees of comparison of the adjectives.

good — better — (the) best

bad — worse — (the) worst

many
much — more — (the) most

little — less — (the) least

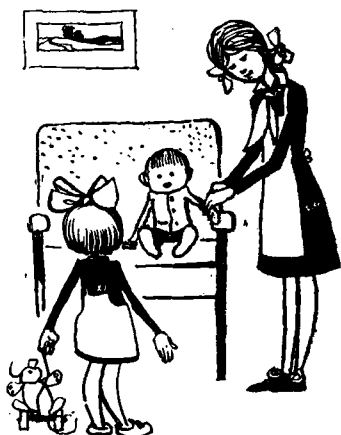
far — farther — (the) farthest
further — (the) furthest

old — older — (the) oldest
elder — (the) eldest

near — nearer — (the) nearest
 nearer — (the) next
 late — later — (the) latest
 latter — (the) last

II. Look at Picture No 15. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

There are three girls in the picture. This is Lizzy. She is only one year old. She is still a baby. Nelly is her elder sister. She is four. She is three years older than Lizzy. And that is Kate. She is ten. She is a schoolgirl. She is the eldest in the family.



Picture 15

'Nelly is her elder sister. She is three years older than Lizzy'

Elder and **older** are the irregular forms of the comparative degree of the adjective **old**. They are used to denote a higher degree of quality.

'She is the eldest in the family.'

Eldest is the irregular form of the superlative degree of the adjective **old**. It is used to denote the highest degree of quality.

III. Practise the following sentences after the teacher and comment on the use of the irregular forms of degrees of comparison of the adjectives. Translate the sentences into Russian.

- 1 I have many good friends, but Kate is **the best** one.
2. She studies much **better** than I do, though she spends less time preparing her lessons.
3. This year Kate is graduating from the institute and her **furth**er intention is to continue her studies.
4. Kate is two years older than I, but she looks a bit **younger** because she is blond.
5. Her father is a teacher. He has been working for thirty years already. He is **the oldest** teacher at his school.
6. Kate's family is not very large: her father, her mother and two children. Kate is **the eldest** daughter in the family. Emily is three years younger than her **elder** sister.
7. Kate has two cousins, Jack and Henry. The **latter** is a good musician. He plays the violin wonderfully.
8. Jack is fond of history and poetry. His **latest** activity is writing a novel.
9. He has written a lot of good poems. His **latest** poem is dedicated to Jack's grandmother.

10. Jack's grandmother is hard of hearing. She has consulted many good doctors, but they can't help her. Next week she is going to Moscow. This is her **last** chance.

IV. Compare the following.

1. Bruce is 18 (years old). Mark is 16. Roger is 6. Which of the three boys is the oldest? Which of them is the youngest?

2. Oxford is 55 miles from London by road. Cambridge is 50 miles. Glasgow is 400 miles. Which is farther from London: Oxford or Cambridge? Which of these places is the farthest from London?

3. France, the USSR, Japan. Which is nearer to England: Japan or France? Which of these countries is the nearest to England?

V. Answer the following questions.

1. Is your native town far from Minsk? 2. Which of the two cities is the farthest from Minsk, yours or your friend's? 3. Is your friend older than you? 4. Is he the eldest in the family? 5. Who is the oldest student in your group? 6. Is your friend the best student in the group? 7. Do you know the nearest way to the Institute? 8. You are fond of gymnastics. Will you go in for gymnastics next year as well?

VII. Make up situations with the suggested word combinations and irregular forms of degrees of comparison of the adjectives:

1. Вы моложе или старше своего брата? 2. Она одна из наших лучших студенток. 3. Я не думаю, что ваш план лучше, чем их. 4. Вы выходите на следующей остановке? 5. Летом мы обычно живем за городом. Ближайшая деревня находится в трех километрах от нашего дома. 6. Последняя глава в этой книге самая интересная. 7. Вы регулярно слушаете последние известия? 8. Давайте прекратим дальнейшее обсуждение этого вопроса. 9. Какой ближайший путь к вокзалу? 10. Летом дети проводят больше времени на свежем воздухе, чем зимой.

VII. Make up situations with the suggested word combinations and irregular forms of degrees of comparison of the adjectives.

1) to take part in, a demonstration, to be tired, to have a good rest, a quiet place, the farthest corner;

2) to go to Moscow, to enjoy oneself, to join somebody, to go sightseeing, "Better late than never";

3) a group of students, to know French worst of all, to be introduced to somebody, to be helpful, to get a good impression, "East or West home is best".

VIII. Dramatize the following jokes.

"Father", asks Sam, "why do **most** Americans always say 'I guess so' instead of 'I think so'?"

"Well, my boy, I suppose it's because **most** Americans are so busy that they never have time to make sure of anything".

* * *

A schoolboy writes an essay on what happened during the holidays. The last sentence of his essay reads as follows:

"There were some births, deaths, weddings and other misfortunes".

* * *

Sammy is showing his drawing to his mother's guest.

"I like this drawing very much. Is it your **best** one?"

"No, it isn't".

"Well, show me your **best** drawing, please".

"It's not done yet".

* * *

Doctor: Mrs. Smith! Is anything wrong? You don't look yourself.

Mrs. Smith: I am not too well. My back aches, I have pains in my stomach and ...

Doctor: Well, why don't you come and see me?

Mrs. Smith: All right, doctor. Maybe next week... If I am feeling better.

IX. Describe Picture No 15, using the irregular comparisons.

X. Make up a dialogue on the picture, using the structures under study

XI. Memorize the following proverbs and sayings and use them in short situations to illustrate irregular comparisons of adjectives and adverbs.

1. False friends are worse than open enemies. Друг до поры хуже-недруга.

2. East or West home is best. В гостях хорошо, а дома лучше.

3. He laughs best who laughs last. Смеется тот, кто смеется последним.

4. Least said, soonest mended. Больше дела, меньше слов.

5. Better late than never. Лучше позже, чем никогда.

6. Last but not least. Крайний, но не последний.

7. The more haste, the less speed. Поспешишь — людей насмешит.

Revision Exercises

I. Comment on the use of the degrees of comparison.

1. Can we study in the library at a **later** hour?

2. He is **the oldest** man in our town.

3. Is the Pacific Ocean **the largest** ocean in the world?

4. The USSR is **the greatest** socialist country in the world.

5. Is Japanese as **difficult** as Russian?

6. The Volga is **longer** than the Thames.

7. Eleven o'clock is **the latest** time when I am allowed to come home.

8. False friends are **worse** than open enemies.

9. Peter's shoes are **not the same size** as Nick's.

10. What are your **further** instructions?

11. The girl is **as merry as** a cricket.
12. Autumn is **the least** pleasant of all the four seasons.
13. My room is **the most comfortable** in the flat.
14. Who remembers Pushkin's **last** poem?
15. Which is **the nearest** way to Trafalgar Square?
16. She is **the best** singer in this theatre.

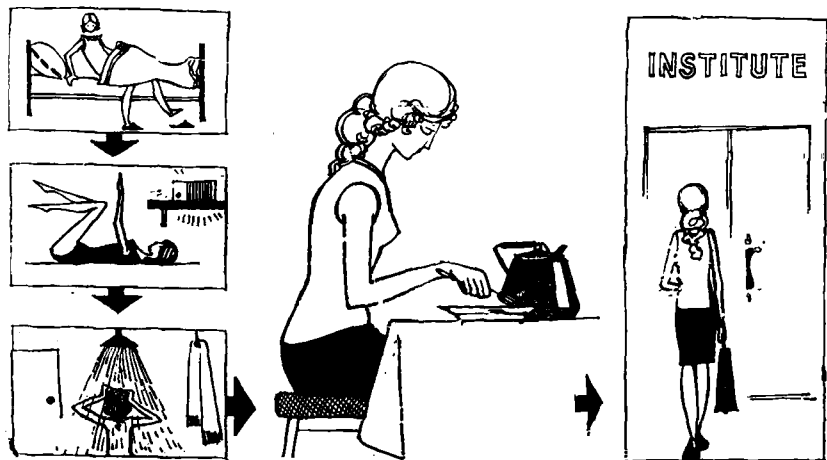
II. Translate into English.

1. Она так же мила, как и ее сестра. 2. Зимой дни короче, чем ночи. 3. 22 июня — самый длинный день в году. 4. Это один из наиболее важных научных центров страны. 5. Он мой самый старый и лучший друг. 6. Ваше сочинение хуже, чем у других студентов. Вам следует больше работать. 7. Где самое холодное место на земле? 8. Его последнее стихотворение — самое значительное. 9. Это кресло менее удобное, чем то. 10. Обе ее сестры студентки. Маргарита учится в педагогическом институте, Елена — в медицинском. Последняя играет в студенческом театре. 11. Это самый короткий путь к площади. 12. Кто в вашей семье самый старший?

THE PRESENT PERFECT

Drill Patterns 1

1. I **have broken** my pencil. I can't write.
2. We can't listen to the latest news because something **has gone** wrong with the radio-set.
3. — Begin your exercise now.
— I **have already done** it. (I've **done** it *already*.)
4. We **have just listened** to the story.
Now we are retelling it.
5. — **Have you written** to your friend *yet*?
— No, I **haven't**. (No, not *yet*.)
— Yes, I **have**.
6. — **Have you ever been** late for classes?
— No, I **haven't**. (No, never.)
7. — How many questions **have you answered**?
— I **have answered** a lot of questions.
8. — How often **has she come** to see you *this week*?
— She **has come** to see me three times *this week*. (*this month, today, etc*).
9. **Have you already written** your composition or are you still writing it?



Picture 16

1. Look at Picture No 16. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

You see Mary in the picture. She is a student. The classes at the Institute begin at 8 sharp. That's why Mary's working day begins rather early. She usually gets up at 7 o'clock, does her morning exercises and takes a shower.

Today Mary **has** already **done** her morning exercises, **taken** a shower and **brushed** her hair, and now she is having breakfast. At half past 7 she is leaving for the Institute, and it usually takes her only 10 minutes to get there.

The verbs **to do**, **to take** and **to brush** are used in their Present Perfect tense forms to denote a completed past action connected with the present in its result.

II. Practise aloud after the teacher and comment on the use of the Present Perfect.

1. My dream **has** come true. I am a student of the Institute of Foreign Languages.

2. Some of the students of our group **have** often **taken** part in the work of the English Club this year.

3. We **have** **celebrated** the anniversary of the foundation of the Soviet Union.

4. The pupils **have** **read** in their text-book that the Soviet Union is about three times the size of the USA.

5. Let me introduce you to my friend. You **haven't** **met** before, **have** you?

6. — **Have** you **received** a new flat yet? — Yes, we **have**. It's very cosy and comfortable, just the same size as yours.

III. Respond to the following remarks by using the Present Perfect and already or just.

Teacher

Student

Nick, you must learn to read the dates. But I've already **learned** to read them, let me read one.

1. Ann, you must take your note-books from the table and put them into your bag. 2. Lena, let's read this books, it's very interesting, they say. 3. Ted, give Ann the map, she wants to learn the topic "Great Britain". 4. Ivanova, take the duster and clean the blackboard, please. 5. Monitor, you must get the head-phones for the lesson. 6. Pete, switch on the tape-recorder, we shall listen to the new text. 7. Pay for these books at once. You can't buy them on credit. 8. Nick, you must prepare this poem for phonetic reading.

IV. Complete the following sentences, using the suggested word combinations and putting the verbs into the Present Perfect.

Teacher

Student

You can't wear that dress because ... (I, not press it) You can't wear that dress because I **haven't pressed** it yet.

1. I can't turn on the radio because ... (my little brother, not get up) 2. I can't have a wash because ... (Mary, not leave the bathroom). 3. I can't look through the newspaper because ... (the postman, not bring it) 4. You can't put on your gray costume because ... (I, not bring in from the cleaner's) 5. She can't wear that blue dress because ... (she, not finish it)

V. Compose sentences about every day (every week) and then make similar sentences about today (this week). Use the suggested word combinations.

Teacher

Student 1

Student 2

to clean one's teeth Mary cleans her teeth every day. Mary **has cleaned** her teeth today as well.

To do one's morning exercises, to drink two cups of milk, to eat three apples, to have three meals, to brush one's clothes, to iron one's linen, to take a bath, to wash one's hair.

VI. Make up a statement, using the suggested word combination and the I resent Perfect. Let another student respond to it expressing surprise Confirm your remark.

Teacher

Student 1

Student 2

Student 1

to make a few mistakes.

I've **made** a few mistakes in my test.

Have you?

Yes, I **have**. I must work harder at the grammar.

To sweep the floor, to wash up after dinner, to put something right to get to the Institute, to have practice in, to make friends with.

VII. Ask and answer.

A. Teacher	Student 1	Student 2
Ask your fellow-student if he (she) has ever been to London.	Have you <i>ever been</i> to London?	No, I haven't . (No, never.) But I'm looking forward to visiting it.

Ask your fellow-student:

- if he (she) has ever been to Japan
- if he (she) has ever travelled in the Caucasus
- if he (she) has ever spent his (her) holidays in the South
- if he (she) has ever spoken to an Englishman -
- if he (she) has ever flown in a plane.

B. Teacher	Student 1	Student 2
Has she (he) cleaned the bedroom <i>yet</i> ?	Ask your friend if she (he) has cleaned the bedroom <i>yet</i> .	Have you cleaned the bedroom <i>yet</i> ?

Student 3

No, I **haven't**. (No, not yet). I'm going to clean it after my classes.

1. Has she (he) made the tea yet? 2. Has she (he) done all the shopping yet? 3. Has she (he) made a report yet? 4. Has she (he) made a present to her (his) friend yet? 5. Has she (he) found her (his) note-book yet? 5. Has she (he) telephoned her (his) friend yet?

VIII. Ask alternative questions and give responses to them.

Teacher	Student 1	Student 2
The students are at the lesson. Ask your fellow-student if they have already finished listening to the poem, or whether they are still listening to it.	Have the students <i>already finished</i> listening to the poem, or are they still listening to it?	They have already finished listening to it.

1. The monitor is at the blackboard. Ask your fellow-student if she (he) has already cleaned the blackboard, or whether she is still cleaning it. 2. Jack is in the study. Ask your fellow-student if he has already done his exercises, or whether he is still doing them. 3. Jack's father is in the sitting-room. Ask your fellow-student if he has already repaired the iron, or whether he is still repairing it. 4. Jack's mother is in the kitchen. Ask your fellow-student if she has already cooked the

dinner, or whether she is still cooking it. 5. Jack's grandmother is in the armchair. Ask your fellow-student if she has finished knitting, or whether she is still knitting.

IX. Practise the special questions with the Present Perfect after the teacher and then answer them.

1. What have you bought in the shop? 2. What have you cooked for dinner? 3. How many fellow-students have you invited to your birthday-party? 4. How many times have you listened to the radio this week? 5. How often have you been to the theatre this year? Which plays have you seen? 6. What a lovely dress you are wearing. Who has made it for you? 7. You are going to the theatre. Who has bought the tickets? 8. You are late for the lesson. What has happened? Have you missed the train or have you overslept? 9. It's dinner time. But Lena isn't at table yet. Why hasn't she come yet?

X. Ask questions on the italicized parts of the statements. Let another student answer them.

Teacher	Student	Student 2
This year my friend has graduated from the University, and now he is working at a big modern plant.	Who has graduated from the University this year?	My friend. (My friend has graduated from the University this year)

1. She has been to the Museum of the Great October Socialist Revolution today. 2. Kate has done the room, and she is having breakfast. 3. Mother has prepared dinner, and now she is having a rest. 4. Ed is fond of repairing TV-sets. He has put our TV-set right, and now we can watch any programme. 5. She's been to Moscow a few times this year.

XI. Make up dialogues similar to the suggested ones.

- What are you going to do during your summer holidays?
- I **haven't decided** yet. What about you?
- Mary and I **have decided** to go to Leningrad.

* * *

- **Have you made** any plans for next summer?
- Not yet. I'd like to go to the seaside, but Mary wants to go to the mountains.
- I think you should stay at home.
- That's a splendid idea.

- **Have you seen the latest English film yet?**
- No, I **haven't**. **Have you?**
- Yes, I **have**. It's rather interesting.

XIII. Translate into English.

1. Сейчас мы на уроке фонетики. Староста только что принесла наушники и пленку и включила магнитофон. Мы слушаем новый диалог. 2. — Каковы твои планы на каникулы? — Я собираюсь поехать в Москву. Я никогда там не была. 3. Аня уже убрала комнату? — Нет, она еще моет окна. Она всегда моет окна по субботам. 4. Я никогда не ездила в метро. У нас в городе нет метро. 5. Что-то случилось с радиоприемником. Он не работает. Ты можешь его починить? 6. Мама только что приготовила чай и бутерброды. Сейчас мы завтракаем. Мы всегда завтракаем в 7.30, так как занятия в школе и институте начинаются в 8 часов. 7. Она выстирала белье и убрала в квартире. Сейчас она отдыхает. Вся семья смотрит новый фильм по телевизору.

XIII. Put yourself in the indicated situation, say what is required of you, using the Present Perfect.

Teacher

Student

I want to collect your note-books with the homework. Your homework isn't done in written form. What will you say?

I'm sorry, but I've **done** it orally. (I **haven't done** it in written form)

1. I want to collect your note-books to correct your spelling tests. Pete isn't going to hand in his note-book. What will he say? 2. You are going to listen to a new poem. The tape-recorder doesn't work. What will the monitor say? 3. You ask your friend why his pronunciation is still poor. He can't read any text with the correct sounds and intonation. What will he say? 4. You've come to see your friend. He is out. What will his mother say? 5. You are going to see a new film. You invite your friend to go with you. But she doesn't want to. What will she say?

XIV. Make up situations with the following word combinations, using the Present Perfect:

1) to come home, to be going to unlock the door, to take the key out of the pocket, to put the key into the key-hole, to enter the room;

2) to go into the bathroom, to turn on the cold (hot) water tap, to wash the hands and face, to dry them on a towel, to put the towel back on the rail;

3) to turn the radio on, not to work, to have a look at it, something has gone wrong, to put the radio-set right, to listen to the news.

XV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

The Guests Arrive

Mike: Hello, Sam, nice of you to come. Take off your coat, will you, and let's go in. You **haven't met** my mother yet, **have you?**

Sam: No, I **haven't had** the pleasure, but I met your father at Wimbledon, don't you remember?

Mike: Oh, yes, of course. Ah, there's Mother, come on, old boy. Mum, this is Sam Williams, a friend from the College.

Sam: How do you do, Mrs. Innes.

Mrs. Innes: How do you do. I'm glad to meet you.

Mr. Innes: Good evening, Sam. How are you?

Sam: Good evening, Mr. Innes. I'm fine, thank you. And how are you?

Mr. Innes: Not too bad, my boy. Let me introduce you to my wife.
Oh, where **has she gone?**

Sam: I've already met her. Mike **has introduced** me to her.

Mr. Innes: Oh, he **has, has** he? That's good.

XVI. Listen to the story and retell it with the help of the key-sentences used in the Present Perfect.

The train is very crowded. People are looking for vacant seats. Suddenly a man sees one, with a brief-case lying on it.

"Is this seat vacant?" he asks the man sitting beside the brief-case.

"No, it isn't. It's my friend's. **He has just gone to get a paper**".

"Well, I'll sit here until he comes back".

A few minutes pass and the train is just about to leave.

"Your friend will miss the train if he doesn't hurry".

"Yes, I am afraid so".

When the train starts, the man who has been looking for a vacant seat, takes the brief-case and throws it out of the window, saying:

"**Your friend has missed the train, he will certainly need his brief-case**".

The other man tries to catch the brief-case but in vain. It's his, and the seat next to him is vacant. He wants to be comfortable, and he gets what he has deserved.

XVII. Describe Picture No 16 using the structures with the Present Perfect.

XVIII. Make up a dialogue on the picture, using the structures under study.

Drill Patterns II

- | |
|--|
| <ol style="list-style-type: none">1. She has known him <i>since childhood</i>. (preposition)2. They left Moscow a year ago. I haven't seen them <i>since</i>. (adverb)3. He hasn't been to the theatre <i>since he returned from the South</i>. (conjunction)4. I have lived in Minsk for 20 years. |
|--|

I. Look at Picture No 17. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

Nick is in the library. He **has been** here since early morning. There are a lot of books on the table he is sitting at. Nick is very busy, he is getting ready for his exams. He **has worked** for hours already but hasn't reviewed all the material. He is going to leave the library after he has learned everything properly.

The verb **to be** is used in its Present Perfect Inclusive tense form to express an action which began in the past, has been going on up to the present and is still going on. The starting point of the action is indicated by the preposition "since".



Picture 17

The verb **to work** is used in its Present Perfect Inclusive tense form to express an action, which began in the past, has been going on up to the present and is still going on. The whole period of duration is indicated by the preposition "for".

III. Complete the following sentences using the verbs in the Present Perfect Perfect Inclusive. Translate the sentences into Russian.

1. We **have been** friends since childhood.
2. It **has been** very cold since last week. The air is still frosty.
3. She **has taught** children for ten years already.
4. Though my flat isn't so large as yours, I like it. I **have lived** here since 1964.
5. John **has studied** at the University for 3 years. He is a third-year student now.
6. You haven't worked at your pronunciation for a long time. The sooner you'll begin to work, the better it'll be for you.

III. Complete the following sentences using the verbs in the Present Perfect Inclusive with the adverb since.

Teacher

Student

Mary had dinner in the Institute canteen last Saturday.

But she **hasn't had** dinner there since.

1. She had a cold shower last week-end. 2. Mary's mother made a cake last Sunday. 3. Mary's brother David repaired the TV-set last week. 4. Her friend played the piano in 1972. 5. They had some practice in pronunciation in the language laboratory yesterday. 6. David was late for his classes last Tuesday.

IV. Paraphrase the following sentences by using the Present Perfect Inclusive and the prepositions for and since.

A. Teacher

Student

The last time I wore this dress I haven't worn this dress for a year.
was a year ago. year.

B. Teacher

Student

The last time the family were all They haven't been all together
together was on the eve of the since the New Year.
New Year.

1. The last time I was at the club was ages ago. 2. The last time we brushed our carpets was a week ago. 3. The last time she cleaned the windows was two days ago. 4. The last time David turned on the tape-recorder was ages ago. 5. The last time he worked in the Institute reading-hall was last Wednesday. 6. The last time he put on his jacket was in the winter.

V. Begin the sentences with the Present Perfect Inclusive, using the suggested word combinations.

Teacher

Student

... since she put it in the dra- She hasn't ironed the table-
wer of the wardrobe. (not iron cloth since she put it in the dra-
the table-cloth) wer of the wardrobe.

1. ... since she returned from her classes. (not turn on the light)
2. ... since she began to feel much better. (not go to the Institute by tram)
3. ... since they bought a vacuum-cleaner. (not sweep the floor with a broom)
4. ... since the exams began. (not have a dance)
5. ... since winter came. (not have a walk round the garden)
6. ... since we began that important work. (not have a break for lunch).
7. ... since it began to rain. (not go for a run in the country)

VI. Answer the following questions.

1. How many months have passed since the beginning of the 1st term?
2. How long have you been a student?
3. Has it rained very often since the beginning of autumn?
4. Why hasn't he been to the theatre for 2 months?
5. Nick's grandmother has worked for 25 years. Has she worked as a teacher or as a doctor?
6. Tom is from the Ukraine but he hasn't been home since the beginning of the term. How long hasn't he been at home?
7. Have you studied the geographical situation of the Soviet Union for a week already?

VII. Ask your friend:

if he has been to Moscow for the last 5 years
if the students of our group have studied English or French for half a year

how many new words the students have learnt since the beginning of the term
how long you have known each other
whether he has made any progress in English since the beginning of his university life
what country has become a mighty state since 1917
why he hasn't been home for a month.

VIII. Make up dialogues similar to the suggested ones.

- **Have you known** this girl long?
- For a month only.
- Oh, that's not very long.

* * *

- How long **has** John **lived** in London?
- Since his childhood.
- And what about Jane?
- She **has lived** there since their marriage.

IX. Translate into English.

1. Я студентка института иностранных языков. Я учусь в институте уже два года. 2. Мы много читаем по-английски. С начала учебного года мы прочли несколько книг по домашнему и индивидуальному чтению. 3. Петр — мой хороший друг. Мы много бываем вместе, всегда помогаем друг другу. Но вот уже 2 дня его нет на занятиях. Я должен навестить его. Возможно, он заболел. 4. Мы собираемся на концерт. Я жду подругу уже около часа, а ее все еще нет. Боюсь, что мы опоздаем. 5. Я очень люблю путешествовать в горах Кавказа. Я не был там уже целую вечность, поэтому с нетерпением жду лета, чтобы опять поехать туда. 6. Мои часы стоят. Они не идут вот уже целую неделю. Надо их отнести к часовому мастеру. 7. Я читаю эту статью с 2 часов, но никак не могу перевести ее. В ней много незнакомых слов.

X. Respond to the following statements, using the Present Perfect Inclusive.

Teacher

Student

John speaks French perfectly.
(to study for 5 years)

It's natural, he **has studied** it
for 5 years.

1. Mother is very tired. She certainly needs a good rest. (to have no rest since last year) 2. Now she lives in Minsk but she misses her parents very much. They live in Brest. (not to see them since the November holidays) 3. His grandmother is respected by everybody at the office where she is working. (to work there for 20 years) 4. Helen can't recite the poem perfectly. (to listen to it only 5 minutes) 5. Jack's father

knows a lot about many countries. He has seen them with his own eyes
(to be a sailor since 1960)

XI. Make up situations of your own, using the suggested word combinations and the Present Perfect Inclusive:

1) since last year, to become a student, to work hard, to make good progress;

2) for ten years, to work at a plant, to be a good specialist, to have many friends;

3) to live in Moscow for a week, to go sightseeing, places of interest, rest, to be proud of.

XII. Reproduce the following dialogues, then turn them into Indirect Speech.

Fortune's Daughter

The Rich Neighbour (addressing his far less fortunate relative): **I know, my man, that Fortune knocks only once at every man's door?**

The Poor Neighbour: I know that, but evidently I was out when she knocked at mine. Since then she has never come again, she has only sent her daughter many a time.

The Rich Neighbour: What do you mean by her daughter?

The Poor Neighbour: Just this, ever since only Misfortune (Misfortune) has come to me.

A Natural Thing

Father: **I haven't seen Charlie for ages. He has always been such a good friend of yours, and now we never see him at our place.**

Son: It's natural, dad, we were both bachelors then, and now Charlie is a married man.

Father: So what? What difference does it make?

Son: You see, I made him a handsome present of a book on his wedding day, and he hasn't spoken to me since.

Father: What book was it?

Son: It was «Paradise Lost».

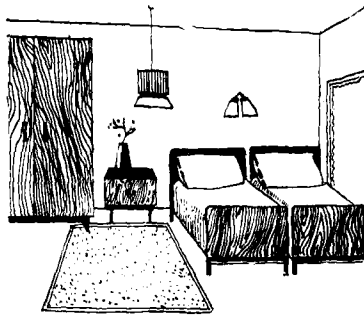
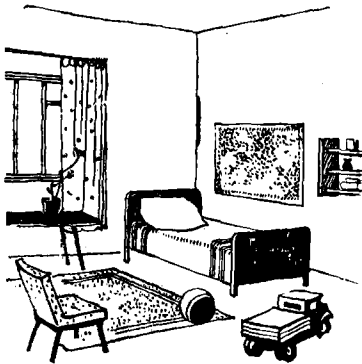
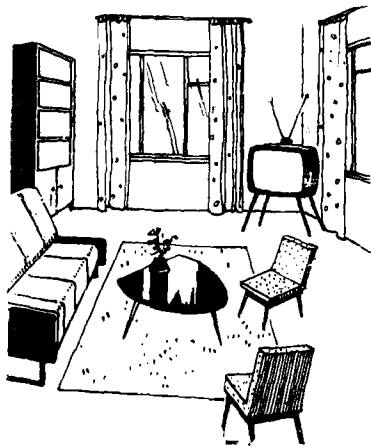
XIII. Describe Picture No 17, using the structures with the Present Perfect Inclusive.

XIV. Make up a dialogue on the picture, using the structures under study.

Drill Patterns III

1. Don't switch on the tape-recorder until the teacher has told you to.

2. You can read this poem with the correct intonation after you have listened to it three times.



Picture 18

I. Look at Picture No 18. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

It's Doctor Sandford's new house. He lives here with his family. The house isn't very large, but it is very comfortable, modern and the rooms are cosy. But Doctor Sandford must pay a lot of money for the house and the furniture for many years. After he **has paid** all the money, he can call the house his own. Now he can't buy anything until he **has paid** all the money for the house.

The verb **to pay** is used in its Present Perfect tense form to denote the completion of the future action.

II. Practise aloud after the teacher and comment on the use of the Present Perfect.

1. You may leave the room after you **have switched** off the tape-recorder.

2. Nick can pronounce this word correctly after he **has repeated** it several times.

3. Don't play chess until you **have done** your work.

4. As soon as Ann has taken the children from the kindergarten, she may go to the party.

5. Don't be so impatient. Wait till you **have finished** the second course.

III. Practise the following questions after the teacher and then answer them.

1. Can you leave the language laboratory before you have switched off the tape-recorder? 2. Is Nick going to be a doctor or an engineer after he has graduated from the Medical Institute? 3. What is Pete going to tell his friends after he returns home from his trip to Great Britain? 4. Where are the Browns going to send their children for their holidays after they finish their studies?

IV. Ask questions and give responses to them.

Teacher	Student 1	Student 2
Ask your friend if he can read the text before he has learned all the new words in it.	Can you read the text before you have learned all the new words in it?	No, I can't.

1. Ask Mary what her mother is going to do after she has done the shopping. 2. Ask Ted why we can't speak to him before he has finished his work. 3. Ask Nell who we must ask for permission to be present at the lesson after we have missed a lesson. 4. Ask Willy if he can take another book from the library before he has finished reading this one.

V. Give dialogues similar to the suggested ones.

A: — May I go to the English Club Party?

B.: — **Have you done** your homework?

A.: — No, I **haven't** yet.

B.: — Well, you mustn't go to the party until you **have done** your homework.

* * *

A.: — Is Ted going to the cinema now?

B.: — I doubt it. He can't go to the cinema until he **has learned** this dialogue by heart.

A.: — **Hasn't he done** it yet?

B.: — No, he **hasn't**.

VI. Translate into English.

1. Ты всегда делаешь много грамматических ошибок в домашних упражнениях. Никогда не принимайся за упражнение, пока не вы-

ушишь правил по грамматике. 2. Переведите этот текст после того, как выучите все незнакомые слова. 3. Включите магнитофон, когда придут студенты. Они собираются слушать новые диалоги. 4. Он хочет прочитать этот роман. Я могу дать его только после того, как закончу читать сам. 5. Я могу прийти, как только закончу уборку. Я всегда делаю её по субботам. 6. Мы собираемся летом на Кавказ. Мы едем сразу же, как только Том сдаст все экзамены.

VII. Respond to the following statements with at least two or three sentences. Express agreement or disagreement.

1. Dot is fond of watching television. She always goes to bed at 10 o'clock. She mustn't stay in the living-room a minute later. (as soon as, the clock, to strike 10) 2. The students are writing a dictation. The teacher reads a sentence, and then the students are allowed to write it down. (before, the teacher, to finish reading) 3. If you want to say something, but the people to whom you want to give the news are talking, you must interrupt them. (until, the people, to finish talking) 4. It's time for dinner, but little Kate wants something sweet to eat now. Mother tells her that she can get everything she wants after dinner. (after, Kate, to have dinner)

VIII. Make up short situations of your own by using the suggested word combinations and the Present Perfect to express a completed future action in the subordinate clause of time:

- 1) to make a dress, to go to the party, to finish it;
- 2) something has gone wrong, to have a look, to put it right, to switch it on;
- 3) to be late for classes, to come before the bell, the teacher is angry.

IX. Dramatize the following joke and then reproduce it in Indirect Speech.

Catching Him Up

Old man: How old are you, my boy?

Boy: I am five, sir.

Old man: Oh, I see. So you are quite a grown-up person. And which of you is the eldest, you or your brother?

Boy: This year Tom is the eldest, sir. But when I **have lived** two years more, we'll be both of the same age. Now I am catching him up.

X. Describe Picture No 18, using the structures with the Present Perfect to denote a completed future action.

XI. Make up a dialogue on the picture, using the structures under study.

Revision Exercises

I. Comment on the use of the Present Perfect.

1. — Hallo, Ellen, I'm so sorry I am late. I hope I **haven't kept** you waiting too long.

- Not at all. Besides, I've been quite busy all this time.
2. Oh Mike, do help me. I'm in such a hurry this morning. **Have you put the kettle on?**
3. Oh, there you are. Where **have you been** all the morning?
4. Margaret, dear, how are you? I'm delighted you've **managed** to come, **I haven't seen** you for ages.
5. Tom, what are you doing in the kitchen? You've **been** here since you came home.
6. — Well, Margaret. Must you really go today?
— Yes, Ruth, I'm **afraid** I must. You see, I've **taken** a day off at the office, but I have to be back at work tomorrow morning.
7. — What's the matter, Ellen, headache?
— Yes, rather. I have been unwell for two days now.
— **Have you taken** your temperature?
— Yes, it's one hundred and four.
— Well, take a couple of aspirins and stay in bed till the doctor **has examined** you and **prescribed** some other medicine.

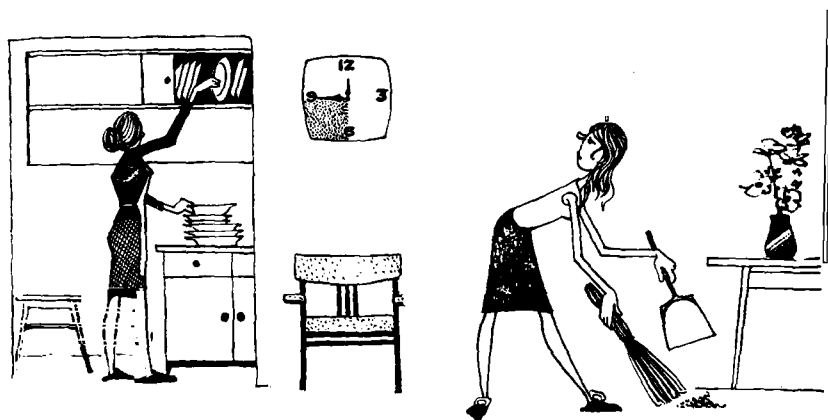
II. Translate into English.

1. Лена выключила радио. Она собирается заниматься. 2. Она не была в институте 2 недели. Сейчас ей приходится очень много работать, чтобы догнать своих друзей. 3. Она знает, что ей очень трудно догнать группу, но она решила просить помощи у товарищей только тогда, когда не сможет разобраться в учебном материале сама. 4. Сейчас она в читальном зале. Она здесь с самого утра и уже успела много сделать. 5. Мы студенты 1 курса. Мы учимся в институте уже несколько месяцев. За это время мы усвоили много грамматических структур, прочитали несколько книг, выучили много стихов и песен. 6. С тех пор как я стала студенткой, я узнала очень много о своей будущей профессии. Мне нужно много трудиться, прежде чем я стану настоящим педагогом.

THE PRESENT PERFECT CONTINUOUS

Drill Patterns I

1. — What is Mary doing?
— She is sweeping the floor with a broom.
— How long **has she been tidying up** the room?
— She **has been tidying** it up for 2 hours.
2. — Where is Petrov?
— He is in Gornel. He **has been living** there since he graduated from the Institute.
3. She entered the classroom an hour ago. She **has been taking** her examination in English Oral Practice since.
4. Look! Margaret is still cooking. She **has been cooking** since early morning.



Picture 19

Note. Students should be careful not to confuse the Present Perfect Continuous Inclusive which is used when the previous duration of the action is expressed and the Present Continuous which is used to denote an action going on at the present moment, no previous duration is expressed.

e. g. 1) — What are you doing?

— I'm **learning** the poem "A Red, Red Rose" by R. Burns

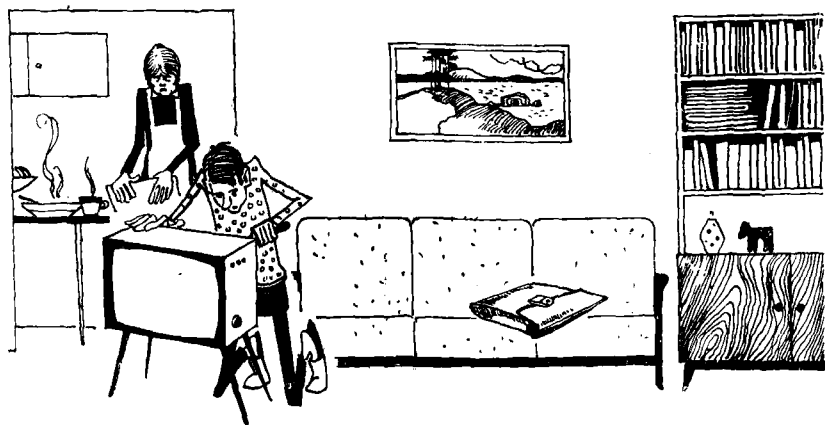
2) — How long **have you been learning** the poem?

— I've **been learning** it for half an hour.

Note that in Russian the present tense is used in both the examples.

1. Look at Pictures Nos 19, 20. Listen to the situations illustrating the structure to be practised. Remember the way you are to comment on the structure.

1 It's morning. Mary is in the sitting-room. She's helping her mother to tidy up the room. She is sweeping the floor with a broom. Mary **has already been sweeping** the floor *for a quarter of an hour*. She always does the room slowly but properly.



Picture 20

The verb to **sweep** is used in its Present Perfect Continuous Inclusive tense form to denote an action which began in the past, has been going on up to the present and is still going on. The whole period of duration is indicated by the preposition *for*.

2. Something has gone wrong with the television. Edward is repairing it. He **has been repairing** it *since he returned from the Institute*. He does his best to put it right as soon as possible as he is eager to watch tonight's hockey match.

The verb to **repair** is used in its Present Perfect Continuous Inclusive tense form to denote an action which began in the past, has been going on up to the present and is still going on. The starting point of the action is indicated by the conjunction *since*.

II. Practise aloud after the teacher and comment on the use of the Present Perfect Inclusive. Translate the sentences into Russian.

1. They **have been talking** about traditional meals in restaurants and hotels in England since the beginning of their class in English.

2. My friend **has been** strictly **keeping** to his meal times since his last visit to the doctor.

3. My parents moved to Byelorussia in 1965. I **have been living** in Minsk since.

4. For a fortnight their steamer **has been sailing** down the Volga, the most important river in the European part of the Soviet Union.

5. Alech **has been wishing** to become a student since his childhood. This year he is going to Moscow to enter the Moscow University.

6. Since early morning Pete **has been reading** stories and legends.

7. The meeting devoted to the anniversary of the foundation of the Soviet Union began a quarter of an hour ago. Since then the students and the teachers **have been listening** to a very interesting report on the achievements of our country.

III. Combine the two sentences into one by introducing the Present Perfect Continuous Inclusive.

A. Teacher

Student

They began to study the topic "Our Home Country" on Monday. They are still working at it.

They **have been studying** the topic "Our Home Country" *since Monday*.

B. Teacher

Student

Our tourist group began to travel in the Crimea a week ago. We are still travelling in the mountains.

Our tourist group **has been travelling** in the Crimea *for a week*.

1. My grandmother began to knit this sweater a fortnight ago. She is still knitting it. 2. She entered the language laboratory two hours ago

She is still practising there. 3. Pete bought this light green suit a year ago. He is still wearing it. 4. Mary began to press her clothes at 8 o'clock. She is still pressing them. 5. It started raining last Sunday. It is still raining.

IV. *Make up sentences of your own by introducing the suggested word combinations and the Present Perfect Continuous Inclusive. Let another student express surprise about what has been said. Respond to it in short.*

Teacher	Student 1	Student 2	Student 3
to try to remember	Look at Helen.	Has she	Oh yes, she
the countries where	She has been try-	really?	has.
English is spoken	ing to remember		
	the countries where		
	English is spoken		
	since the beginning		
	of the lesson.		

To sew the button on the coat, to wash linen, to take a cold shower, to rub oneself hard with the towel, to listen to the wireless, to speak on the topic "Housework".

V. *Express uncertainty about the given statement. Let another student disagree with it, using: I am afraid you are mistaken; I don't think you are right; This is simply not true; It's an exaggeration.*

Teacher	Student 1	Student 2
It's the seventh of November. Columns of gay and proud people have been marching towards the centre of the city <i>for at least ten hours.</i>	Helen, columns of gay and proud people have been marching towards the centre of the city <i>for at least ten hours, haven't they?</i>	No, it's an exaggeration. They have been marching since 9 o'clock, <i>for about three hours.</i>

1. It's the First of May. It's evening. We are watching the firework display. We have been watching it all through the evening. 2. John has come home. He is turning the key in the key-hole of his door, but the door won't open. He has been trying to open the door for the last five minutes. 3. It's morning. John is doing his morning exercises to the music. He has been doing his morning exercises for two hours. 4. Little Tom is very dirty. He is washing with soap. He has been washing since early morning. 5. The students are doing some writing. They are having a spelling test; they have been working these four hours already. 6. The classes were over an hour and a half ago. John and Mary have been having dinner at the Institute canteen since then.

VI. *Ask your fellow-student:*

if she (he) has been listening to the explanation of the teacher, or whether she (he) has been dreaming of her (his) summer holidays since the beginning of the phonetic class

it Edward has been repairing the iron, or whether he has been watching the TV programme since he came to visit Mary

if her (his) mother has been cooking in the kitchen, or whether she (he) has been looking through newspapers and magazines all the morning

if she (he) has been looking forward to travelling around the Soviet Union, or whether she (he) has been thinking of her (his) coming examination all the day

if Helen has been marching, side by side with her fellow-students towards Red Square, or whether she has been preparing celebration meals at home all the morning.

VII. Ask questions and give responses to them.

1. They are travelling in the Caucasus. Ask your fellow-student how long they have been making a tour there. 2. Look! Ann is waiting for somebody. She has been standing downstairs near the cloak-room since the end of classes. Ask your fellow-student who Ann has been waiting for since the end of classes. 3. Summer is a busy time for those who live in the country. The collective-farmers are cutting grass and making hay. Ask your fellow-student since when the collective-farmers have been cutting grass and making hay. 4. Autumn is harvest time. The farmers are bringing in the harvest from the fields and picking fruit in the orchards. Ask your fellow-student since when the farmers have been bringing in the harvest and picking fruit. 5. As far as we know Mary's dream is to make a tour of the south of our country. But her dream hasn't yet come true. Ask your friend how long Mary has been looking forward to her travelling about the South of our country

VIII. Make up dialogues similar to the suggested ones.

Suggested time-expressions:

since last Monday, since 1960, since morning, since then, since one's childhood, all through the week, for two hours, all through the evening, all the night, for hours, for the last two hours.

— Have you read "Say No to Death" by D. Cusack?

— I've been reading it for two weeks, but I haven't yet finished it. It's a very long novel.

— As for me I like long books.

* * *

— What's Betty doing at the moment?

— She is looking after her little nephew, Benny by name.

— How long has she been looking after him?

— She has been looking after him since his birth.

♦ * *

— How long have you been living in London?

— We moved to London in 1962. We have been living here since.

In fact we haven't even changed our flat. We've been living in the same flat for ten years.

— And **have you been working** at the same office since then?

— Yes, I **have been working** at the same office during all this time. And I must say I like my work. I've been working with Mr. Black. We've been great friends for a long time.

IX. Translate into English.

1. — Что Аня делает в ванной? — Она умывается и причесывается. — Поторопи её, пожалуйста, завтрак уже готов. Она умывается и причесывается уже около получаса. 2. — Лене нужна книга американской писательницы Джин Вебстер «Длинноногий дядюшка» — Эта книга у Кати Ивановой. Она взяла ее в библиотеке на прошлой неделе и с тех пор читает ее с большим удовольствием. 3. Завтра студенты пишут лексико-грамматическую работу. Они должны написать ее хорошо, так как работают над этим грамматическим явлением вот уже целую неделю. 4. Посмотри, как красиво украшен город, и сколько людей на улицах. С самого утра они идут к Красной площади. 5. — Посмотри, как быстро вяжет бабушка. — Ничего удивительного. Она вяжет с самого детства. 6. Этот молодой человек закончил институт два года тому назад. С тех пор он ведет практику английского языка на первом курсе. 7. Ее мечта — съездить на экскурсию в Англию. Она мечтает об этом уже много лет. 8. — Она делает прическу перед зеркалом. 9. Я стираю и глажу белье с тех пор, как вернулась домой из института, но еще не окончила эту работу.

X. Respond to the following statements with at least two or three sentences using the Present Perfect Continuous Inclusive and the suggested word combinations Begin your statements with: **It's no wonder; It's natural.**

Teacher

Student

What's happening here? Why are there so many books, notebooks and papers everywhere? (to prepare for one's examinations, for a fortnight)

Oh, it's natural. I am preparing for my examinations. I've **been preparing** for them for a fortnight already.

1 Look out of the window. Everything is covered with a thick carpet of snow. (to snow hard since morning) 2. Look! All the baskets are full of apples. (to pick apples, for hours) 3. Don't you notice that the trees have turned green and young fresh leaves have appeared? (to warm the earth, for a fortnight) 4. I say, Helen. Comrade Petrov knows so many interesting facts about the deepest lake in the world, and he has so many lovely pictures of this wonderful lake. (to collect stories and legends, since he moved there to live) 5. To go for a run in the country is out of the question. (to rain hard, since).

XI. Make up situations of your own, using the Present Perfect Continuous Inclusive and the suggested word combinations:

1) to be nice to see smb., to be sure to like it, to make a new dress, to wear it at the party, it's a pity to do smth, for these two days;

2) to go wrong with, to put smth right, to have a look at, to repair smth, since he came in;

3) to travel from West to East, to admire the high mountains and hills, to see beautiful lakes, forests, valleys, to be eager to see, to look forward to, since then;

4) the 7th of November, to be decorated with, to come from everywhere, to walk all about the city, to joke, sing and dance.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Pat: Mummy, could you read me the story of Mickey Mouse?

Mrs. Brook: Sorry, darling, I can't now. You see, I'm busy with the boy's socks.

Pat: But you've **been doing** these socks for hours. Haven't you done them yet?

Mrs. Brook: Well, I have done some of them but I've still to do some more. Go and ask Daddy.

Pat: Daddy, could you read me this story, please?

Mr. Brook: I haven't read my evening paper yet, Pat.

Pat: Oh, Daddy, you've **been reading** it since tea.

Mr. Brook: Well, I've read most of it now, but there's still one page left. Perhaps, Dick or Peter have finished their homework.

Pat: Dick, have you finished your homework yet? Could you read to me about Mickey Mouse?

Dick: No, Pat, I can't. I've **been doing** these sums since I came back from school and I haven't done them yet.

Pat: Poor Dick. Are they so difficult?

Dick: Awful. Now run along and let me get on with my work. Go to Peter, he's in the garden, I think.

Pat: Oh, there you are, Peter. Let's sit on the grass and, perhaps, you'll read to me a bit of this story. It's very interesting, you know.

Peter: I'm sure it is, but you see I'm busy? I've **only been planting** these flowers for half an hour or so, and I haven't planted all of them yet.

Pat: Can't you finish this planting tomorrow?

Peter: No, I can't. I promised Mum to do it tonight, but you can stay here and talk to me if you like.

XII. Listen to the stories and reproduce them, paying special attention to the Present Perfect Continuous Inclusive.

Factory manager (speaking to a boy who applies for a job):

How old are you, my boy?

Boy: I am twelve, sir.

Factory manager: What's your name then?

Boy: George, sir. 1

Factory manager: And what's your surname?

Boy: Stevenson, sir.

Factory manager: A very well-known name, my lad.

Boy: No wonder, sir, I've been delivering milk about the district for about six months.

Too Much and Too Little

Two middle-aged friends haven't seen each other for ages. One of them has become particularly thin, the other very fat. At first they don't recognize each other. At last one of them exclaims, "Why! Bless my soul! It's Dick! I am sure you have been fasting ever since I saw you last". "As for you", replies the other, "I am afraid you have been doing nothing but eating ever since".

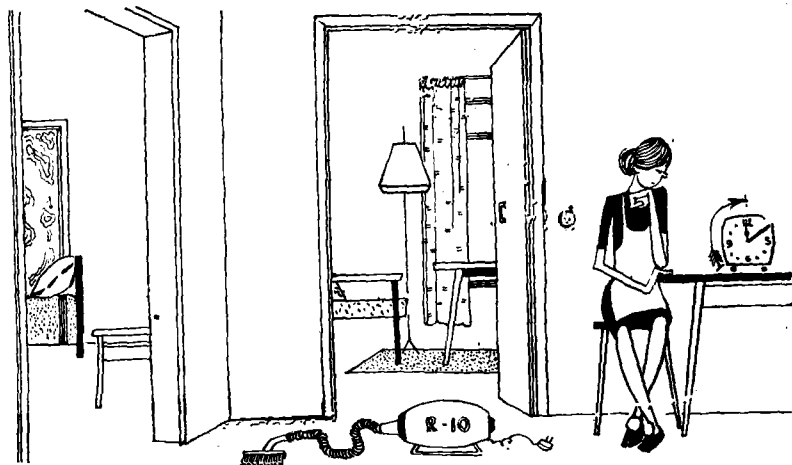
Drill Patterns II

1. I'm so tired as I've been practising the text "English Meals" in the laboratory.

2. — It's rather cold in the bedroom.

— I've been airing the room there two hours.

I've just closed the window.



Picture 21

Note. Students should be careful not to confuse the Present Perfect Continuous Exclusive which has an implication of incompleteness and the Present Perfect which denotes a completed action.

e. g. 1) She is going to wear the high-heeled shoes she has just bought.
(... которые она только что купила.)

2) — Why are your hands so dirty?

— Something went wrong with my iron. I **have been repairing** it. (... **чинил** его (утюг).

I. Look at Picture No 21. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Mary's flat looks so clean and tidy, and she looks so tired. She **has been doing nothing more but cleaning** it for a few hours.

The verb **to do** and **to clean** are used in their Present Perfect Continuous Exclusive tense forms to denote actions which were recently in progress but are no longer going on at the present moment.

II. Practise aloud after the teacher and comment on the use of the Present Perfect Continuous Exclusive. Translate the sentences into Russian.

1. It's clear why it isn't stuffy here any longer. You **have been airing** the room for two hours. But you are quite right to have closed the window, it is rather cool outside.

2. There are a few dirty dishes on the table. Nick **has been having** his breakfast and hasn't cleared the table yet.

3. Going out for a walk now is out of the question. You **have been walking** quite enough. You look tired.

4. Her clothes are dirty. She **has been working** hard in the fields.

5. — Where are the collective-farmers? — They **are having** a short rest over there. They **have been cutting** grass and making hay since morning.

6. Look! The boys are lying on the sand on the bank of the river. They **have been swimming** in the river for an hour.

III. Make up sentences of your own by introducing the suggested word combinations and the Present Perfect Continuous Exclusive.

Teacher

Student

to make a tour of the Urals,
to look very tired.

They have just returned to town.
They look very tired because
they **have been making** a tour of
of the Urals.

1. To press one's shirts, to be tired. 2. to eat nothing, to be very hungry; 3. to fry fish, to be stuffy; 4. to eat a lot of herring, to be thirsty; 5. to talk over a cup of tea, to be pleased; 6. to take away the dirty dishes, to be clean; 7. to watch a dull TV programme, to be sleepy.

IV. Answer the questions, using the Present Perfect Continuous Exclusive.

Teacher

Student

Going for a walk is out of the question. There are a lot of puddles and the roads are muddy.
Has it been raining hard?

Certainly it has. It **has been raining** so hard that you can't go for a walk now unless you want to catch cold.

1. Autumn is harvest time. The collective-farmers look tired. Have they been bringing in the grain? 2. Your lips and hands are so black. Have you been eating blackberries? 3. You look so fresh and sunburnt. Have you been swimming and lying in the sun? 4. You look so happy. Where have you been spending your summer holidays? 5. Ted looks so tired and pale. What has he been doing? 6. Ted's mother is upset. Has she been speaking to Ted's teacher?

V. Express your agreement or disagreement, using: It can't be so; You are absolutely right; Nothing of the sort; There is no doubt about it; Oh, certainly not.

Teacher	Student 1	Student 2
Nick looks so happy. He has been travelling around our country.	Yes, that's right. He is lucky, he has been travelling from South to North.	Nothing of the sort. As far as I know, he has been spending his summer holidays at his grandmother's.

1 Edward has been repairing the TV-set, but he hasn't put it right so it doesn't work yet. 2. The fir-tree is brightly illuminated. We have been decorating it with many-coloured lamps. 3. All the linen is clean and ironed. Mother has been washing and ironing it. She has just finished her work. 4. We haven't yet written the home composition as we have been listening to some very lovely music over the radio. 5. It is so cold in the room. Ann has been airing it.

VI. Make up dialogues similar to the suggested ones.

— Here you are at last. But what's the matter? Aren't you feeling well?

— I am all right, only a little bored.

— Bored?

— Yes, I've been talking to Bill.

* * *

— You look very tired. What **have you been doing**?

— I've been picking fruit in the orchard.

— Do you get tired quickly?

— Rather.

VII. Translate into English.

1. Как чудесно ты говоришь по-английски. — Нет ничего удивительного, я изучала его в английском колледже в течение трех лет. 2. Она получала письма от Джона долгое время, но сейчас он ничего не пишет. Вот почему она так расстроена. — 3. Давай потанцуем. — Извини, но я устала. Я танцую целый вечер. 4. Квартира чистая. Целый день Аня и ее мама мыли полы, окна, вытирали пыль. 5. Мы

знаем это стихотворение наизусть. Мы слушали его много раз в течение недели. 6. Коля выглядит здоровым и сильным после летних каникул. Он купался в реке, загорал и играл в волейбол. 8. — У тебя очень хороший доклад. — Я готовила его в течение недели. 9. Ты выглядишь усталой. В чем дело? — Я убирала квартиру весь день. 10. У Теда хорошее произношение. Он много практиковался в зале прослушивания, слушал много английских текстов в течение всего семестра.

VIII Respond to the following statements, using the Present Perfect Continuous Exclusive and the suggested word combinations. Begin your statements with: **It's no wonder; It's natural.**

Teacher

Student

Nick's clothes are wet. (to walk for an hour in the pouring rain)

It's no wonder. His clothes are wet as he **has been walking** for an hour in the pouring rain.

1. There are no crops in the fields and no fruit in the orchards. (to work hard all through the autumn)
2. The ground is covered with a thick white blanket of snow. (to snow heavily for a few days)
3. The students look excited. (to take part in the holiday demonstration)
4. We may be late for our party again. (to do one's hair for an hour)
5. The dinner is delicious. (to cook it all through the morning)

IX. Make up dialogues according to the suggested situations.

1. Ask your friend why she looks so tired and if she has been reading up for her exam in English for hours. You are interested to know what mark she has got. Then ask her what other languages she has been studying since the beginning of the year.

2. Ask your friend who has made her beautiful dress. You are surprised to learn that it is she who has made it. You wonder how long she has been making it. You also ask her what else she can make in the way of clothes.

3. Ask your fellow-student if she has been practising long in the language laboratory. Then ask her what she is going to do next. As she is hungry she proposes to go to the Institute canteen to eat.

X. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Jim is sitting in a chair and resting. He is very tired. He **has been playing** tennis too long. Bill is tired too. He **has been swimming**.

Bill: What **have you been doing** all the afternoon?

Jim: I've **been playing** tennis. And you?

Bill: I've **been swimming**.

Henry: (joining them) Hello, chaps.

Jim: Hello, Henry. You look very tired. **Have you been working?**

Henry: No, I haven't.

Bill: What have you been doing?

Henry: I've been sleeping.

Jim: I can hardly believe that. You look completely exhausted.

Henry: I slept a little too long, and now I've got a headache.

Bill: Take an aspirin and go back to bed.

Jim: Yes, what you need is a little more sleep.

Henry: Can't you leave me alone? I'll do what I want to do, not what you think I should do.

XI. Listen to the following stories and reproduce them, paying special attention to the Present Perfect Continuous Exclusive.

A young lady enters a crowded bus with a pair of skates for figure skating over her arm. A gentleman stands up to give her his seat.

"Thank you very much, sir", she says, "but I've been training all afternoon, and I'm tired of sitting down."

* * *

"Goodness, Maria!" exclaims Mrs. Smith. "What a kitchen! Every pot, pan and dish is dirty. The table is a perfect litter. It will take you all night to clear things up. What have you been doing?"

"Nothing, ma'm", explains Maria, "your daughter has just been showing me how they boil potatoes at her cookery class in college".

XII. Describe Picture No 21, using the above Drill Patterns with the Present Perfect Continuous Exclusive.

XIII. Make up a dialogue on the picture, using the structures under study.

Revision Exercises

1. Practise aloud the following statements, comment on the use of the Present Perfect Continuous, the Present Perfect and the Present Continuous. Translate into Russian.

1. Would you like something else to eat? — No, thanks. I **have been eating** for half an hour.

2. I am not very good at cooking, I **have been cooking** dinner since 8 o'clock, and it isn't ready yet.

3. These students need no more practice with these words. They **have been learning** them for the whole week and know them rather well

4. Have you seen Mary? I **have been waiting** for her for half an hour. We are to go to the theatre, but she hasn't come yet, so I'm afraid we may be late.

5. Irene's birthday is approaching. I **have been looking** around the shops the whole day, but there is nothing to her taste

6. My mother **has been lunching** at the factory canteen since she began to work there.

7. Ann is going to give us the report she has recently written, she **has been working** at it for a month.

8. Her eyes are red. She **has been reading** for the exam.

II. Translate into English.

1. Что вы желаете взять на обед? Вы нашли что-нибудь в меню по вкусу? Вы просматриваете его уже 15 минут. Пора сделать заказ. 2. Тед выглядит очень усталым. Он готовился к экзаменам по английскому языку. 3. Ник в библиотеке. В течение получаса он пытается найти какую-нибудь книгу по своему вкусу, но он ничего не нашел, поэтому он просит библиотекаря помочь ему. 4. Старший брат Майка — очень трудолюбивый мальчик. Он помогает своей матери вести хозяйство с тех пор, как он пошел в школу. 5. Не шумите. Студенты пишут контрольную работу. Они пишут уже 2 часа, возможно, они скоро кончат.

THE PAST INDEFINITE

Drill Patterns I

1. The students **learned** Dialogue 8 by heart last week.
2. I **saw** this film two months ago.
3. I **worked** in the language laboratory every day when I was a first-year student.
4. I **used to** get up very early last winter.
5. When Peter was a student he **could** recite many English poems by heart.
6. He **had to** tell the truth, didn't he?
7. Mary **was to** come at 3 p. m., they were going to the cinema.

Note. 1. Repeated actions in the past are also expressed by **would + infinitive** which is literary.

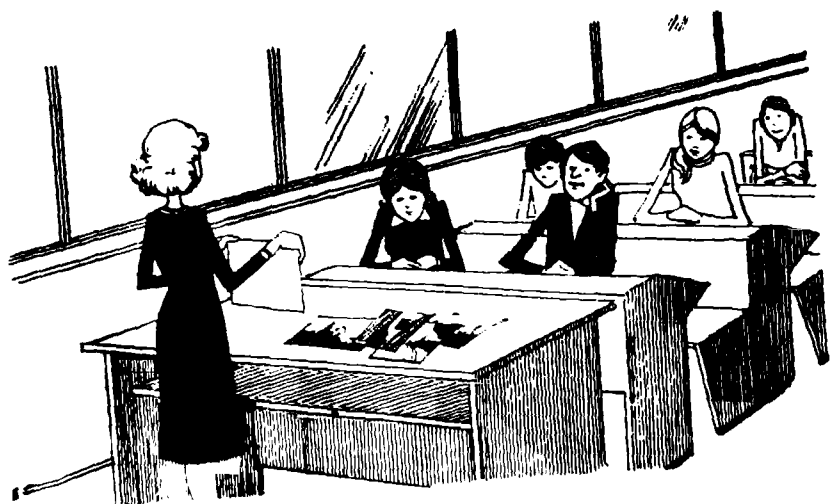
e. g. And then he **would lift** up the picture, and **drop** it, and it **would come** out of the frame, and he **would try** to save the glass, and cut himself; and then he **would spring** round the room, looking for his handkerchief. (Jerome K. Jerome)

Would lift (drop, come, try, spring) is used to denote a repeated action in the past in literary style.

Note. 2. The Past Indefinite is used with such adverbials as *yesterday, a week ago, last year, the other day, just now, on Wednesday, in 1960, etc.*

1. Look at Pictures No 22. Listen to the situations illustrating the structure to be practised. Remember the way you are to comment on the structure.

1. You can see Lucy Ivanova in this picture. She is a student of the Institute of Foreign Languages. She is fond of travelling and is always eager to see as many new places as possible. She has travelled a lot. Last year Lucy was especially lucky. She made a tour of Great



Picture 22

Britain and **enjoyed** it very much. Now she is telling her friends about her impressions of this tour.

'Last year Lucy was especially lucky. She made a tour of Great Britain and **enjoyed** it very much.'

The verbs **to be**, **to make** and **to enjoy** are used in their Past Indefinite tense forms to denote actions performed within a period of time which is already over. The time of the actions is indicated by the adverbial phrase *last year*.

2. If you look at Picture No 22 attentively, you can see Peter, Lucy's boy-friend, who has travelled a lot, too. Two years ago Peter spent a fortnight in Leningrad. It is one of the most beautiful cities in the world. Peter was eager to see its famous bridges and fountains with his own eyes. Every morning at about 8 o'clock he **went out** into the street to walk about the city, to admire its beauty. He often **went** to the Neva and **stood** there lost in admiration.

'Every morning at about 8 o'clock he **went out** into the street to walk about the city, to admire its beauty. He often **went** to the Neva and **stood** there lost in admiration.'

The verbs **to go out**, **to go**, **to stand** are used in their Past Indefinite tense forms to denote repeated actions in the past.

3. If you have another look at Picture No 22, you can see Lucy's best friend Nelly. In 1970 Nelly spent her holidays in the country at her grandparents'. She **used to get up** early in the morning and go for long walks in the forest. She enjoyed the fresh country air, the first rays of the sun, the wonderful smell of flowers. Nelly made a lot of friends there. They **used to go** boating, fishing and mushrooming together. She had a wonderful time in the country.

'She used to get up early in the morning and go for long walks in the forest. They used to go boating, fishing and mushrooming together'.

The expression **used to get up, (go, go boating, fishing and mushrooming)** is used to denote a repeated action in the past.

II. Practise aloud after the teacher and comment on the use of the Past Indefinite.

1. In 1972 our Soviet people and all the progressive mankind **celebrated** the fiftieth anniversary of the USSR.

2. The old man **used to have** a walk before going to bed.

3. When Doctor Sandford **was** young, he **took** a cold shower every morning.

4. When Henry **was** a student he **used to have** his dinner at the student's canteen.

5. Mary often **helped** her granny to wash up when she was at her grandmother's.

6. Mrs. Page **ironed** a lot of linen last week.

7. Yesterday Peter **helped** his mother **to** do the flat.

Note. The modal verb **can** has the form **could** for the Past Tense. The modal verb **must** has no Past Tense form. The modal expressions **to have to** and **to be to** are used to supply the missing form.

e. g. When Mary was a schoolgirl she **could** speak French well. Last year Mike **had to** get up early in the morning for he lived very far from the Institute.

They **were to** meet at 7 p. m. at the entrance to the Institute.

III. Paraphrase the following sentences so as to use could + Infinitive, had to + Infinitive, was to + Infinitive.

Teacher

Student

A. Peter wasn't able to come in time yesterday.

Peter **couldn't** come in time yesterday.

1. Ann wasn't able to write to her friend, she was too busy. 2. She was able to write to her only in September. 3. Ann's friend was able to come to Ann's Institute only during her winter holidays. 4. Ann was able to show her round the main building of the Institute. 5. Ann's friend was able to see all the libraries, reading-rooms and the gymnasium there.

Teacher

Student

B. Ann was obliged to work hard to master the language.

You are quite right. Ann **had to** work hard to master the language

1. She was obliged to get up at half past six for her classes began at 8. 2. Ann was obliged to go to the Institute by Metro because it was a long way. 3. She was obliged to work in the language lab for it helped her to find out her mistakes. 4. Ann was obliged to work with tapes, it helped her to get rid of her pronunciation errors.

C.	Teacher	Student
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Nell and Mary agreed to meet at the entrance to the Institute at 4 p. m.	Nell and Mary were to meet at the entrance to the Institute at 4 p. m.
--	---

1. They agreed to start preparing for their entrance exams in May.
 2. Ann and Kate decided to revise Grammar first.
 3. Ann and Kate planned to go to the South after their exams.
 4. Kate's aunt lived in the Caucasus and they agreed to go there.
 5. They planned to come back to Moscow in a fortnight.

IV. Make up questions based on the given statements. Let another student provide an answer to each question.

A.	Teacher	Student 1	Student 2
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Patrick had to write a dictation in class. He had to work in the language lab yesterday afternoon.	Did Patrick have to write a dictation in class, or did he have to work in the language lab?	Patrick had to write a dictation in class.
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1. Nick had to go to the Institute by bus last term. Sometimes he had to take a taxi.
 2. Ellen had to take four oral exams. She had to write three tests in English.
 3. Peter had to visit his grandparents during the winter holidays as they were seriously ill.

B.	Teacher	Student 1	Student 2
----	---------	-----------	-----------

They were to meet at the Dean's office at 6 p. m. They were to hold a meeting at that time.	Were they to meet at the Dean's office at 6 p. m., or were they to hold a meeting at that time?	They were to hold a meeting.
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1. George was to switch on the tape-recorder. He was to fetch the head-phones.
 2. Nora was to clean the board. She was to bring some more chalk.
 3. Ann was to recite two poems at the party. She was to take part in the performance.

C.	Teacher	Student 1	Student 2
----	---------	-----------	-----------

Roger could speak English well when he was a school-boy. He could speak French well, too.	Could Roger speak English or French well when he was a school-boy?	He could speak only English well, I think.
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1. Ann could do sums easily some years ago. She could write compositions well, too.
 2. Nora could play basket-ball when she was a

first-year student. She could play tennis, too. 3. Andy could run quickly last year. He could jump high too.

V. Make up sentences with the suggested word combinations. Let another student express surprise about what has been said. Respond to it in short.

A. Teacher	Student 1	Student 2	Student 3
to clear the table	Little Mary cleaned the table after dinner yesterday.	Did she really?	Yes, she did and she did it with pleasure.

To have tea with toast and marmalade,
to have a large plateful of cornflakes,
to have coffee black,
to miss dinner,
to lay the table for supper.

B. Teacher	Student 1	Student 2	Student 3
to revise everything thoroughly	Margaret had to revise everything thoroughly as the exam was going to be a difficult one.	Did she really?	Yes, she did .

To improve one's pronunciation,
to work hard at something,
to rewrite one's grammar exercise,
to learn the active words properly,
to get rid of mistakes in pronunciation.

VI. Express uncertainty about the statement. Let another student disagree with it, using the suggested words and phrases and the Past Indefinite. Use: I am of another opinion; I am afraid you are wrong; Far from it I believe; I don't think so; Not in the least.

A. Teacher	Student 1	Student 2
Robert introduced Susan to his parents a year ago. (yesterday)	Robert introduced Susan to his parents a year ago, didn't he?	Far from it, I believe He was going to introduce her a year ago, but he managed to do this only yesterday.

1. Jean began to prepare for her entrance exams at the end of May. (at the beginning of July) 2. I suppose John was going to get a satisfactory mark in English last term. (a good mark) 3. Ann spent a lot of time doing her homework yesterday. (to go to the cinema) 4. She often went to the language laboratory last term, for she wanted to get rid of the mistakes in her pronunciation. (two months ago).

B. Teacher	Student 1	Student 2
Alec didn't get acquainted with Voitek last Sunday.	Alec didn't get acquainted with Voitek last Sunday, did he?	Oh yes, he did . Alec got acquainted with Voitek, and the latter introduced his friend Lucy to him.

1. Voitek didn't live in Warsaw last year. 2. Lucy didn't speak Spanish well two years ago. 3. Alec didn't make friends with as many young people as possible when he was in Poland. 4. Lucy's mother didn't often write letters to her parents when she got married and left for another town. 5. Voitek didn't want to visit our country when his father intended to visit it. 6. Alec's younger brother didn't go on an excursion yesterday, for the weather was nasty.

VII. *Answer the following questions, pay attention to the formation of all kinds of questions in the Past Indefinite.*

1. Did Nick make up his mind to become a teacher last year? When did Nick enter the Institute of Foreign Languages? 3. He often missed classes because of his illness, didn't he? 4. Did Nick do his homework in the reading-room or at home on Monday? 5. Did Nick go to see his parents or did he stay at home two weeks ago? 6. He told them that he went in for sports at the Institute, didn't he? 7. Did Nick go to his training regularly last term? 8. He took part in the Institute skating championship last winter, didn't he? 9. Did Nick come second or third in it? 10. Why couldn't Nick come first in the Institute skating championship last winter?

VIII. *Ask the questions and give responses to them.*

Teacher	Student 1	Student 2
Ask your fellow-student if Barbara wrote long letters to her friends when she was abroad.	Did Barbara write long letters to her friends when she was abroad?	Certainly she did . She wrote very long letters as she wanted to tell her friends many interesting things.

Ask your fellow-student:

if the Browns often had dinner at a restaurant when they lived at the seaside

if the Browns thanked the waitress for a very tasty dinner yesterday what they took for breakfast

if the Browns waited for their younger daughter Kitty to finish her meal

who often said he was very hungry

what kind of soup Mr. Brown had for dinner

if Mrs. Brown preferred a cup of milk or a cup of tea for supper

when the family left the seaside for London
why they had to return to London so soon
if their elder son Robert was to meet them at the station.

IX. Give dialogues similar to the suggested ones.

- Do you remember the day we first met?
- Of course, I do.
- When was it?
- On the first of May, 1971.

* * *

- I used to work in the language lab every day last term. What about Nelly? Did she work there every day, too?
- Yes, she did. She's a hard-working student, you know.

* * *

- I couldn't do any work yesterday.
- Were you very tired?
- Yes, I was.

* * *

- I couldn't go to the cinema with Mike.
- Why?
- I was very busy.
- Doing what?
- I had to revise for my exam in Latin.

X. Translate into English.

1. — Что вы хотите взять на обед? Вы выбрали что-нибудь по вашему вкусу? — Нет. Я просматриваю меню уже несколько минут и не могу ни на чем остановиться. Вчера я обедал в «Березке», выбор там значительно богаче. 2. — Кто это играет? — Мэри. Она играет с самого утра, что-то из произведений Листа. Вчера она играла Листа. 3. — У Ани красные глаза. Она плачет? — Нет, теперь нет, но недавно плакала. В детстве она никогда не плакала, а теперь очень часто. 4. Старший брат Майка очень трудолюбивый. Он помогает матери с тех пор, как пошел в школу. В прошлую субботу он вычистил ковер, выгладил белье и сходил в магазин. 5. Сколько времени ты слушаешь эти новые песни? — С половины двенадцатого. А вчера я слушала интересную передачу с участием известных актеров Спартака Мишулина и Андрея Миронова. 6. — Майкл принимал холодный душ каждое утро прошлым летом, не так ли? — Да, и зарядку он тоже делал каждое утро. Посмотри на него. Он выглядит таким здоровым и сильным. 7. Его родители останавливались в этом отеле каждый раз, когда приезжали в Лондон. 8. Коля часто

пропускал лекции по языкознанию в прошлом семестре. В результате он не сдал экзамен по этому предмету. Теперь он усиленно готовится, так как очень трудно догнать группу.

XI. Respond to the statements, using the suggested word combinations.

Teacher

Student

Robert **used to get** to the Institute by Metro when he **studied** in Moscow. (to be the quickest and the most convenient way) That's right. He **used to go** there by Metro as it **was** the quickest way of getting to the Institute.

1. Ann passed her entrance exams to the Institute with excellent marks. (to do one's best, to be hard-working) 2. Two years ago she became a first-year student. (to be one's dream, to come true) 3. When her friend came to visit her, she showed her round the Institute. (to admire the fine old building with its beautiful columns) 4. Ann used to go in for sports when she was a first-year student. (to have good gymnasiums and a stadium) 5. She always took part in the work of the English club. (to give a good opportunity, to master the language) 6. Ann used to work with tapes in the language laboratory. (to get rid of mistakes in pronunciation) 7. Ann was very good at English and always helped her fellow-students. (to make good progress in)

XII. Make up situations, using the following word combinations and the structures with the Past Indefinite:

1) to make up one's mind, to have a bite, it's time to do smth, to begin with;

2) to be a college graduate, a writer, just a beginner, to be kind, jolly and well-bred, to write short stories;

3) to be a first-year student, to attend classes not regularly, not to take notes at the lecture, to fail in English and General Linguistics.

XIII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Jim: How **did you enjoy** the play last night?

Bill: Very much indeed.

Jim: The performance **ended** rather early. **Did you go** straight home?

Bill: No, we **didn't**. We **went** to a cafe. And what **did you do** then?

Jim: We **went** for a walk.

Bill: Where to?

Jim: We **walked** home. We saw Mr. Roberts on our way, but he **didn't** see us.

Bill: **Didn't** he?

Jim: No, he **didn't**. He's always deep in thought.

Bill: I'm not surprised. He's a professor.

XIV Listen and reproduce the following short stories and jokes.

A Correction

Teacher: Jimmy, why **didn't** you **wash** your face? I can tell you what you **had** for breakfast this morning.

Little boy: What **was** it?

Teacher: Eggs!

Little boy: You are wrong, teacher, that **was** yesterday.

The King and the Stars

This **happened** many years ago when people **believed** in the stars. There **lived** a king who **had** a daughter. One day his daughter **fell** ill. He **used to ask** his astrologer to tell him his future. This time he **ordered** him to tell him his daughter's future. The astrologer looked at the stars through his telescope and said:

"Your Majesty, the stars tell me that your daughter is going to die". Soon after this she **died**. The king **was** very upset and **decided** to punish the astrologer. He ordered him to come to his place and asked him:

"Now, tell us what your stars tell you about your death".

But the astrologer **was** clever enough to answer:

"Your Majesty, the stars tell me that I shall die two days before your death."

XV. Describe Picture No 22, using the drill patterns with the Past Indefinite.

XVI. Make up a dialogue on the picture, using the structures under study.

XVII. Memorize the following proverbs and use them in short situations with the Past Indefinite.

1. After dinner sleep a while, after supper walk a mile. После обеда поспи немного, после ужина с милю пройдишь.

2. Hunger is the best sauce. Голод — лучший повар.

3. Who has never tasted bitter, knows not what is sweet. Не вкусив горького, не узнаешь и сладкого.

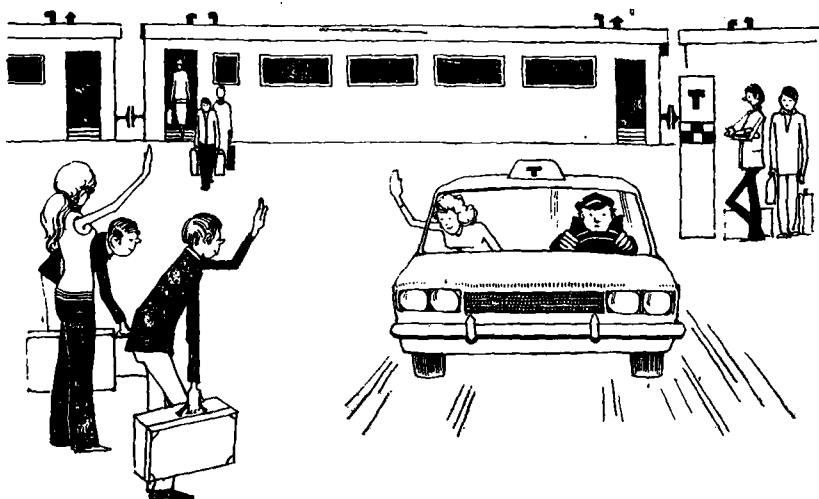
4. No pains, no gains. Без труда не вытащишь и рыбку из пруда.

Drill Pattern II

Yesterday Arthur **got up** at seven o'clock, **aired** the room and **did** his morning exercises to the music.

I. Look at Picture No 23. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

As you know, Lucy Ivanova returned from her tour of Great Britain yesterday. When the train **arrived** at the station, she **got off** the



Picture 23

train, **took** a taxi and **went** home. Her parents were very glad to see her, as they expected her the next day. When she **got** home, she **unpacked** her suit-case, **took** a bath, **had** supper, **described** her impressions to her parents and **went** to bed.

'When the train arrived at the station, she got off the train, took a taxi and went home'.

The verbs **to arrive**, **to get off**, **to take** and **to go** are used in their Past Indefinite tense forms to denote a succession of past actions.

'When she got home, she unpacked her suit-case, took a bath, had supper, described her impressions to her parents and went to bed'.

The verbs **to get, to unpack, to take, to have, to describe, to go** are used in their Past Indefinite tense forms to denote a succession of past actions.

II. Practise_aloud after the teacher and comment on the use of the Past Indefinite.

1. Robert **did** his morning exercises to the music, **went** to the bath-room and **took** a cold shower.

2. After breakfast Miss Green **cleared** the table, **washed up** the dishes and **did** the room with the vacuum-cleaner.

3. In the evening Mike **did** his homework, **looked through** the newspapers and **went** to bed.

4. Last night Mary **did** her hair, **put on** her beautiful black dress and elegant shoes and **went** to the theatre.

5. When Doctor Sandford **came** home from the hospital, he **took off** his hat, coat and shoes, **put on** his slippers and **sat down** in his favourite armchair to have a short rest.

III. Answer the questions, describing a possible succession of past actions.

Alice's classes began at 8 a. m.

before going to the Institute?

at the English lesson?

after her classes?

in the canteen at dinner-time?

What did Alice do yesterday

after dinner?

in the reading-room?

when she got home?

before going to bed?

IV. Ask questions and give responses to them, using a succession of past actions.

Teacher

Student 1

Student 2

Ask your fellow-student what she **did** yesterday afternoon to get ready for today's class in Grammar.

Lena! What **did** you **do** yesterday afternoon to get ready for today's class in Grammar?

Why! A lot of things! I **learnt** the grammar material well, **wrote** some grammar exercises, **went** to the language laboratory and **listened** to Lab. Work No 5.

Ask your fellow-student:

when Ann left school and what she did afterwards

what she did on the 30th of July, when she came to the Institute to take her entrance exams

who met the pupils at the Institute and what they did that day

when Ann passed her first entrance exam and what she did afterwards

if Ann was lucky enough to pass the last entrance exam in Russian and if she sent a telegram to her parents what her parents did when they received the telegram if Ann's mother baked a nice pie, roasted a chicken, bought a box of chocolates and arranged a nice bunch of flowers for Ann that day.

V. Give dialogues similar to the suggested ones.

— **Have** you **had** dinner yet?

— Yes, I **have**.

— How did you manage?

— Mike and I were very hungry. We **went** quickly home, **left** our bags and coats and **went** to the canteen.

* * *

— Why weren't you at the Institute two days ago?

— My mother was seriously ill. I **called** the doctor, the doctor **prescribed** some medicine, I **took** the prescription to the chemist's and **fetched** the medicine.

VI. Translate into English.

1 Вчера Мэри проснулась очень поздно. Она вскочила с постели и посмотрела на часы. Было без четверти 8. Мэри быстро оделась, взяла портфель и сбежала вниз по лестнице. К счастью, на другой стороне улицы она заметила такси. Мэри подбежала к машине и попросила шофера довезти ее до института как можно быстрее. На дороге ушло пять минут, и Мэри вошла в аудиторию до звонка. 2. В субботу дежурил Том. Он пришел в институт в половине восьмого, вытер классную доску, принес мел, проветрил аудиторию и проверил, работает ли магнитофон. 3. Прошлой осенью Ник сдал все вступительные экзамены в институт иностранных языков на «отлично», провел две недели на озере Нарочь и 30 августа приехал в институт, чтобы приступить к занятиям. 4. В 1965 году Ада окончила среднюю школу. Сначала она работала в колхозе, затем пионервожатой в своей же школе, а в 1968 году поступила в институт иностранных языков. 5. На прошлой неделе у нас была контрольная работа по грамматике. Сначала мы сделали упражнение на раскрытие скобок, затем перевели несколько предложений из прямой речи в косвенную, составили ситуацию, описали картинку и перевели несколько предложений с русского языка на английский.

VII. Correct the following wrong statements, using: I'm afraid you are mistaken; Quite the other way round; On the contrary; Far from it, I believe; Nothing of the sort, I'm afraid.

Teacher

Yesterday after classes Alice went to the language lab. She **entered** the lab, **went up** to the lab assistant and **asked** him for a book.

Student

Far from it, I believe. Alice **entered** the language lab, **went up** to the lab assistant and **asked** him for the tape with the poem "What Does little Birdie Say?"

1. Last Sunday Alec got up at 10 o'clock, had breakfast, did his morning exercises to the music and went to bed again. 2. On Monday he had breakfast, left his flat, took a taxi and went to the shore of the Minsk Sea. 3. At his English lesson he prepared his homework, listened to the latest news and read the newspapers. 4. On Tuesday Alec was on duty. He entered the classroom, took a clean towel out of his bag and cleaned the blackboard with it.

VIII. *Complete the following situations, using the Past Indefinite denoting a succession of past actions.*

1. Yesterday Ann began to prepare for her lessons early in the morning. For people say "The early bird catches the worm." That's why she did some exercises in English, learned the poem "Bed in Summer" by heart and went to the Institute to work in the language laboratory. When she entered the lab, she took her usual seat...

2. Peter is a student of the Pedagogical Institute. To tell the truth, he is rather good at literature, but he is lazy. He laughs at the proverb "Never put off till tomorrow what you can do today." So when the teacher told the students to write a composition, he was certain to get the highest mark, but he wasted away three days and when he began to write the composition, he didn't know much. He rushed to the reading-room ...

IX. *Make up situations, using the following word combinations and the structures with the Past Indefinite:*

1) to make up one's mind, to get rid of one's mistakes, to make good progress, to get excellent marks in one's exams, to join the English club;

2) to get up, to turn on the light, to switch on the radio, to do one's morning exercises to the music, to take a shower, to rub oneself hard on the towel, to have breakfast, to get to the Institute.

X. *Listen to the following stories and reproduce them.*

Misunderstood

Two Englishmen, when in Spain, came into a small restaurant to have their lunch. Neither of them spoke Spanish, nor did the waiter speak English. The Englishmen **wanted** to order some milk. They **pronounced** the word several times, they **spelled** it, they **drew** it with their fingers on the table. All in vain, the waiter didn't understand them. At last it **occurred** to one of the Englishmen to draw a cow. He **took out** his notebook and pencil and **drew** a picture of a cow. The waiter **smiled**, **nodded** in approval and **rushed** out of the room. In a quarter of an hour he **came back** panting and put in front of his clients two tickets for a bullfight.

A Cure for a Headache

One day a man **went** into the chemist's shop. "Have you anything to cure a headache?" he **asked** the chemist. The chemist **took** a bottle

from a shelf, **held** it under the gentleman's nose and **took** out the cork . The smell was so strong that tears **came** into the man's eyes and **ran** down his cheeks.

"What did you do that for?" he **asked** angrily as soon as he could speak again. "Well, you **wanted** something to cure your headache, didn't you?" **said** the chemist.

"You, fool," **said** the man. "It's my wife that has the headache, not me."

XI. Describe Picture No 23, using the Drill Patterns with the Past Indefinite.

XII. Make up a dialogue on the picture, using the structures under study.

Revision Exercises

I. Practise aloud and comment on the use of the Past Indefinite.

1. When Jill **was** a schoolgirl she **could** do any sum with the utmost ease.

2. Yesterday we **were** to write a spelling test in class and I **had** to work hard at the Vocabulary of Lesson 13.

3. Ann **had** to take four exams and **passed** all of them with excellent marks.

5. Yesterday Mary **was** on duty. She **came** to the Institute earlier than usual, **watered** the duster, **cleaned** the blackboard and **fetched** some pieces of chalk.

5. Nick **worked** in the reading-room every day when he **was** a first-year student.

6. Many years ago Mrs. Green **graduated** from the Teachers' training college in London.

7. Last year a group of foreign students **visited** our Institute.

II. Translate into English.

1. Петя окончил школу пять лет тому назад. 2. Я уже кончила работу и могу пойти с вами погулять. 3. Когда Лена окончила работу, она решила пойти в кино со своими товарищами. 4. Ник сдал на отлично вступительный экзамен по английскому языку. 5. Сколько экзаменов вы сдавали в прошлом году? 6. Моя сестра сдала вчера последний вступительный экзамен и уехала домой. 7. На прошлой неделе у нас была контрольная работа. Мне пришлось долго готовиться к ней. Я получила четверку. 8. Когда вы начали участвовать в работе английского клуба? — Месяц тому назад. Английский клуб помогает нам овладевать языком. Я уже почти избавилась от ошибок в произношении. 9. У моей подруги хороший голос. Она член хорошего кружка. Вчера они давали концерт рабочим автомобильного завода. 10. Как вам известно, я окончила школу в июне и начала готовиться к вступительным экзаменам в педагогический институт. Так

как мои родители учителя, я тоже решила стать учителем. Мне пришлось сдать четыре экзамена. Я сдала их все на отлично и стала студенткой института иностранных языков.

THE PAST CONTINUOUS

Drill Patterns I

1. — What **were** the Smiths **doing** yesterday *at 8 o'clock*?
— They **were having** breakfast. Only Kitty **wasn't eating** anything because she was just thirsty.
2. Nick **was preparing** for his entrance exams to the Institute *when I came to see him*.
3. Mr. Smith **was having** his cup of tea *while (when)* the children **were still talking** over their porridge.

to discuss — was (we-
re) discussing

to work — was (we-
re) working

to do — was (were)
doing

to sleep — was (were)
sleeping

When the teacher entered the room, the students didn't notice him as they **were discussing** something.

Were you working in the language laboratory at that time yesterday?

What **were you doing** at 5 o'clock yesterday?

— **Was he still sleeping** at 7 a. m.?

— **No, he wasn't sleeping, he was doing** his morning exercises.

1. Look at Pictures Nos 24, 25 (a, b). Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.

1. — What **were you doing** at 7.30?
— The alarm clock **was still ringing** and I **was just getting out** of bed.

— And at 7.35?

— Why, I **was dressing**.

— Where were you at 7.50?

— At breakfast. I **was having** my breakfast.

— *At eight?*

— Why, I **was going** to school.

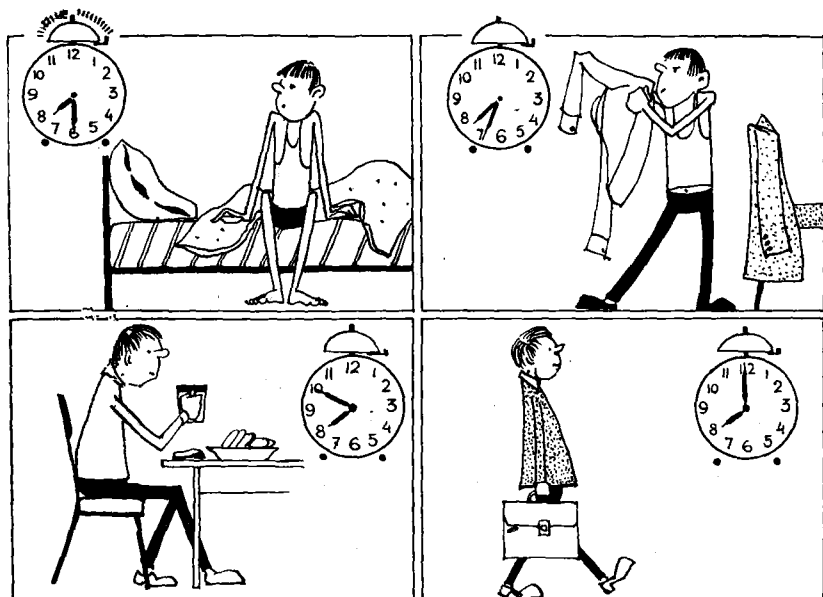
— Were you? Why are you late, then?

— Am I?

The verbs **to do, to ring, to get, to dress, to have** and **to go** are used in their Past Continuous tense forms to denote an action which was going on at a definite moment in the past. The definite moment in the past is indicated by the adverbial phrases *at 7.30, at 7.35, at 7.50, at 8.*

2. — Did Jill come to see you yesterday evening?

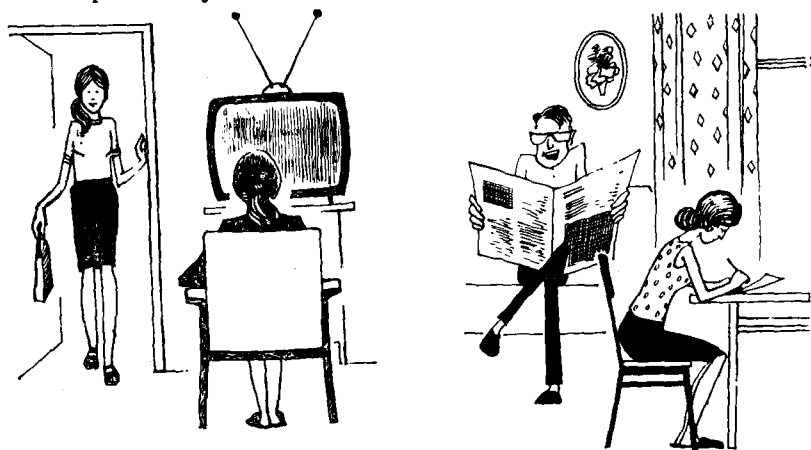
— Yes, she did.



Picture 24

- What were you doing *when she came*?
- I **was** watching television.

The verbs **to do**, **to watch** are used in their Past Continuous tense forms to express an action which was going on at a definite moment in the past. The definite moment in the past is indicated by another past action expressed by the verb **to come** in the Past Indefinite.



Picture 25

3. — What was Tom reading, Becky?

— I don't know.

— Don't you know? But he was reading aloud, so you must know

— Well, while he was reading aloud I was writing a letter to my friend.

The verbs to read, to write are used in their Past Continuous tense forms to express simultaneous contrasted actions in the past.

II. Practise aloud after the teacher and comment on the use of the Past Continuous

1. I was very busy when you rang me up. I was reading up for my exam in English Grammar.

2. What were you doing while she was taking her exam in English Phonetics?

3. While we were washing the dishes, they were listening to the records

4. At 8 o'clock last night they were waiting for a taxi. They were leaving for the Crimea.

5. At 7 sharp yesterday I was leaving the Institute. I was hurrying to the theatre.

6. At 2 o'clock last Wednesday the students of our group were discussing a very interesting book.

7. When I saw him, he was cooking breakfast.

III. Complete the following sentences by adding suitable indications of time.

Teacher

Student 1

Student 2

We were revising for our exams ...

We were revising for our exams at 5 o'clock yesterday.

We were revising for our exams when you rang us up.

1. We were having a test ... 2. They were speaking English ...
3. She was making a report on the results of our winter term examinations ... 4. We were drilling a new grammar pattern ... 5. They were discussing a very important problem ... 6. The teacher was collecting the examination papers ...

IV. Complete the following sentences by using a continuous action that was taking place at a given moment in the past.

Teacher

Student

At 10 o'clock on Saturday ...

At 10 o'clock on Saturday I was helping my friend with her English grammar that's why I couldn't join you.

1. After supper about nine o'clock ... 2. On Sunday about eleven o'clock ... 3. Two days ago immediately after classes ... 4. At nine

- o'clock yesterday evening ... 5. At seven o'clock last Thursday ...
 6. When the door-bell rang ... 7. When the Dean entered the hall ...
 8. When you phone me last Sunday ...

V. Change the time and tense.

Teacher

Student

At the moment Pete is taking an exam in History of the CPSU (prepare for)

At this time yesterday he was preparing for his exam in History of the CPSU.

1. At the moment our monitor is showing the English tourists the main building of our Institute. (to speak at the meeting) 2. At the moment we are having a class in English Grammar. (to have a class in Russian) 3. At the moment my fellow-students are working hard at their pronunciation in the language laboratory. (to play basketball in the gymnasium) 4. At the moment Lucy is writing to her parents about her life and studies. (to invite her boy-friend to the party) 5. At the moment they are preparing for their test reading in phonetics. (to make a report on)

VI. Complete the following sentences with the verb in the Past Continuous to express an action going on at a given moment in the past.

Teacher

Student

She couldn't take part in our discussion ... (to speak to)

She couldn't take part in our discussion because *at the time* she **was speaking** to the assistant-dean about her work.

1. The teacher was angry with Helen ... (to whisper) 2. Netty couldn't join us ... (to work hard) 3. We had to wait for Mike ... (to recite a poem) 4. We couldn't switch off the tape-recorder ... (to do Lab Work No 6) 5. John couldn't go to the party ... (to read up for an exam)

VII. Answer the questions by introducing the Past Continuous for an unfinished action and the Past Indefinite for a finished action.

Teacher

Student

— What **were you doing** when I began to put down our homework for next day on the black-board?

— I **was writing** a precis of the story "The Last Leaf" by O'Henry.

— What **did you do** when you finished writing it?

— I **handed in** my paper and left the classroom.

1. a) What were you doing when you heard the bell?
 b) What did you do when you finished ...?

2. a) What was Tom doing when the lesson began?
b) What did he do when he finished . . . ?
3. a) What were you doing when he joined you?
b) What did you do when you finished . . . ?
4. a) What was Ted doing when the teacher got angry with him?
b) What did Ted do when he finished . . . ?

VIII. Describe the situations by introducing two simultaneous actions.

Teacher	Student 1	Student 2
At the Lesson.	<i>While</i> our teacher was explaining 'The Past Continuous' to us, we were listening to him very attentively.	<i>While</i> we were listening to our teacher very attentively, Pete and Jane were whispering .

Student 3

While Pete and Jane **were whispering**, our monitor **was looking** at them with indignation.

1. In the Language Laboratory. 2. In the Gymnasium. 3. At the Entrance to the Institute. 4. In the Reading-hall. 5. In the Hostel. 6. In the Assembly Hall.

IX. Answer the questions paying attention to all the drilled patterns with the Past Continuous. Expand your answers.

Teacher	Student 1	Student 2
Were you expecting anyone at 8 o'clock yesterday evening?	Yes, I was expecting a friend of mine. I wanted to show her round the hostel.	No, I wasn't expecting anyone. I was doing my homework.

1. What were you reading when your friend came to see you? 2. What game were you playing when we stopped to watch you? 3. What were you listening to on the radio, while they were talking in small groups? 4. Were you laying the table while your guests were dancing? 5. When I came in you were revising the grammar patterns for a test, weren't you? 6. What happened when you were taking your entrance exams? 7. What did you see while you were walking about the Institute?

X. Express surprise about what has been said and let another student disagree with the given statement. In expressing surprise use the words really or indeed. Begin your disagreement with: I don't think so; I'm afraid you are wrong; Not in the least.

Teacher	Student 1	Student 2
Ann was doing her homework when I went to bed.	Was she really?	I don't think so. As far as I remember, she was watching television. She wasn't doing her homework.

1. Kate was doing her morning exercises when her mother entered the bedroom. 2. They were washing up when we rang them up. 3. We were having some practice in pronunciation when they appeared in the laboratory. 4. Some boys were playing volley-ball when some foreign students stopped to watch them. 5. My room-mates were still playing chess when I decided to make tea. 6. George was listening to the radio when Mary asked him to put the iron right.

XI. Ask the questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student if he was reading something interesting when you saw him.	Were you reading something interesting when I saw you?	Yes, I was reading a very touching story at that time.

Ask your fellow-student:

what report he (she) was making when you entered the hall
 what he (she) was doing while his (her) friend was singing
 why he (she) was hurrying to the Institute when you saw him (her)
 (at) what time he (she) was taking his (her) exam in Latin yesterday morning
 why he (she) wasn't doing anything in the language laboratory while his (her) fellow-students were listening to the new poem with whom he (she) was practising the intonation patterns while you were writing a composition
 whose dress she was wearing at the party last night, when you saw her
 if she was cooking dinner or cleaning the room when you rang her up.

XII. Ask questions on the italicized parts of the statements. Let another student answer them.

Teacher	Student 1	Student 2
At 9 o'clock on Tuesday morning I was cleaning the flat.	What were you doing at 9 o'clock on Tuesday morning?	Cleaning the flat. (or: I was cleaning the flat.)

1. At 8 o'clock on Thursday evening **the students of our group** were having a Komsomol meeting. 2. They were revising for their preliminary in English **when I arrived at the hostel**. 3. When you saw us,

we were hurrying to the Institute **because we wanted to attend a lecture on the Geography of England**. 4. When you came in we were working hard **at our English**. 5. **She** was waiting for us when we came back. 6. They were going to the recreation room to dance while we **were eating** in the refreshment-room.

XIII. Make up dialogues similar to the suggested ones.

- What **were you doing** at seven o'clock last night?
- I **was doing** my homework. Why do you ask?
- Because you promised to come to see me at seven.
- Oh, I'm awfully sorry. I forgot all about it.

* * *

— Do you remember what you **were doing** at 8 o'clock last Monday evening?

- Why? I **was discussing** music with my friends.
- **Were you? Weren't you** playing chess?
- Oh, possibly. I don't remember exactly.

XIV. Translate into English.

1. В прошлом семестре мы часто писали грамматические работы. — А вчера вы тоже писали контрольную работу? Я тебя ждала во время перерыва в холле, а ты не пришла. — Нет, я повторяла пересказ текста. Текст такой трудный. 2. Вчера на экзамене она отвечала очень плохо, делала много ошибок, говорила медленно. — Неудивительно. Это результат бессонной ночи. Никогда не откладывай свою работу до самого последнего момента. А какую оценку она получила? 3. Вы вчера не слушали рассказы в лаборатории вместе со всеми, не так ли? — Нет, я слушала, но не в 11 ч., а в 12. 4. Пока мы смотрели фильм, члены английского клуба обсуждали новый роман. 5. Студенты вашей группы играли в теннис на спортивной площадке, пока вы тренировались в спортивном зале? 6. Она смотрела интересную передачу, когда кто-то постучал в дверь. 7. Когда преподаватель объяснял новое грамматическое правило, один из студентов задал вопрос. 8. Я знаю точно, что в 8 часов он работал не в лаборатории, а в читальном зале.

XV. Respond to the remarks, using the Past Continuous. Begin your response with: No wonder ...; That's natural...; It goes without saying... .

Teacher

When I came into the hall last night, I saw a lot of students there.

Student

No wonder, they **were having** a discussion. At that moment the monitor **was speaking** on the life-story of the main character of the novel. The rest of the students **were listening** to her very attentively.

1. I saw you at about 10 o'clock yesterday morning in the street. But you didn't notice me. 2. I came to see you at dinner time yesterday but you were out. 3. Your parents were angry with you last Friday. 4. We had a good opportunity to get tickets to the cinema yesterday morning. But you didn't come. 5. I wanted to see you at 6 o'clock last Sunday, but I couldn't find you anywhere. 6. When I came into the laboratory, you didn't notice me.

XVI. *Make up situations of your own, using the Past Continuous, the Past Indefinite and the suggested vocabulary:*

1) to be fond of, to spend a lot of time on, to make good progress in, to take an exam in, to work hard at;

2) to be lucky, to go to a concert, to make a dress, to wear a dress, enjoy;

3) to go in for, to be good at, master, to be proud of.

XVII. *Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.*

Bill: I'm sorry you didn't come yesterday, Kate. I **was waiting** for you in the cafe.

Kate: I'm awfully sorry, Bill, but I didn't feel very well.

Bill: I see. And while I **was sitting** at a table and **waiting** for you, Jill came in.

Kate: You **were flirting**, smiling at each other, **drinking** coffee and **eating** cakes while I **was lying** in bed ill.

Bill: You weren't ill. When we **were leaving** the cafe, we saw you and Jack. You **were laughing** together and **walking** arm in arm.

Kate: Oh, I can easily explain that. We were only . . . I was only going to the chemist's . . .

XVIII. *Listen to the stories and reproduce them.*

His Father's Wife

Eddie was naughty, and his mother punished him. When his father came home, Eddie **was sitting** in a corner of the room and crying. The anxious father asked him, "What's the matter with you, my son?" Eddie wiped his tears and answered, "Nothing much, daddy, I have only had a quarrel with your wife."

A Dangerous Look-out

A foreigner, who knew a little English, **was sitting** in the cabin of a river boat. The boat **was approaching** a bridge and the man at the wheel gave the usual warning by shouting, "Look out!"

The foreigner mistook the warning for an invitation and hung his head out of the window. In doing so he got a bump on his forehead. He drew it quickly back and exclaimed peevishly, "The man cries 'look out' when he means 'look in!'"

XIX. Describe Picture No 24, using the Drill Patterns with the Past Continuous.

XX. Make up a dialogue on the picture, using the structures under study.

XXI. Memorize the following proverbs and use them in short situations with the Past Continuous.

1. First think, then speak. Молвишь — не воротишь.
2. Good clothes open all doors. По одежде встречают.
3. Many men, many minds. Сколько голов, столько умов.

Drill Patterns II

It **was raining** the whole day yesterday that's why we couldn't take part in the excursion.

Note. The Past Continuous of the verbs to expect, to intend, to hope, to plan may be used to show that the planned action was not carried out, e. g. I was meaning to go there.

1. Listen to the situation illustrating the structure to be practised Remember the way you are to comment on the structure.

A group of English students **were staying** in Leningrad for a few days. They wanted to visit a students' hostel, so we took them to one of our hostels.

The verb **to stay** is used in its Past Continuous tense form to express an action going on at a given period of time in the past.

II. Practise aloud after the teacher and comment on the use of the Past Continuous.

1. Tom **was studying** English the whole day yesterday.
2. Kate **was doing** her English homework between seven and ten last night.
3. They **were expecting** some guests last Tuesday evening.
4. They **were discussing** the new film the whole evening.
5. We **were listening** to the radio yesterday morning.
6. They **were having** a Komsomol meeting from eight till nine last Thursday evening.

III. Answer the following questions.

1. What were you doing during your winter vacation? 2. How long were you working at your Latin last night? 3. Were you watching television or listening to the radio between 6 and 8 o'clock last Sunday evening? 4. What were you doing from ten till twelve yesterday morning? 5. Who was discussing the new oral topic in that classroom last Monday afternoon? 6. Why were you going to take this book from the library?

IV. Complete the sentences.

A.	Teacher	Student
	We were getting ready for our test reading in phonetics . . .	We were getting ready for our test reading in phonetics between eight and nine last Monday morning.

1. We were writing an essay . . . 2. They were trying to speak English . . . 3. She was expecting her friends . . . 4. We were watching the television programme . . . 5. He was playing football . . . 6. Irene was enjoying herself . . .

V. Ask the questions and give expanded responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student if he was doing his grammar exercises between nine and ten yesterday.	Were you doing your grammar exercises between nine and ten yesterday?	Yes, I was . (or: I was doing my grammar exercises between nine and ten yesterday morning because there were several long exercises to do.

Ask your fellow-student:

if the students were asking or answering questions during the lesson
what games they were playing the whole day yesterday
with whom he was having some practice in spelling between five and six o'clock yesterday afternoon
what the students were doing all the time while the teacher was marking their dictations
when he was going to write a letter to his parents.

VI. Express surprise about what has been said and let another student disagree with it. In expressing surprise use the words *really* or *indeed*. Begin your disagreement with: **I don't think so; I'm afraid you are wrong; Not in the least; Quite the opposite; Vice versa; It's not quite so.**

Teacher	Student 1	Student 2
Ann was getting ready for a party all day yesterday.	Was she really?	I don't think so. As far as I know, she was typing a report from morning till evening.

1. He was looking through scientific magazines between 3 and 6 o'clock last Wednesday afternoon. 2. Mary was talking on the phone all day yesterday. 3. The students were discussing their last party all week. 4. They were showing English films the whole month. 5. Kate was expecting to see a lot of friends at the party.

VII. Make up a tag question expressing uncertainty. Let another student confirm your remark, expanding his answer.

Teacher	Student 1	Student 2
to correct mistakes	Jane wasn't correcting her mistakes between 6 and 9 o'clock last Sunday evening, was she?	Of course, she wasn't . I think she was correcting them only for some five minutes because she was hurrying to the theatre.

To revise for a test, to work with tapes, to make a report, to play records, to talk on the phone.

VIII. Make up dialogues similar to the suggested ones. Use your active vocabulary

- What **was** Mr. Wood **doing** yesterday morning?
- He **was looking** after his children.
- And what about his wife?
- She **was doing** some washing.

* * *

- What **were** you **doing** between six and nine last Sunday evening?
- I **was watching** television. What makes you ask, I wonder?
- Because you promised to bring me some books for my report.
- I'm awfully sorry, I quite forgot about it. I'll bring them in **half** an hour if that's all right.

IX. Translate into English.

1. Вчера Ирина играла на пианино весь вечер. 2. Вчера утром с 9 до 12 они работали в лаборатории. 3. Утром в прошлую пятницу студенты нашей группы обсуждали доклады по домашнему чтению. 4. Во время перерыва мы ждали ее, но она не пришла. Потом она нам сказала, что весь урок и перерыв они писали контрольную работу по грамматике. 5. Мы были уверены, что в прошлое воскресенье с 5 до 7 он смотрел спортивную программу по телевидению. 6. Я собирался поступить в этот институт, но мне не повезло. 7. Она надеялась добиться успехов в учебе, но не смогла.

X. Respond to the statements, using the Past Continuous. Begin your response with: No wonder; That's natural; It goes without saying.

Teacher	Student
I rang you up several times yesterday evening but nobody answered.	No wonder, I was working in the garden between 6 and 8 o'clock yesterday evening and didn't hear the telephone.

1. I wanted you to help your mother to cook supper. But you didn't do it. (to watch a television programme) 2. I wanted to see Nick yesterday afternoon, but I couldn't find him anywhere. (to get ready for a report) 3. I was waiting for you in the corridor during the break, but you didn't appear. (to write a reproduction) 4. Ann said they couldn't watch television last night. (to repair a television set) 5. I invited David to our party. But he couldn't come. (look through newspapers; to prepare a report)

XI. *Make up situations of your own, using the Past Continuous, the Past Indefinite and the suggested vocabulary:*

- 1) to get up, to take a shower, to do one's hair, to listen to the music, to have breakfast;
- 2) to discuss, to look through, to make a report, to enjoy;
- 3) to make up one's mind; to study a map; to prepare; to discuss.

XII. *Listen to the stories and reproduce them.*

She Was Thinking

Father: Mary, have you eaten all the sweets without thinking of your little brother?

Mary: No! I **was thinking** of him the whole time. I was afraid he would come before I finished them.

* * *

Yesterday Alice **was staying** home all day. When she got up in the morning she felt ill and decided not to go to school. At about 10 o'clock she felt better, but then it was too late to go to school. It **was thawing** and she did not want to go outdoors. Her friends were all at school. They **were** all **having** their lessons. She had no one to talk to.

After school Cyril stopped at her house to give her the homework and find out how she **was feeling**. When he came in, she was listening to some music. "Are you enjoying yourself?" Cyril asked. "No, I'm feeling terrible. That is, I'm not ill now, but I'm very lonely". Cyril **was not planning** to stay at her house very long, but she was lonely, so he spent the whole evening with her.

XIII. *Memorize the following proverbs and use them in short situations with the Past Continuous.*

1. Slow but sure. Медленно, да верно.
2. Soon learnt, soon forgotten. Выученное наспех быстро забывается.

Note. The Past Continuous is used to denote an action thought of as a continuous process generally characterizing the subject. In this case the adverbs *always, constantly, continually, for ever*, etc are used. The Past Continuous in this use is often to be found in emotional speech.

e. g. She was constantly laughing as she was always trying to attract attention at all costs.

1. *Practise aloud after the teacher and comment on the use of the Past Continuous.*

1. Tom **was** always **putting** off some difficult work to the very last moment.

2. I **was** always **forgetting** the simplest things in the exams

3. She **was** always **smiling**, we couldn't take her seriously

4. Ann **was** always busily **taking** notes of the lectures, that's why she couldn't hear when he tried to speak to her.

II. Express the same idea, using the Past Continuous tense forms to denote an action generally characterizing the subject.

Teacher

Student

Bob used to come home very late when at college.

Bob **was** always **coming** home very late when at college.

1. Dick used to put things off last term. 2. Irene used to shout at the top of her voice when she talked with her friends. 3. Becky used to talk back when she was a little girl. 4. The brothers used to quarrel all the time when children.

III. Ask your fellow-student:

why Ann was constantly lagging behind the group in Grammar

why Tom was always working by fits and starts

why he (she) was constantly laughing at the lessons

why he (she) was constantly complaining of being ill

who was always making mistakes last term.

IV. Translate into English.

1. Постоянно шел снег, и мы не могли каждый день кататься на коньках. 2. Джейн всегда внимательно слушала лекции и вела конспекты. 3. Все студенты всегда посещали лекции по литературе с большим удовольствием. 4. Он постоянно задавал вопросы, на которые трудно было ответить. 5. Боб всегда делал много ошибок в письменных работах. 6. Том часто забывал простейшие вещи на экзаменах.

V. Respond to the remarks, using the Past Continuous and conversational formulas.

1. Why didn't you want to share the room with Susan? (to talk about her health) 2. Last winter the weather was awful. (rain) 3. When a boy, Ted was naughty. (to talk back) 4. Alec again failed in Latin last term. (to put things off) 5. Nick didn't pass a single exam last term. (to idle away one's time)

VI. Make up situations of your own using the Past Continuous and the suggested words and word combinations.

1. to deliver a lecture, to keep silent, not to be able to help, to smile at;
- 2) to be proud of, to make up one's mind, to catch up with;
- 3) to spend a lot of time on, to make progress, to work hard, to master.

VII. Reproduce the story.

When Karl came in to breakfast, he saw that a bright greeting-card was lying on the table. The card was from his cousin.

Karl's elder brother Walter was eating. His sister Mary was in the kitchen. She **was** always **doing** something in the kitchen. Karl looked up from the card he was reading. "Cousin is coming to us for the summer," he said. "Oh, my!" exclaimed Mary, "We haven't seen him for ages." She was standing in the doorway with a coffee pot in her hands.

Revision Exercises

I. Practise aloud and comment on the use of the Past Continuous.

1. Tom Sawyer couldn't play with his friends because he was painting the fence.
2. Last Saturday after classes we **were discussing** the results of our winter term exams.
3. Whenever David went abroad, he **was always thinking** of Agnes.
4. At 8 o'clock last Monday the first-year students **were having** a Komsomol meeting.
5. When I found my friend in the reading-room, he **was looking** through an English newspaper.
6. While my friend **was listening** to the text in the lab, I **was making** notes of one of Lenin's works in the library.

II. Translate into English.

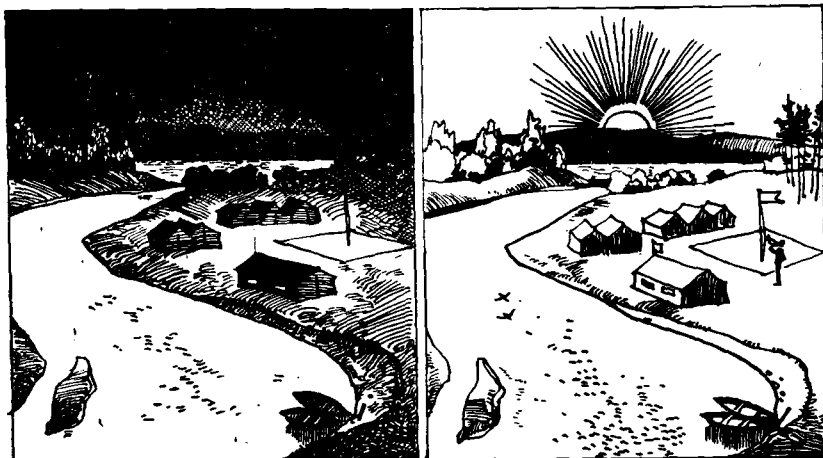
1. Вы ожидали кого-нибудь вчера к обеду? — Да. Мою сестру с дочерью и мужем. Мы ждали их к трем. 2. Он совершенно не умеет себя вести. Он все время перебивает собеседника. 3. Было поздно, темно. Мы возвращались домой. Когда мы подошли к дому, во дворе еще играли дети. 4. Пока студенты готовились к ответу, экзаменатор просматривал их письменные экзаменационные работы. 6. Почему ты улыбалась, когда твоя маленькая сестра вошла в комнату? — Потому что на ней были мои туфли на высоком каблуке. 7. Какую передачу вы вчера смотрели по телевизору в 9 часов вечера? — Мы смотрели передачу «Мы ищем таланты». 8. Этот студент плохо отвечает. — Нет ничего удивительного, он постоянно пропускал занятия в прошлом семестре. 9. Петя сдал экзамены по обще-

му языкознанию? — Не знаю, но он так надеялся. 10. Он намеревался перевести эту статью о положении в Северной Ирландии вчера, но у него совершенно не было времени.

THE FUTURE INDEFINITE

Drill Patterns I

1. I **shall** help you.
2. There **will** be a meeting tomorrow.
3. It **will** snow a lot in winter.
4. We **shall** be able to go there soon.
5. You **will** be allowed to do it again.
6. He **will** have to help us.



Picture 26

1. Look at Picture No 26 Listen to the situation, illustrating the structure to be practised. Remember the way you are to comment on the structure.

It's summer now. Hundreds of schoolboys and schoolgirls are spending their holidays in the country. In the picture you can see a pioneer-camp. It is situated in a lovely place in the forest. Nearby there is a river. It's early morning. The children are still asleep. The sun hasn't yet risen but its first rays can already be seen. Soon it **will** rise and **paint** the land in bright colours and the camp **will** awake. The merry voices of the children **will** fill the fresh morning air.

The verbs **to rise**, **to paint**, **to awake**, **to fill** are used in their Future Indefinite tense forms to denote a pure future action.

II. Practise aloud after the teacher and comment on the use of the Future Indefinite.

1. It is early spring, but there's still a lot of snow everywhere. Tomorrow our group is going to the forest to ski. **Will you join us?**

2. You see the weather is rather nasty today. It looks like rain. Put on your raincoat or you **will get soaked** to the skin.

3. It's March. Soon summer **will come**. I **shall go** to the South in summer.

4. Mary's parents live in the country. This summer she is going to visit them. She'll **pick** mushrooms and berries in the forest and, of course, she'll **help** her Granny about the house.

5. On Sunday we saw a wonderful film about students. We are having a discussion on it on Tuesday. I think it **will be** interesting.

6. This year we are celebrating the anniversary of the foundation of our Institute. We **shall take** an active part in the preparations for this remarkable occasion.

III. Listen to the following remarks about the past and express the same idea in the future, using **shall** or **will**.

A. Teacher

Student

Last winter there were a lot of sunny days.

There **will be** a lot of sunny days this winter as well, I believe.

1. We had a picnic lunch in the country on Sunday. 2. There was a storm yesterday. 3. Last year she went to the Caucasus and enjoyed herself greatly. 4. She often took the children out for a walk last year.

B. Teacher

Student

Last week the frost didn't become more severe.

Next week the frost **won't become** more severe, either.

1. The rivers and lakes didn't freeze over. 2. The snow didn't fall yesterday. 3. I didn't take part in the competition in figure skating last month. 4. I didn't like last autumn as it was very cold and rainy.

C. Teacher

Student

Was there a lot of snow in the woods?

Will there be a lot of snow in the woods?

1. Who had a wonderful time skating on the ice and skiing in the woods? 2. Where did you spend your week-end? 3. When did you watch the sun rise? 4. Did you have a wonderful time in the country?

IV. Respond to the remarks, suggesting that something **will happen** in the immediate future.

Teacher

Student

Why haven't you put on your warm coat? It's too frosty out of doors.

I'll **return** and **put** it on.

1. Why haven't you taken your umbrella? It looks like rain. 2. Why haven't you packed your things? We are leaving in a while. 3. Why haven't you rung Nick up? He is waiting for your call. 4. Why haven't you switched on the light? It's getting dark. 5. Why haven't you opened the window? The weather is so fine.

V. Respond to the remarks using the pure future and a suitable adverbial such as later, soon, this evening, tomorrow, next week, in a moment, in a few hours, etc.

Teacher

Student

Why aren't you throwing snow-balls with us? It's such fun. I'll join you in a few minutes.

1. Why aren't they skating? 2. Why aren't you bathing? The water is so warm. 3. Why isn't she lying in the sun? 4. Why aren't you picking flowers? There are a lot of them here. 5. Why aren't you fishing? The morning is so fine.

VI. Respond to the remarks expressing surprise. Let another student confirm the teacher's remark by using the Future Indefinite.

Teacher

Student 1

Student 2

We'll have a good rest on the bank of the river.

Shall we?

Certainly, we shall. The weather will be fine according to the weather forecast.

1. We'll travel to the South this summer. 2. There will be a storm soon, look at the clouds. 3. They'll go to the country on Sunday. 4. We'll live in the country-house in summer. 5. Children will have the longest vacation in summer.

VII. Listen to the following situations. Ask tag questions and give responses to them.

1. As far as I remember your sister is still at school. Her favourite subjects are English and Russian Literature. Ask her if she will try to enter the Institute of Foreign Languages or the University. 2. You've come to the library with your friend to take the book the teacher has recommended you. Ask your friend if they will read the book in class or at home. 3. Your friend lives very far from the Institute, and it usually takes him a long time to get home. Sometimes he goes there by tram, by bus, but sometimes, he even takes a taxi. Ask your friend if he will go home by bus or in a taxi today as it is rather late. 4. When a weekend comes, the students try to go to the cinema, theatre or concerts to have a change from work. Ask your fellow-students if they will go to the theatre or to the concert this Sunday.

VIII. Ask questions on the italicized parts of the statements. Let another student answer them.

1. It is *raining heavily*. To protect ourselves from the rain we shall take our raincoats and umbrellas. 2. It is *early spring*. Very soon the warm rays of the sun will melt all the snow covering the ground. 3. It is as cold today as it was yesterday. But the weather forecast reports that the weather will still change for the worse because of the cold winds from the North. 4. You are *fond of skating*. You want to have a good time and will certainly go to the skating-rink as the weather is lovely.

IX. Make up dialogues of your own similar to the suggested ones.

- Will you *have* your day off tomorrow?
- Certainly, tomorrow is Sunday, and on Sundays I am always free.
- Will you *stay* at home?
- Of course not, I *shan't stay* at home. I'll go to the skating-rink. I'm fond of skating.

* * *

- How are you going to spend your next summer holidays?
- I'll take a trip to Leningrad.
- And what about your sister?
- She'll go to the mountains.

X. Translate into English.

1. Мы поедem завтра в деревню? Я думаю, погода будет чудесной. 2. Какая отвратительная погода! Идет дождь; гремит гром, и сверкает молния. К тому же довольно холодно. Возьми плащ, а то промокнешь насквозь. 3. Становится теплее. Я думаю, что скоро на деревьях появятся зеленые листочки. 4. Идет дождь, дует ветер. Скоро наступит зима, и дети будут кататься на лыжах, на санках, играть в снежки, лепить снеговиков. 5. По радио передали, что завтра потеплеет. Температура поднимется до + 20°. 6. Давай отдохнем здесь. Солнце скоро зайдет, и тогда не будет так жарко. 7. Мне кажется, что им удастся добраться до вокзала за полчаса. В автобусах не очень много пассажиров, и они сумеют сесть на первый же автобус.

XI. Make up situations with the suggested word combinations. Express the pure future:

1) to be covered with clouds, to snow heavily, with a vast white sheet, about 15 degrees of frost, to freeze over, to have a wonderful time on Sunday, to enjoy skating and skiing;

2) summer, to spend one's holidays at the seaside, to travel by air, to swim and bathe, to lie in the sun, to be fond of mountaineering, to make friends with somebody.

XII. Respond to the following, using the Future Indefinite. Begin your sentences with: Don't worry, All right, I am sure, You are quite right, No wonder, It's very clever of you.

Teacher

Student

Look here! Summer is approaching and I am going to spend it, travelling all round the country.

It's very clever of you. Travelling all round the country, you'll learn very much about its geography, its people and their way of life.

1. It's getting dark but Bob hasn't come back yet. I feel very anxious about him. 2. It looks like rain, let's look for shelter or we shall get soaked to the skin. 3. Tom and Nick are at the river now, and the day is unbearably hot. 4. Look around! How lovely it is here! I think we shall put up our tent near that big oak-tree. 5. Look at these tiny little birds. They are working very hard, making their nests.

XIII. Respond to the statements, expressing doubt, agreement or disagreement. Use the Future Indefinite where necessary.

Teacher

Student

The weather is splendid. The sun is shining brightly in the blue sky. Everyone is going to spend as much time in the open air as possible. But I shan't go out, I don't want to get a tan.

Will you really stay indoors on such a fine day?

Everyone wants to sunbathe and get a nice tan on a day like this.

1. It's autumn. Nature is slowly falling asleep. The leaves are falling down, the birds are leaving for the South, the days are becoming shorter. But we, students, are not sorry. We shall have a wonderful time in autumn, we'll have our vacation. And the autumn vacation will last till January.

2. Spring is a wonderful season. English people say: "Spring, the sweet spring is the pleasant year's king". Nature awakens from her long winter sleep. Everything is full of new life again. Usually my friends are very glad when spring comes, but this year they won't enjoy the beauty of nature in spring because they'll have to revise for their exams.

3. I am a diligent student. I always do all the exercises, learn the dialogues and texts, regularly write all the tests, but I have got very tired since the beginning of the year, and I am looking forward to my summer vacation. In summer I shall do nothing but rest. Every day I shall go to the river, swim, bathe, lie in the sun and in the evening I shall certainly watch television.

4. Many people are fond of different kinds of sport. Sport really is a wonderful thing. It works wonders. When we train much we feel

healthy, and strong, and much younger than we are. I have made up my mind to go in for skiing. So tomorrow I'll begin my training. I can't do it today, you know, I feel very cold as soon as I put on my track-suit.

XIV. Arrange a dramatization, using the structures under study and your active vocabulary form the dialogues given below.

Bill: It's time to get up.

Fred: All right. I'll get up in a minute. At a quarter to nine I'll be ready and we'll begin breakfast.

Bill: We have very little time anyway. Kate's coming at nine o'clock.

Fred: Oh, I'm sure she isn't. It's silly to expect her so early. She'll be at least one hour late.

Bill: She won't be a minute late! She never is.

Fred: She will . . . She will . . . You'll see she will.

Kate: (coming in): Good morning, boys! I'm sorry. I'm a little too early. I'll wait in the garden.

* * *

Paul: You are very smart today, Jack. Are you going out?

Jack: Yes, I've got an appointment with Professor Crop.

Paul: What a pity! Jane's coming by the ten o'clock train.

Jack: Really? Then I'll go and meet her at the station.

Paul: But what about the Professor? Won't he be offended?

Jack: Oh, I'll telephone him. I'll tell him that I'm not well.

Paul: But will he believe you?

Jack: Of course he will. I'll try to sound very miserable.

XV. a) Listen to the joke and reproduce it in Indirect Speech with the introducing verbs in the present tense, vary the introducing verbs.

Teacher: John, why are you late?

John: Please, madam. I had to wash my neck and ears, but honest, it won't happen again.

b) Listen to the story and retell it.

Mr. Brown was very proud of the telephone he had at home. Once when he was in his office, he said to his friend, Smith by name, "I tell you, Smith, this telephone business is a wonderful thing. I want you to dine with me this evening. I shall tell Mrs. Brown to expect you." He spoke over the telephone: "My friend Smith will dine with us this evening." Then he gave the receiver to Smith and said, "Now listen and hear how distinctly her reply will come back." Mrs. Brown's reply came back quite distinctly indeed: "Ask your friend Smith if he thinks we keep a hotel."

XVI. Describe Picture No 26, using the Drill Patterns with the Future Indefinite.

XVII. Make up a dialogue on the picture using the structures under study.

XVIII. Memorize the following proverbs and use them in short situations with the Future Indefinite.

1. Out of sight out of mind. С глаз долой — из сердца вон.
2. First think then speak. Молвишь — не воротишь.
3. Every bird likes his own nest. Каждый кулик свое болото хвалит.

Note. The modal verbs **can, must, may**, have no Future Indefinite tense forms. The constructions **to be able, to be allowed, to be permitted, to have to** are used to supply the missing forms.

1. *Change the following sentences with reference to the future.*

Teacher

Student

I can walk long distances without having a rest. I am a good sportsman.

I **shall be able** to walk long distances without having a rest. I am a good sportsman.

1. We can describe in detail all the places of interest in our town.
2. To feel better you must spend more time in the open air.
3. One must take care of the monuments and other places of interest in our capital.
4. You may begin your journey right now.
5. You may take a ride round the city to get a good idea of it.

II. Answer the following questions.

1. Last year you managed to go to the country every Sunday. Will you be able to go to the country every Sunday this year?
2. Not long ago you made a tour of Moscow, but you didn't get a good idea of it. Will you have to go there once again?
3. Since early morning you have been busy, helping Mother to get ready for the journey. Will you be allowed to say good-bye to your friends before leaving?
4. Will you be able to see all the sights of Moscow in a day or two?
5. Will you have to ask what direction to take to get to the centre of the capital?
6. Will you have to take a taxi ride round the city to get a good idea of it?
7. Will you be allowed to go on an excursion round the Kremlin?

III. Translate into English.

Пришло лето. Погода стоит прекрасная. Скоро мы кончаем сдавать экзамены и думаем, что следующее воскресенье сможем провести в лесу. Мы поедем вместе со своим преподавателем. Мы уверены, что нам разрешат развести костер, но всем придется быть очень осторожными с огнем. Так как река рядом, нам не придется идти далеко за водой, и мы сможем быстро приготовить обед. После обеда и хорошего отдыха одни из нас смогут искупаться и позагорать, другие побродить по полю и лесу. Кому-то, однако, придется мыть посуду и следить за костром. Мы надеемся, что сможем хорошо отдохнуть.

Drill Patterns II

1. They will join us *as soon as* (when, after, etc.) they finish their work.
2. We shall help you *if we have* some free time.

Note. Adverbial clauses of time and condition are used after the conjunctions *when, till, until, before, after, as soon as, if, unless, on condition that*.

I. Look at Picture No 27. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

It's a hot summer day. The sun is shining brightly. There are a lot of farmers in the fields. They are working hard. They are making hay. Suddenly they see a nasty-looking cloud in the sky. They have to hurry. **If they hurry**, they'll be able to finish their work **before** it begins to rain.

'If they hurry' is an adverbial clause of condition. The verb **to hurry** is used in its Present Indefinite tense form to denote a future action.

'Before it begins to rain' is an adverbial clause of time. The verb **to begin** is used in its Present Indefinite tense form to denote a future action.

II. Practise aloud after the teacher and comment on the use of the Present Indefinite in the adverbial clauses of time and condition to denote a future action.

1. It's sunny today but there's a cold wind blowing. I think you will be cold if you don't put on your hat and coat.

2. Children are fond of winter sports. But they will be able to enjoy being out of doors only after they prepare their lessons.

3. Since early morning Jim has been looking forward to watching a hockey match on TV. But he is afraid that his mother will send him to bed as soon as the clock strikes 9, and the match begins at half past nine.

4. It's raining hard and we've got no umbrellas with us. If we run in the rain, we shall get wet through. But if we wait until the rain stops, we shall be late for our lessons. So we are at a loss what to do.



Picture 27

III. Answer the following questions, expressing the idea of the future time in an 'if-clause'

Teacher

Student

When are you going to tidy up the garden?
I'll tidy up the garden next week if it doesn't rain.

1. When are you going to spend your day-off in the country? 2. When is she going to visit the suburbs of the city? 3. When are they going to organize a picnic lunch? 4. When is he going to teach you to swim? 5. When are you going to plant trees near your house? 6. When are you going to make a tour of the Caucasus?

IV. Listen to the following situations and answer the questions.

Teacher

Student

It's been raining for at least 3 days. What will you do on Sunday, if the weather doesn't change for the better?
If it doesn't stop raining, I'll go to the library to prepare for my report.

1. Winter is the most severe season of the year. Will old people enjoy being out of doors if the weather gets colder and colder? 2. When spring comes, nature awakens. Green grass appears, trees break into blossom, birds begin to sing their lovely songs. Where will the birds return from as soon as spring comes? 3. In autumn we have a lot of fruits and vegetables and other crops. Autumn is the busiest season for collective farmers. Why will they have so much work to do when autumn comes?

V. Ask questions and give responses to them.

1. Kate made a very interesting report a few days ago. Everybody liked it. Ask Kate if she will be able to make another report as soon as she finds the necessary material. 2. I know that your sister has never been to the South, but she has been dreaming of such a trip for ages. Ask her who she will go there with as soon as she passes all the exams. 3. Peter's television-set needs repairing, but Peter prefers to wait for his father to come home. Ask him why he won't try to put the television set right before his father comes home. 4. John and Mary have invited Jane for a walk and now they are waiting for her. Ask them where they will go when Jane joins them. 5. I hear that your brother is leaving for the Caucasus. He is fond of mountaineering. Ask him how long he will stay in the mountains after he settles in.

VI. Give dialogues similar to the suggested ones.

- How are you going to spend the week-end?
- I'll go boating if it doesn't rain.
- But if it does?
- Well, if it does, I'll just stay at home and watch television.

- May I speak to Ann, please?
- Sorry, she isn't in.
- Will you give her a message, please.
- Yes, certainly.
- Ask her to call up Helen as soon as she comes home.

VII. Translate into English.

Сейчас июнь. Погода стоит прекрасная. Если такая погода продержится до следующего воскресенья, мы поедем за город.

Место, куда мы сейчас собираемся, совсем нам незнакомо. Мы там никогда раньше не были. Как только мы найдем живописный уголок, мы поставим палатку и разведем костер. Затем мы пойдем искать речку, и, если будет жарко, мы с удовольствием искупаемся и позагораем. Каждый раз, когда мы выезжаем за город, мы стараемся нарвать цветов и собрать грибов и ягод. В этом году было мало дождей, поэтому мы, наверное, не найдем грибов, но, если нам все же повезет, мы обязательно сварим грибной суп. Мы хорошо отдохнем на свежем воздухе. И, конечно, вернемся в город с букетами полевых цветов. Мы прекрасно проведем день, если не пойдет дождь. Но будем надеяться на лучшее.

VIII Respond to the statements, using the present tense to express a future action in subordinate clauses of time and condition.

Teacher

Student

What nice weather it is! The sun is shining brightly and it's very warm. I hope it will keep like this.

Oh, if it does, we shall be able to go to the river every day.

1. They say the frost will soon become severe. The rivers and lakes will freeze over. It will be very good for skating. 2. Nick wants to go to the cinema, but his mother doesn't allow him as he hasn't done his homework. She says he must learn his lessons first. 3. Soon summer will come. There will be a lot of berries and mushrooms in the forest. We shall be able to go and pick them. 4. Today, when the lessons are over, we must go to Room No 402. There will be a Komsomol meeting there.

IX Make up situations of your own, using the suggested word combinations. Make reference to the future. Use subordinate clauses of time and condition.

1. Spring: to shine brightly, to spend one's holidays, on the bank of the river, to go boating, to go fishing, to lie in the sun, to travel by car.

2. Autumn: nasty weather, to drive across the sky, to hurry along the streets, to wear raincoats, to carry umbrellas, to get wet through, a piercing wind.

X. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

A. What nasty weather we are having today! It's raining heavily and it's rather cold too. You will get wet through if you go out now.

B. Well, it doesn't matter. I'm not afraid of rain. I like rainy weather. It's ever so nice to walk in the rain with your raincoat on.

A. Myself I prefer sunny days. It's wonderful to be out of town on a fine warm day.

B. Of course, it is.

A. Don't go now. I don't think it'll rain long. Wait *till* it stops if you are in no hurry.

B. All right.

XI. Reproduce the jokes in indirect speech with the introducing verbs in the present tense.

— Good afternoon, Mrs. Brown. Mummy says she will be glad if you **come** to tea on Saturday.

— Thank you so much, Jane. Your mother is very kind.

— Oh no, Mummy says she will be glad *when* it's over.

* * *

Mother: If you **meet** a very dirty little girl in the street who will offer you a piece of bread, will you take it?

Child: No.

Mother: Why not?

Child: Because there will be no butter on it.

* * *

The poor artist: "Now I have no money, but let me tell you that in a few year's time people will look up at this house and say: "Jones, the artist, used to work here!"

Landlady: "If you **don't pay** your rent by tonight, they will be able to say it tomorrow."

XII. Memorize the following proverbs and use them in short situations.

1. If you run after two hares, you will catch neither. За двумя зайцами погонишься, ни одного не поймаешь.

2. If the sky falls, we shall catch larks. Если бы, да кабы.

XIII. Describe Picture No 27, using the Drill Patterns with the subordinate clauses of time and condition.

XIV. Make up a dialogue on the picture, using the structures under study.

Drill Patterns III

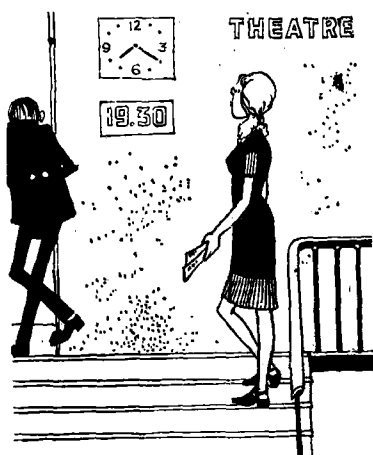
1. I don't know whether (if) the play **will be** interesting.

2. I wonder when she **will be able to** catch up with the others.

I. Look at Picture No 28. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Helen and Ada have made up their minds to spend this evening at the theatre. It's 7.20. Ada is standing at the entrance to the theatre and is waiting for Helen. She is nervous. The performance will begin at half past 7, but she doesn't know when Helen will come. She is anxious to know if they will manage to enter the hall before the performance begins.

The verbs **to come** and **to manage** are used in their Future Indefinite tense forms in the object clauses to denote future actions.



Picture 28

II. Practise aloud and comment on the use of the tense in the object clause.

1. Today is Sunday. Mr. Brown has gone fishing. I wonder if he **will catch** any fish.

2. They usually spend their days off in the country. I'd like to know if they **will go** there this Sunday as well.

3. The weather promises to be nice. I am sure that if the weather is really nice, they will certainly go to the river. I am interested to know if they **will swim**. Mrs. Brown has been unwell for some days.

4. I am sitting near the television set and watching an interesting programme. It's very nice, indeed, and I only want to know when it will be over as I must send my little sister to bed.

III. Complete the following short situations, using the suggested verbs.

Teacher

Student

I am waiting for Jack as we are going for a picnic lunch. But Jack isn't in sight, and I really don't know when . . . (to come)

I am waiting for Jack as we are going for a picnic lunch. But Jack isn't in sight, and I really don't know when he **will come**.

1. I am reading a funny story and from time to time I burst out laughing. Pete is sitting nearby and looking at me with great interest. I am sure he wants to know when . . . (to give) 2. My grandmother lives a long way from us and she seldom visits us, but I always look forward to her visits. I am always glad to see her, and I wonder if . . . (to visit) 3. Mary likes fine weather. When the weather is good, she prefers to spend all day out of doors. She always listens to the weather forecast

very attentively. And now she is sitting near the radio. She is eager to know if . . . (to be fine) 4. Tom is fond of football. But recently he broke his leg. He is very upset because summer is coming on. Whenever the doctor comes to see Tom, he asks him a lot of questions as he is eager to know when . . . (to allow)

IV. Answer the questions, changing them first into indirect ones. Begin your indirect questions with: You'd like to know; You are interested to know; You wonder.

Teacher

Student

This year you'll have your exam in Phonetics. Will you have it in May or in June?

You want to know if we **shall have** our exam in Phonetics in May or in June. To tell you the truth, I don't know yet. But I don't think it matters much. We must pass it, and we are all working as hard as possible.

1. Nina is celebrating her 20th birthday this month. I know that she has invited you, but you have to go on a business trip. But, perhaps, you'll be able to return by that time, won't you? 2. I know that your usual breakfast is a typical English one. Will there be any variation in your breakfast today as you are expecting guests in the morning? 3. Mary is seriously ill. She has been absent for a fortnight already. Nobody knows when the doctor will allow her to attend classes. Do you know by any chance? 4. For the last two months John has been studying by fits and starts and, as a result, he is the worst student in the group. He is doing nothing to catch up with his fellow-students. Will he manage to pass his exams? 5. Mary is making a new dress and wants to wear it at the party. But the trouble is she's got no buttons to sew on to her dress. She has been looking for suitable ones everywhere but all in vain. Do you think she will be successful in finding the ones she likes? 6. We always do a lot of different exercises at our English lessons, both oral and written. As for me, I prefer oral exercises as written ones take much more time. Do you prefer oral or written exercises?

V. Give a dialogue similar to the suggested one.

- I wonder when you **will learn** to skate.
- I should say I find it rather difficult.
- Have you ever tried to do it?
- Certainly, more than once, but I haven't made any progress.

VI. Translate into English.

1. Каждый год много молодежи оканчивает школу. Одни из них поступают в институты и техникумы, другие идут работать или служить в армию. В этом году моя подруга кончает школу и хочет поступать в институт, но я не уверена, что она поступит. 2. Я не знаю,

будет ли завтра хорошая погода, но, если будет тепло, мы обязательно поедем в лес. 3. Алика еще нет дома. Интересно, когда он вернется и успеет ли он посмотреть концерт по телевизору. 4. Еще неизвестно, когда начнутся соревнования, но я думаю, что скоро. 5. Интересно, примут ли студенты нашей группы участие в концерте. Очень многие из них поют, читают, танцуют. 6. Я не совсем уверена, удастся ли нам пригласить этого известного актера. Но если удастся, встреча должна быть интересной. 7. Мне очень хочется знать, сможем ли мы хорошо понимать, читать, говорить и писать по-английски к концу первого курса.

VII. Respond to the statements, expressing the pure future in the object clauses.

Teacher

Student

It's 9 o'clock but the lecturer hasn't come yet. I wonder *when* he **will come** then.

Don't worry, I don't know *when* he **will come** either, but I am sure he won't be late.

1. Jane has lost the key and we can't get into our flat. She is looking for it everywhere, but I am not sure if she will find it. 2. Jack is responsible for the discussion on the book we are reading now. But as for him, he hasn't yet begun it, saying he can't find it in the library. If there is no book in the library, I am interested to know how he will manage to make his report. 3. Last week Mary took my dictionary but hasn't returned it yet. I am in great need of it myself, and I'd like to know when she will bring it. 4. William hasn't done his lessons; all day yesterday he was playing hockey at the stadium. Now he is sitting in the classroom and wonders when the bell will ring.

VIII. Make up situations with the suggested word combinations and the structures under study:

1) to repair, to be eager, not to be sure if, to look through, something has gone wrong;

2) to promise, to have to put smth off, to book the tickets beforehand, to make a tour of the Ukraine, to get angry, to keep one's word, to be interested to know if.

IX. Reproduce the dialogues in indirect speech with the introducing verbs in the present tense. Vary the introducing verbs.

Uncle: When do you intend to pay me back the money you've borrowed, sir?

Nephew: Oh, presently, dear uncle! I'll do it directly I get the money from the publishing-house.

Uncle: I'd like to know when you'll get it.

Nephew: I'll certainly get it as soon as the publisher accepts my novel.

Uncle: I'm not sure whether he'll accept it.

Nephew: No doubt he will when I finish it.

Uncle: Are you going to finish it soon?

Nephew: Of course, I am. I 'll begin to write it the moment I've found a suitable subject and the necessary inspiration.

Revision Exercises

I. Comment on the use of the Future Indefinite Tense.

1. There **will be** a discussion at our club tonight.
2. All the students **will take** an active part in it.
3. We think it **will be** interesting.
4. They **will be able** to have a good rest there and to help their parents.
5. I am not sure whether it **will be** warm on Sunday, but if it is warm you'll enjoy yourself out of town.
6. If the lake **doesn't freeze** over in a week, we **shan't be able to** skate there.
7. If you **fail** at your exam, you **will be allowed** to re-take it.
8. Those who have missed a few lectures **will have to** speak to the dean.
9. I am interested to know whether you **will take part** in the coming competition.
10. **Will you be able to** do this work alone?

II. Translate into English.

1. Я не смогу прийти к тебе сегодня, если мне придется остаться здесь после работы. 2. К сожалению, я не смогу остаться и помочь тебе. Я себя плохо чувствую. 3. Боюсь, что мне придется пропустить несколько уроков, у меня заболела мать. 4. Я тебе помогу, как только кончу эту статью. 5. При переводе этой статьи им нельзя будет пользоваться словарями. 6. Я не знаю, смогут ли они справиться с этой работой. 7. Если вы опоздали, вам не разрешат войти в зрительный зал. 8. Я не знаю, когда он придет, но если рано, мы сумеем поговорить с ним. 9. Как только прозвенит звонок, все смогут пойти домой.

THE FUTURE CONTINUOUS

Drill Patterns

1. Don't call on me this evening. I **shall be revising** for my exam in the History of the CPSU.

2. Next time we examine you, I hope you **will be answering** much better.

3. I don't think you will be able to see much of her as she **will be attending** preparatory courses.

4. I see, Helen, you are eager to join us in our journey about the Soviet Union this summer. But it's impossible. You **will be finishing** school and **preparing** for your entrance exams to the Institute while we are travelling about our country.



Picture 29

1. Look at Picture No 29 (a, b, c). Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.

1. It is snowing hard. Large flakes of snow are falling, covering the ground, the roofs and the trees with a vast white sheet. It is a real pleasure to be out of doors in such weather. Do you think your friend will be inside? I am sure when you drop in at his place he **will be having** a wonderful time somewhere out of doors.

The word combination **to have a wonderful time** is used in its Future Continuous tense form to denote an action which will be going on at a definite moment in the future. This definite moment is indicated by another future action expressed by a verb in the Present Indefinite.

2. I am very fond of frosty sunny weather when the temperature is not more than 15 degrees below zero. I've just heard the weather forecast for tomorrow. The weather will be lovely. It goes without saying that tomorrow at this time I **shall be enjoying** myself making a snow man or throwing snowballs with my fellow-students.

The word combination **to enjoy oneself** is used in its Future Continuous tense form to denote an action which will be going on at a de-

finite moment in the future. This definite moment is indicated by the adverbial phrase of definite time «tomorrow at this time».

3. Our winter holidays are coming. And the weather is changing for the better. Soon the frost will become more severe. The rivers and lakes will freeze over. There will be a lot of snow in the woods. I hope that during our holidays we **shall be skating** on the ice and **skiing** in the woods.

The verbs **to skate** and **to ski** are used in their Future Continuous Tense forms to denote actions which are supposed or anticipated in the future.

II. Practise aloud after the teacher and comment on the use of the Future Continuous.

1. Don't ring him up tomorrow, you won't get him on the phone. He **will be having** a wonderful time with his fellow-students on the bank of the river.

2. It is so sunny and warm today. We have just come to the country for a picnic lunch. I suppose we **shall be lying** in the sun, **bathing, boating, fishing, picking** flowers all day.

3. Don't speak too soon. There's a nasty-looking cloud just coming up behind us. I think in about 10 minutes it **will be raining** hard.

4. It hasn't rained for at least forty-eight hours, and I think the grass is dry enough to sit on. We are going to spread the table-cloth and when you return with your basket full of mushrooms we **shall be still having** lunch.

5. We've made up our minds to spend our holidays at the sea-side in the Crimea. By this time tomorrow **we shall be already travelling** by car in the direction of the sea.

III. Extend the statements by using the suggested word combinations and the Future Continuous.

Teacher

Student

Don't go out into the street in an hour. (to pour)

Don't go out into the street in an hour. It **will be pouring**.

1. Don't call on us on Saturday. (to enjoy the beauty of spring out of town). 2. Don't expect us to come next Sunday. (to pick pretty flowers in the meadows) 3. Don't wait for Ann today from eleven to twelve (to have a picnic lunch) 4. Don't forget to take an umbrella. (to rain heavily)

IV. Complete the following sentences by using the Future Continuous.

1. At this time the day after tomorrow I . . . 2. For a few hours to-

morrow we . . . 3. Next Sunday between two and four o'clock we . . .
 4. In a few days I expect he . . . 5. For three weeks next term we . . .

V. Make up sentences or short situations of your own by using the suggested word combinations and the Future Continuous.

Teacher

Student

to wear a raincoat and to carry an umbrella; when it starts raining.

It's coming on to pour. But I'm sure I shan't get soaked to the skin as I **shall be wearing** a raincoat and **carrying** an umbrella when it starts raining.

1. To have a wonderful time, at this time tomorrow evening; 2. to travel by car for a picnic lunch, by this time on Sunday; 3. to go tobogganing, in about twenty minutes; 4. to stay at home all day long, if the weather is nasty; 5. to drive heavy clouds across the sky, all day.

VI. Respond to the remarks by expressing surprise. Let another student confirm the teacher's remark by using the Future Continuous.

Teacher

Student 1

Student 2

The children **will be having** a wonderful time in about half an hour, making a snow man and throwing snowballs.

Will they?

Certainly, they will. It's snowing heavily. **They will be enjoying** themselves outside.

1 According to the weather forecast the frost will be getting more severe the whole week. 2. As the frost is becoming more severe, the rivers and lakes will be freezing harder every day. 3. This time on Monday you'll be enjoying yourself, skating on the ice of the frozen pond. 4 The temperature today is 8 degrees below zero. I am sure your fellow-students will be skiing in the woods all afternoon. 5. Don't drop in at his place. He won't be in. From two to six he will be teaching his younger brother to skate.

VII. Ask questions and give responses to them. Ask your fellow-student:

if she will be lying in the sun on the sandy shore of Lake Naroch this time next month

if it will be pouring for at least half an hour

if she will be staying at her aunt's for a fortnight more

if they will be going for a picnic lunch at 7 o'clock tomorrow

what she will be wearing if she is caught in a thunderstorm

what she will be doing if it is raining all day long tomorrow.

VIII. Make up dialogues similar to the suggested ones.

- What will you be doing this time on Sunday?
- I think I'll be sliding and skating on our pond. And you?
- I'll probably be travelling by car to the woods.

* * *

— This time tomorrow I'll be flying home. What will you be doing, Jane?

— I'll be packing my luggage and looking forward to my ten days at home.

— I suppose we shall all be thinking about our home-coming all the way there.

— And of course, we shall be feeling too excited to be tired after our journey.

IX. Translate into English.

1. Не выходите на улицу. Посмотрите на эту страшную тучу. Думаю, что через минут пять будет лить как из ведра. Вы, конечно, промокнете насквозь, если не переждете здесь. 2. Вы легко можете представить себе, что мы будем делать, когда вы приедете: я буду загорать где-либо на берегу реки, мой младший брат — купаться, а мой отец — ловить рыбу. 3. В следующем месяце в это время мы будем возвращаться домой загорелыми, отдохнувшими и здоровыми. 4. Мой старший брат хороший охотник. Охота — его любимое занятие. Приближается осень, и скоро его нельзя будет застать дома. Я уверена, он целыми днями будет бродить по лесам. 5. Они косят и сушат сено вот уже несколько дней. Но так как теплая погода продержится еще с неделю, они будут косить сено и через несколько дней, когда ты сможешь, наконец, приехать помочь им. 6. Погода сегодня отвратительная. Льет дождь и дует холодный ветер. В течение следующих дней будет моросить дождь, и мы не сможем поехать за город отдохнуть. 7. Какая сегодня прекрасная погода! Давай поедem на Минское море. Пока ты будешь купаться и загорать, я буду где-нибудь в тени готовить свой доклад.

X. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

— Tomorrow I'll be flying to the Caucasus and you'll be working at the office, looking at the rain outside and envying me. As you probably know, envy is not very good for your stomach.

— That's very clever of you to say so, but my stomach is never out of order. And besides, I'll be having a good time, too

— Will you really?

— Yes, I'll be enjoying myself, playing table-tennis and chatting with friends.

— You'll probably be walking along wet streets, carrying an umbrella and wearing a mackintosh.

— Going out in such rainy weather is out of the question. By the way, when **will** you **be coming back**?

— In a few weeks, probably. I'll send you a postcard from Sochi, anyway.

XI. Respond to the remarks by using the Future Continuous and a suitable adverbial such as all afternoon, for the next few weeks, next month, in a few days, all day long, by that time next month, for two hours on Sunday.

Teacher

Student

Peter is going to call for Ann on his way to the lake. But she won't join him, I am sure.

Oh, it's as clear as day. She'll be **helping** her grandfather to pick fruit in the orchard all day long. Gardening is her hobby.

1 It's harvest time. The farmers will be busy in the fields for the next few weeks. 2 Nick is going to see his aunt who lives in the country not far from Minsk. 3 There's a spell of sunny warm weather in our region now. But the climate in Byelorussia is changeable. 4 Winter is coming. I like this season for there are a lot of sunny frosty days in winter. 5 My favourite season is winter. It is freezing harder every day. The ponds are frozen over.

XII. Make up situations of your own by using the Future Continuous and the suggested words and phrases:

1) to be a grand time for hunters, to enjoy oneself, a spell of sunny weather, to take a train, to go down into the country, when, to return from the South;

2) to be the most lovely season of the year, to awaken from one's long winter sleep, to get covered with fresh green grass, to be in full blossom, to sing one's merry spring songs, to think, in a couple of weeks;

3) to spend one's summer vacations, somewhere in the neighbourhood, to pick pretty flowers, to carry a basket full of mushrooms, while, to lie in the sun;

4) to go to the country for a picnic lunch, to be too damp to sit on the grass, to spread the table-cloth on the ground, to be changeable, to head for the nearest barn, to know, in about 20 minutes.

XIII. Listen to the story and reproduce it.

A London policeman stopped a girl crossing the street at the wrong place and said:

"My dear young lady, you'll be getting flowers, and you won't be able to smell them."

XIV. Describe Pictures No 29 (a, b, c), using the above Drill Patterns with the Future Continuous.

XV. Make up a dialogue on the pictures, using the structures under study.

XVI. Memorize the following proverbs and use them in short situations with the Future Continuous.

1. Everything is good in its season. Всему свое время.
2. Good health is above wealth. Здоровье дороже богатства.

THE PAST PERFECT

Drill Patterns I

1. Betty **had visited** all her schoolmates *by the end of her winter holidays*.
2. The Parkers **had taken** shelter in the barn *before it began to rain*.
3. I *understood* that they **had just fallen** asleep.
4. I *saw* that he **hadn't written** a single sentence *yet*.
5. The teacher *hoped* that the students **had already completed** the task.
6. John had a cup of milk *after* he **had had** a steak with mashed potatoes.
7. *When* Roger's London friends arrived at the seaside, he **had already chosen** a nice place.

I. Look at Pictures Nos 30 (a, b), 31, 32. Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.

1. Last year a group of English students arrived at our Institute. The students came to the Institute at eleven in the morning. Peter, a second-year student, showed them round our Institute. They **had seen** the classrooms and laboratories by one o'clock. At one they were invited to have dinner in our Institute canteen.

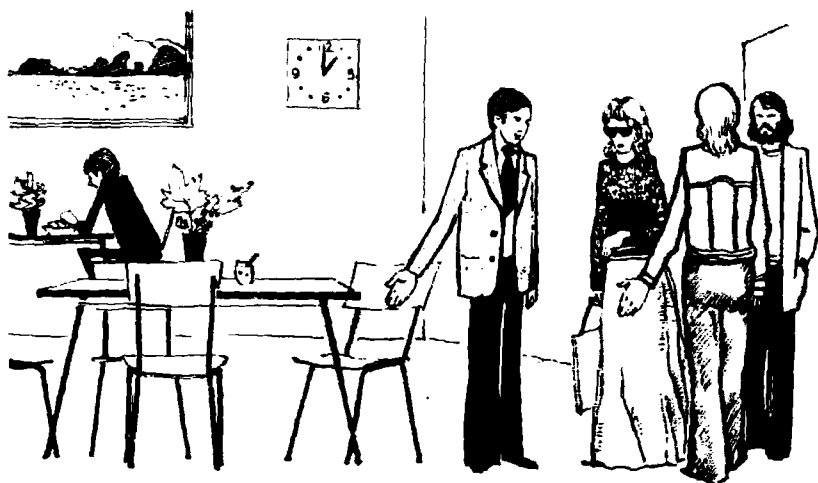
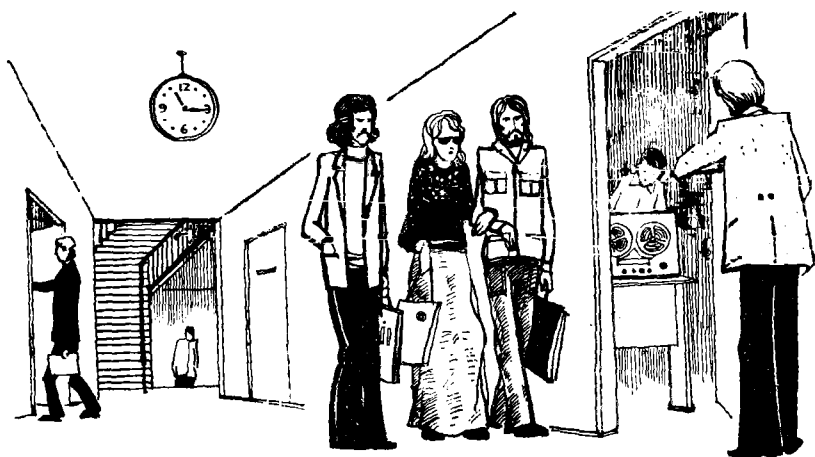
'They had seen the classrooms and laboratories by one o'clock'.

The verb **to see** is used in its Past Perfect tense form to denote an action completed before a certain moment in the past. This moment is indicated by the adverbial phrase 'by one o'clock'.

2. On a sunny summer day I made up my mind to go to the river. The weather was especially fine that day, the sun was shining brightly in a cloudless sky. But when I called for my friend Nelly on my way, she **had already gone** to the river.

The verb **to go** is used in its Past Perfect tense form to denote an action completed before a certain moment in the past. This moment is indicated by another past action expressed by the verb 'to call for' in the Past Indefinite.

3. I knew that my friend Alice was preparing for the entrance examinations to the Institute of Foreign Languages. Passing by the Insti-



Picture 30

tute on the 1st of September, I noticed Alice standing in a group of young people. She was talking and laughing happily. The case was quite clear. Alice **had become** a student of the Institute.

‘Alice had become a student of the Institute.’

The verb **to become** is used in its Past Perfect tense form to denote an action completed before a certain moment in the past. This moment is understood from the situation.



Picture 31

II. Practise aloud after the teacher and comment on the use of the Past Perfect.

1. At seven Maggy's friend Peter called for her as they were going to the theatre. By this time Maggy **had** already put on her smart evening dress and **had** made a beautiful hair-do.

2. The sun **had** appeared in the sky again before the Parkers left their shelter.

3. When John got home after the picnic lunch, his sister **hadn't** gone to bed yet.

4. It looked like rain. A nasty-looking cloud **had** just appeared in the sky. The people were hurrying to find shelter not to get soaked to the skin.



Picture 32

5. When the Smiths arrived in the Soviet Union, the apple-trees were still in blossom, but the cherry-trees **had** already lost their petals.

6. It was a beautiful spring day. A heavy rain **had** fallen before sunrise, and the soft white clouds were floating across the sky.

III. Combine the following sentences with the help of the conjunctions after, when, before, as soon as, using the Past Perfect.

Teacher

Student

Irene's mother cooked dinner.
Irene came home soon. (before)

Irene's mother **had** cooked dinner
before Irene came home.

1. Mary had bacon and eggs, a sandwich and a cup of strong tea. Then the clock struck 8. (before) 2. James listened to the latest news. Then he went downstairs to the recreation room. (before) 3. Mary dusted the furniture in her flat. Soon she felt unusually tired. (after) 4. Mrs. Sandford laid the table for supper. The family sat down to table to have it. (after) 5. John's sister began to knit a sweater for him. Then John came home. (when) 6. Nelly introduced her sister Helen to us. Helen joined our company. (as soon as)

IV. Make up sentences with the Past Perfect, using the suggested word combinations. Let another student express surprise about what has been said. Respond to it in short.

Teacher	Student 1	Student 2	Student 3
to dive off that raft	Alice had dived off that raft many times before she swam ashore.	Had she really?	Yes, she really had .

To play a game of golf, to start a quarrel, to cut sandwiches, to get everything arranged, to start for the railway station.

V. Express uncertainty about the given statement. Let another student disagree with it, using the suggested words or word combinations.

A. Teacher	Student 1	Student 2
Roger and Alice had got soaked to the skin before they took shelter in the pub. (to be just in time)	Roger and Alice had got soaked to the skin before they took shelter in the pub, hadn't they?	I'm afraid you are mistaken. They hadn't got soaked to the skin before they took shelter in the pub. They were just in time.

1. By midnight the Hiltons had got everything arranged for the trip. (by 9 p. m.) 2. Nora had spread the table-cloth on the grass to have a picnic lunch before it began to pour. (to be about to spread the table-cloth) 3. When Mr. Pickwick went out into the street, people were carrying umbrellas and wearing raincoats. The rain had already stopped. (to begin to rain)

B. Teacher	Student 1	Student 2
The Hiltons hadn't bought cheap "week-end" tickets before they took the train (to be lucky)	The Hiltons hadn't bought cheap "week-end" tickets before they took the train, had they?	Yes, they had . They had bought cheap "week-end" tickets before they took the train.

1. The family hadn't cut sandwiches before they started for the railway station. (to manage to get everything arranged) 2. Mr. Hilton hadn't read his newspaper by the time he joined his family. (besides, to work in his garden a little) 3. The children hadn't started a quarrel when their mother came in. (to be high time for them to go to bed)

VI. Answer the questions. Pay attention to the formation of different types of questions with the Past Perfect.

1. Had Alice and Roger started a quarrel, or had they made up with each other, when their mother came in? 2. What did Mrs. Hilton say when she saw that her children had started a quarrel? 3. Did the family start for the railway station or for the stadium after they had got everything arranged for the trip? 4. The trip wasn't going to become too expensive as the family had bought cheap "week-end" tickets, was it? 5. By 11 o'clock the Hiltons had got to the seaside, hadn't they? 6. Had Alice and Roger chosen a nice place when their parents joined them?

VII. Ask questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student by what time he had reached the station the day before.	By what time had you reached the station the day before?	I had reached the station by 5 and managed to catch the 5 o'clock train.

Ask your fellow-student:

what Mr. Hilton had done before he began to watch television
 if Alice had had a cup of strong coffee before she took a small plateful of cornflakes sprinkled with sugar
 by what time the Hiltons had managed to get to the seaside
 if Roger had swum, or if he had played a game of bridge by the time his London friends reached the beach
 where Roger swam after he had dived off the raft
 who helped Aunt Emily to pick fruit in the orchard when the apples and pears had ripened.

VIII. Make up dialogues similar to the suggested ones.

- What did Alice do last night?
- She went to the cinema.
- **Had** she **done** her homework by that time?
- No, she **hadn't**.

* * *

— Look here, Ann! Did Nick tell you that he had visited almost all the Soviet Republics?
 — Certainly, he did. I met him in Georgia.
 — After he **had made** a tour of the Uzbek, Kazakh, Azerbaijanian and Tadjik Soviet Socialist Republics he started for the Baltic ones.

IX. *Translate into English.*

1. Когда семья Смитов приехала в Советский Союз, погода стояла солнечная, безветренная. Цвели яблони, а вишни уже отцвели. 2. Когда я вышел на улицу, я увидел, что откуда-то появилась страшная туча, всё предвещало скорый дождь. Люди спешили укрыться от дождя, мне пришлось вернуться домой. 3. После того как Роберт и Алиса затеяли спор о том, как им лучше провести выходной день, мать прекратила их ссору, сказав, что им пора идти спать. 4. Когда дети выбрали место, где было не очень много отдыхающих, родители начали доставать еду из корзинки, чтобы перекусить, так как они не успели позавтракать дома. 5. Хотя сильного дождя и не было, но целый день моросил мелкий дождь, и к вечеру мы промокли насквозь. 6. Мистер Пиквик был ошеломлен, так как поезд только что отошел. 7. Когда Мистер Сэндфорд вошел в комнату, ему показалось, что он когда-то был здесь, но когда это было, он не помнил. 8. Мать вернулась с работы усталая. Дочь встретила ее с улыбкой. Она сама сшила новое платье и собиралась надеть его, так как шла в театр с друзьями. 9. Когда я пришла домой, гости уже ушли. Мама мыла посуду. Мне пришлось помочь ей. 10. Когда я поступила в МИИИИИЯ, моя подруга Нелли уже окончила его. 11. Учитель взглянул на учеников и заметил, что Стив не пишет. Он подошел к Стиву и увидел, что тот не приступил к выполнению даже первого пункта работы.

X. Respond to the statements, using the Past Perfect. Begin your statements with: Far from it; I believe; You are not quite right; I am afraid, you are wrong; I am of another opinion; That's it; That's natural; No wonder; On the contrary; Just the other way round.

Teacher

Student

Mrs. Parker didn't say a word when Alice and Roger **had started** a quarrel.

You are not quite right. When Alice and Roger **had started** a quarrel, Mrs. Parker said it was time for them to go to bed.

1 In the afternoon after Mr. Hilton, Roger and Alice had come home, their preparations for the coming week-end began. Mrs. Hilton told the young people to wash up. 2. The trip was going to become too expensive as the family hadn't managed to buy cheap "week-end" tickets. 3. Alice went out of the water very quickly as she had got a mouthful of salt water. 4. When Mr. Parker looked back, he didn't see Roger. He realized that his son had swum ashore. 5. Roger stopped diving off the raft after he had dived ten times. 6. When Mr. Hilton joined his children, they had already filled their baskets with mushrooms and were eating cranberries. 7. When the family returned from the picnic lunch from Brighton the rain hadn't begun yet.

XI. Make up situations, using the following word combinations and the structures with the Past Perfect:

1. to go to the forest on a sunny summer day, to get everything arranged, to go by bus, to be as hungry as a hunter, to spread a tablecloth, to lie in the sun, *Where there's a will, there's a way*;

2) to be hot, to shine brightly, to lie in the sun, to begin to rain, to take shelter, to stop raining, to go to the river again, *Make hay while the sun shines*.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Mr. Wood: I had a rather unpleasant incident at the seaside.

Mr. Green: Really? What happened?

Mr. Wood: Once I noticed that my car **had disappeared**. I immediately informed the police. I was sure someone **had stolen** it. It turned out, however, that my wife **had taken** it to do some shopping.

Mr. Green: Didn't she let you know?

Mr. Wood: She **had forgotten** to give me a ring. I was rather worried because I had left some expensive things in the car.

Mr. Green: Was your wife surprised when the police stopped her?

Mr. Wood: She was. She was very angry that I had informed the police. She said I **had acted** very foolishly.

Mr. Green: I think it was her fault, really.

XIII. Listen to the following story and reproduce it.

Presence of Mind

A fire broke out in the middle of the night in a country house where a number of guests had been staying. Now they were all standing outside wrapped up in shawls, sheets and blankets. One of the guests was the last to join the crowd. He said he was not at all excited and **had not lost** his usual presence of mind in spite of the danger. He drew everybody's attention to the fact that he **had not only put** on his shirt and tie but **had even found** time to fetch his pipe. The other guests were full of admiration and praised his self-possession. Only one of them wondered why together with his shirt and tie he **had not put** on his trousers.

XIV. Describe Pictures Nos 31, 32, using all the above drilled patterns with the Past Perfect.

XV. Make up a dialogue on the pictures, using the structures under study.

Drill Patterns II

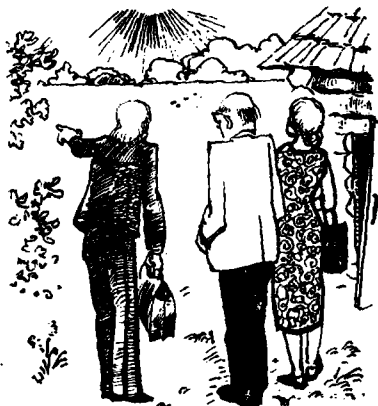
1. Mrs. Hilton had **hardly** spread the table-cloth on the green grass **when** a nasty-looking cloud came up behind them.

2. Maggy had **scarcely** introduced her boy-friend to me **when** I recognized him.

3. Some ten minutes had **no sooner** passed **than** it stopped raining and the sun appeared in a cloudless sky again.

4. **Hardly** had she laid the table **when** she heard the telephone ring.

1 Look at Picture No 33 (a, b, c). Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.



Picture 33

On a warm summer day Mr. and Mrs. Harry Parker and their elder son Robert went to the country for a picnic lunch. Some hours had passed before they decided to sit down on the green grass to have a bite. The sun was shining brightly in a cloudless sky. Mrs. Parker had **hardly** spread the table-cloth when a nasty-looking cloud came up behind

them. It looked like rain. They had to head for the barn, which was not far away. They **had** scarcely **entered** the barn when it began to pour. No sooner **had** some ten minutes **passed** than it stopped raining and the sun appeared again.

‘Mrs. Parker had hardly spread the table-cloth when a nasty-looking cloud came up behind them.’

The verb **to spread** is used in its Past Perfect tense form with *hardly* . . . *when* to denote an action completed before a certain moment in the past.

‘They had scarcely entered the barn when it began to pour.’

The verb **to enter** is used in its Past Perfect tense form with *scarcely* . . . *when* to denote an action completed before a certain moment in the past.

‘No sooner had some ten minutes passed than it stopped raining, and the sun appeared again.’

The verb **to pass** is used in its Past Perfect tense form with *no sooner* . . . *than* to denote an action completed before a certain moment in the past.

II. Practise aloud after the teacher and comment on the use of the Past Perfect with the conjunctions *hardly* ... *when*, *scarcely* ... *when*, *no sooner* ... *than*.

1. At the end of August Nick met Helen, an eighteen-year-old girl. She was in high spirits. He **had** hardly **asked** her about the reason when she answered that she had passed her entrance exams with excellent marks.

2. The students had scarcely left the classroom when the student on duty switched off the tape-recorder.

3. The student **had** no sooner **finished** reading the sentence than the teacher began correcting her pronunciation mistakes.

4. The bell **had** hardly **gone** when the teacher entered the classroom and began explaining the new grammar material.

5. The tape **had** scarcely **snapped** when the monitor spliced it and the students could listen to the poem several times more.

III. Change the following sentences so as to use the inverted word order.

Note. In the sentences with the above mentioned conjunctions the word order may be inverted for the sake of emphasis.

Teacher

Student

Mrs. Smith **had** *hardly* **asked** Ann to fetch some more milk from the kitchen *when* the latter readily brought it.

Hardly **had** Mrs. Smith **asked** Ann to fetch some more milk from the kitchen *when* the latter readily brought it.

1. Kitty had scarcely tasted her porridge, when she said she didn't like it and asked her mother to give her some tea and toast. 2. Mr. Smith had no sooner finished his bacon and eggs than his wife gave him a cup

of strong tea. 3. Ann and Bob were hungry. They started for the nearest canteen. They had hardly entered the canteen when they saw their friend Edd at a small table near the window. 4. There was a wide choice of dishes on the menu. Ann had no sooner seen clear soup on the menu than she said she was going to take it as it was her favourite soup. 5. They decided to have mixed salad to begin with. Peter had hardly mentioned a bottle of beer when Nick said he preferred a glass of mineral water or just a cup of tea.

IV. Combine the following sentences, using the Past Perfect with the conjunctions *hardly ... when, scarcely ... when, no sooner ... than.*

Teacher	Student 1	Student 2
Mary came home. Suddenly it began to rain.	Mary had hardly come home <i>when</i> it began to rain.	Hardly had Mary come home <i>when</i> it began to rain.

1. Early summer came. The farmers began to cut grass as the busy time came. 2. The family returned from the fields. A storm began with thunder, lightening and hail. 3. The farmers began to pick fruit and gather crops. The nights became colder. 4. The temperature rose above 15 degrees. The trees and grass turned green, fresh leaves appeared. 5. The children went out into the yard. They began throwing snowballs as the ground was covered with a white blanket of snow. 6. The birds came back from warm countries. They began to make nests.

V. Complete the following sentences.

Teacher	Student
It had hardly begun raining...	It had hardly begun raining when we headed for the station.

1. It had hardly begun drizzling when . . . 2. Hardly had Bob asked Ann whether she liked the Russian winter landscape when. 3. John had no sooner mentioned the picnic lunch than . . . 4. Mary had scarcely asked John if the temperature in England often fell below zero when . . . 5. Hardly had Mr. Hilton come into the garden when . . . 6. Scarcely had the corn turned golden when . . .

VI. Give dialogues similar to the suggested ones.

- Mrs. Sharp is a lucky woman.
- **Why?**
- She has travelled a lot. **Hardly had I mentioned** the word "seaside" when she told me she was going to the Caucasus for her holiday.

* * *

- I met Lena in the Urals last year.

— You don't say so!

— I **had** no sooner **asked** her about her impressions of the mountains than she told me she was going to the Pamirs.

VII. Translate into English.

1. Едва Паркеры успели спрятаться под крышей от дождя, как начался сильный ливень с громом и градом. 2. Не прошло и 10 минут, как опять выглянуло солнышко и засияло еще ярче. 3. Только Хилтоны успели расстелить скатерть на траве, чтобы позавтракать, как на небе появилась страшная туча. 4. Не успели путники подойти к реке, как дождь прекратился, и на траве и листьях деревьев засверкали капли дождя в лучах яркого солнца. 5. Едва блеснула молния и загредел гром, как поднялся сильный ветер, и дождь полил как из ведра. 6. Была ранняя весна. Едва температура поднялась до 15°, как почки на деревьях распустились. 7. Как только птицы вернулись из тёплых стран, они тут же начали строить гнёзда.

VIII. Make up situations, using the following words and word combinations and the structures with the Past Perfect and the conjunctions *hardly ... when; scarcely ... when, no sooner ... than*:

1) the sun, to shine brightly, on the bank of the river, to swim, to lie in the sun, to pick flowers, to pick berries and mushrooms, in the woods, *Good health is above wealth*;

2) to play chess, to listen to the latest news, to go to the station to welcome somebody, to ask somebody to do a favour, to take a taxi, to have supper, to go to bed, to strike twelve, *as welcome as flowers in May*;

3) nasty weather, the sky, to be overcast, cold wind, to blow, low clouds, to drive across the sky, to rain heavily, to hurry along the streets, to wear raincoats, to get wet through, *Every cloud has a silver lining*.

IX. Listen to the story and reproduce it.

A Pair of Trousers

Once a young man went to town and bought a pair of trousers. When he got home, he went upstairs to his bedroom and put them on. He found that they were about two inches too long.

He went downstairs where his mother and two sisters were washing up the tea-things in the kitchen. "These new trousers are too long," he said. "They need shortening by two inches. Will one of you do this for me, please?" His mother and sisters were busy and nobody said anything.

Hardly **had** his mother **finished** washing up when she went upstairs to her son's bedroom and made the trousers shorter by two inches. Then she came downstairs, but she didn't tell anything to her daughters.

After supper one of the sisters remembered her brother's trousers. She had no sooner remembered about them than she went upstairs and shortened them by two inches, and she didn't tell anything to anybody.

The other sister went to the cinema. She had scarcely come back when she went to her brother's bedroom with her scissors, needle and thread and took two inches off the legs of the new trousers.

You can imagine the young man's face when he put them on the next morning.

X. Describe Picture No 33, using the Past Perfect with the conjunctions no sooner ... than, hardly ... when, scarcely ... when.

XI. Make up a dialogue on the picture, using the structures under study.

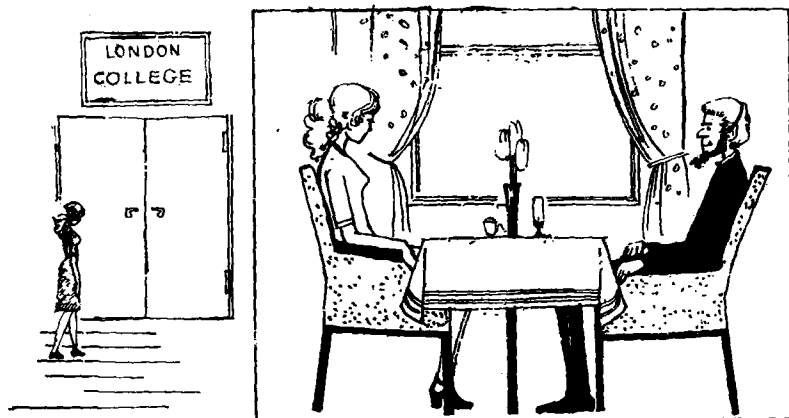
Drill Patterns III

1. Miss Green *mentioned* that she *had lived* in London for *five years*.

2. Ann *added* she *hadn't seen* much of Nick *since 1970*.

3. The other day I ran into a friend of mine on my way to the office. We *graduated from* the Institute in 1968 and *hadn't seen* each other *since*.

4. Mary *told* me she *hadn't gone* to her grandmother *since she finished school*.



Picture 34

I. Look at Picture No 34. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

Once Mr. Black was travelling by train. He was going to London to visit an old friend of his. It was dinner-time and he went to the dining-car to have something to eat. He ordered dinner and began to

wait. Five minutes had passed when a pretty-looking girl sat down at the same table. It was too difficult to keep silent. Mr. Black began talking on the subject of the weather. It turned out that Miss Green was going to London, too. She was a teacher and **had lived** in London for five years. She **had taught** at one of London schools since she graduated from the teachers' training college

'She was a teacher and had lived in London for five years'

The verb **to live** is used in its Past Perfect Inclusive tense form to denote an action which began before a definite moment in the Past, continued up to that moment and was still going on at that moment. The preposition *for* is used to indicate the whole period of duration

'She had taught at one of London schools since she graduated from the teachers' training college.'

The verb **to teach** is used in its Past Perfect Inclusive tense form to denote an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. The conjunction *since* is used to indicate the starting point of the action.

II. Practise aloud after the teacher and comment on the use of the Past Perfect Inclusive

1. Mary **hadn't spoken** German since she graduated from the Institute. She **had taught** English at school for two years, and there was nobody for her to speak German with, as she lived in a remote village.

2. Nelly was out of practice in English. She **hadn't taught** it since they left for a small military camp as her husband was an officer.

3. When Jimmy entered the classroom, the lesson **had already lasted** for fifteen minutes.

4. The friends were eager to see each other. Roger began to work as a teacher in 1968, and he **hadn't seen** his friend John since.

5. Once at our Institute party Lena met an old friend of hers. She was very glad to see the young man whom she **had known** since her childhood but whom she hadn't seen for five years.

6. Maggy said she **hadn't missed** classes since the beginning of the second term

III. Combine the following sentences, using the Past Perfect Inclusive.

Teacher

Student

Robert started for the seaside to sunbathe early in the morning. When I came up to him on the beach in the afternoon, he was still lying in the sun. (to be since)

Robert **had been** on the beach *since* early morning. And when I came up to him, he was still lying in the sun.

1. Alice fell seriously ill in April. The doctor only allowed her to

go out in August when she was much better. (not to go out, for) 2 On Monday Roger hurt his leg. But on Friday he was able to go to the beach, he was eager to have a swim. (not to go, since) 3. Mr. Hilton was very busy that week. But on Saturday he went into his garden to work there. (not to work, for) 4. Mary went to the language lab early in the morning. At twelve o'clock I entered the lab and saw that Mary was still working there (to be, since)

IV. Answer the following questions, using the Past Perfect Inclusive.

1 Had Nelly taught at her old school or at her Institute for some time before she made up her mind to go to the Far East? 2. They had known each other for a couple of years when they decided to get married, hadn't they? 3. How long hadn't she written to her boy-friend when he came to visit her? 4. How long had Nina been ill when you visited her in the hospital? 5. You hadn't learned English for ten years when you entered the Institute of Foreign Languages, had you?

V. Make up questions and give responses to them.

Teacher	Student 1	Student 2
Your friend had to revise for his exams. Ask him how long he hadn't been in the country before his exams.	How long hadn't you been in the country before your exams?	I hadn't been in the country for a month as I had to revise for my examinations.

1 Alice's grandparents were happy to see Alice, as she was the pet of the family. But ask her why she hadn't come to visit them for a few months 2 In 1970 Peter and Ada's dream came true. They saw the Mausoleum. Ask them if they had dreamed of visiting the Mausoleum since their childhood. 3. Pete's teacher wrote to his father and asked him to come. Ask Pete how long it had been since his father was last at the Institute. 4. Mary's teacher gave her an unsatisfactory mark. Ask Mary why she hadn't done her homework for three days. 5. Nick fell ill, he couldn't attend classes and had to stay in bed. Ask him how long he had stayed in bed, before he recovered. 5. Mary told me that Pete and Jill had got married. Ask her how long they had known each other.

VI. Give dialogues similar to the suggested ones.

- When did you first visit Moscow?
- In 1970.
- How long **had** you **known** Irene at that time?
- For three years, since 1967.

* * *

- Since when **had** Jim **studied** French when he first met a real Frenchman?
- Since his schooldays, I suppose.

VII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Mary: When did Mrs. Jones get married?

Kate: Five years ago.

Mary: How long **had** she **known** Mr. Jones then?

Kate: Twelve years. She **had known** him ever since he came to live in our street.

Mary: How long **had** he **been** a teacher then?

Kate: He had just graduated. The poor man fell in love with her at first sight.

Mary: Why did it take them so long to get married?

Kate: She couldn't make up her mind. She had a lot of admirers and the choice was very difficult.

Mary: Poor thing!

Kate: I think she was a lucky girl. He **had waited** for 12 years for her.

Mary: And now they have been married for five years. How time flies?

Kate: It does, doesn't it?

VIII. Translate into English.

1. Когда я встретила её на улице, то узнала, что она работает в институте иностранных языков с 1963 г. 2. Прошло около двух недель с тех пор, как Петровы переехали на новую квартиру, а маленькую голубоглазую Маринку знали почти все дети этого дома. 3. Когда я приехала в Литву к своей бабушке, то я узнала, что наш сосед, учитель французского языка, жил там в течение 20 лет, и все эти годы он преподавал французский язык в школе № 5. 4. С тех пор, как Виктор приехал на Дальний Восток, он не получал ни от кого ни строчки, и вдруг однажды вечером вынул из почтового ящика письмо. 5. Была середина июля, стояла невыносимая жара, дожда не было с конца весны. 6. Том не выезжал за город с тех пор, как узнал, что экзамены будут в середине июля.

IX. Respond to the statements, using the Past Perfect Inclusive.

Teacher

Student

When Nell met Peter, she didn't recognize him as she **hadn't seen** him for fifteen years.

No wonder, that she didn't recognize Pete as fifteen years **had passed** since she saw him last. And besides he had changed beyond recognition, I think.

1. When Mary came to the beach the Parkers had been there for an hour and a half. 2. Kitty's mother was very sad as her only daughter hadn't written to her since she left for the Black Sea. 3. Robert had lain in the sun for some minutes when he noticed a pretty young girl in a blue bathing-suit not far from him. 4. The Greens had lived in the country for a fortnight when their younger son Jim joined them.

5. Fred's friends didn't know that he was going on an excursion to the North as he hadn't rung them up since they parted.

X. Make up situations with the following word combinations and the structures with the Past Perfect Inclusive:

1) to live far from the capital of the Byelorussian Republic, to finish school, to enter the Institute; to graduate from the Institute, to work at school, to teach English, since, for, *East or West, home is best*;

2) to be ill, to stay in bed; to last, a disease, to recover, to look pale, since, for, *Good health is above wealth*;

3) to stay in Moscow, to visit a students' hostel, to share a room with somebody, to show somebody round the hostel, a recreation-room, on the playing-field, since, for, *As welcome as flowers in May*.

XI. Listen to the story and reproduce it.

The Shorter the Better

A well-known English physician hated it when his patients spoke too much about their troubles. He requested them to speak briefly and to the point. A woman who had burnt her hand came to consult him. As she knew, that he was very particular in this respect she did her best to be concise. Showing the doctor her hand she said, "A burn." — "A compress", was the doctor's advice. The next day the woman returned and said, "Better". "The same", said the doctor. This **had lasted** for a week and she **hadn't said** more than ten words to the doctor since she burnt her hand. At last she asked about the fee. "None" exclaimed the delighted physician. "I'd like all my patients to be as sensible as you are, madam."

XII. Describe Picture No 34, using the Past Perfect Inclusive.

XIII. Make up a dialogue on the picture, using the structures under study.

Revision Exercises

I. Comment on the use of the Past Perfect.

1. It was the Seventh of November. Many people **had come** to Red Square to greet our Party leaders, members of the Government, and the guests from abroad.

2. By the time it got dark, people **had gone** out into the streets to see the illuminations.

3. They got tired after they **had walked** all about the city.

4. Before Alec met Voitek, he **had bought** some souvenirs.

5. Hardly **had** they **got acquainted** when Lucy asked Alec whether he spoke French.

6. Alec **had** scarcely **answered** that he spoke Spanish when Lucy mentioned that her mother was from South America and she could speak Spanish rather well.

7. No sooner **had** Alec **invited** the friends to join his fellow students than Voitek and Lucy willingly agreed to.

8. Lucy visited Moscow in 1960. She said she **hadn't been** there since.

II. Translate into English.

1. После того, как мы посетили музей Великой Отечественной войны, мы попросили гида показать нам исторические места города. 2. Том занимался спортом пять лет, прежде чем он выступил на все-союзных соревнованиях. 3. К девяти часам Мария позавтракала. Она собиралась уходить, когда зазвонил телефон. 4. Войтек побывал в Москве, когда ему было семь лет. С тех пор он не был в Москве, но он постоянно мечтал посетить этот прекрасный город еще раз. 5. Мать Люси родилась в Южной Америке. В 1950 году она вышла замуж и уехала в Польшу. С тех пор ей ни разу не удавалось посетить родные места. И вот, когда Люсе исполнилось восемнадцать, они отправились в Южную Америку навестить родственников. 6. Едва мы спрятались от дождя, как ветер разогнал тучи, и выглянуло солнышко. 7. Только я успел напомнить о предстоящем пикнике, как все захотели принять в нем участие. 8. Не успели мы обсудить план нашей поездки, как погода изменилась к худшему, и нам пришлось остаться дома.

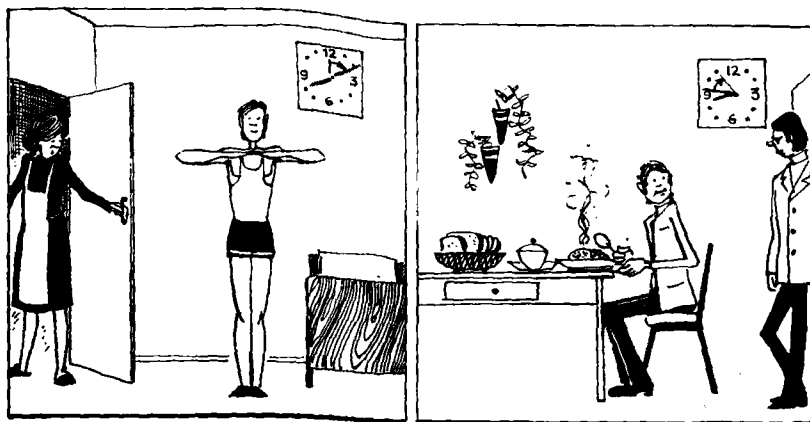
THE PAST PERFECT CONTINUOUS

Drill Patterns

1. By last year he **had been studying** English *for three years*.
2. He **had only been sitting** there *for half an hour* when his friend entered the room.
3. I knew she **had been doing** nothing *since she came*.
4. We couldn't start for the mountains because it **had been raining** hard *since morning*.
5. After he **had been looking** out of the window *for a short time* he began to write.
6. They **had been working** *for three hours* before they stopped for a meal.

1. Look at Pictures Nos 35, 36. Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.

1. It was Sunday morning. Peter got up at 8 sharp and began to do his morning exercises. He **had been doing** them for 10 minutes when his mother said breakfast was ready. So he went to the bathroom, took a shower, dried himself on a towel, dressed and did his hair in front of the mirror. Then he sat down at the table and began to eat. He **had been**

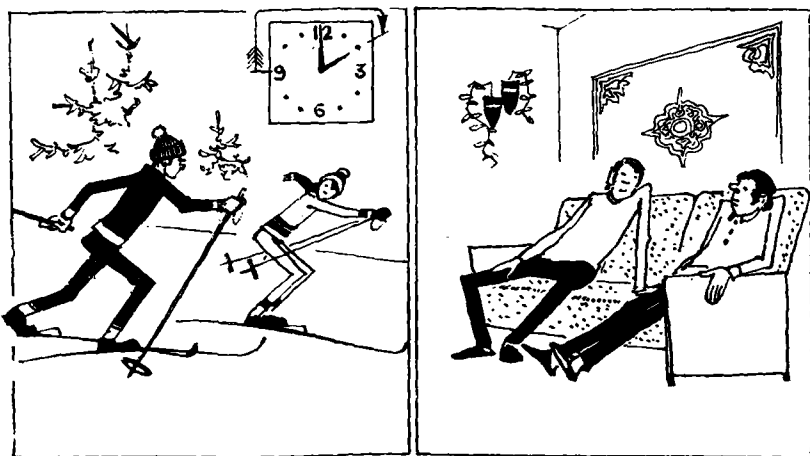


Picture 35

eating for twelve minutes when his friend called to pick him up. In five minutes Pete was ready and they went out. They went skiing.

The verbs **to do** and **to eat** are used in their **Past Perfect Continuous Inclusive** tense forms to express an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. The whole period of the duration of the action is indicated by a prepositional phrase with **for**.

2. Pete and Bob enjoyed themselves greatly in the forest. The weather was fine, it was sunny but a bit frosty. Everything around looked so beautiful because all the trees and bushes were covered with hoarfrost and sparkled in the sun. After they had been in the forest for three



Picture 36

hours they decided to return home. When they came home they felt tired. No wonder, they **had been staying** out since morning.

The verb **to stay** is used in its Past Perfect Continuous Exclusive tense form to express an action which began before a given past moment, continued up to it, but was no longer going on at that moment. The starting point of the action is indicated by a prepositional phrase with *since*.

II. Practise aloud after the teacher and comment on the use of the Past Perfect Continuous Inclusive or Exclusive.

1. Ted **had been going** in for sports for 3 years before he joined the sports club.

2. Mary **had only been staying** in the country for a fortnight when she decided to leave it.

3. I was sure she **had been listening** to the radio since she came home.

4. John **got** tired as he **had been picking** mushrooms since early morning

5. Roger who **had been cycling** with a friend of his for an hour now joined the rest of the family.

6. Alice **had only been swimming** for a little while when she felt a bit chilly.

7. The travellers looked tired because they **had been travelling** since the beginning of the month.

III. Combine the sentences, using the Past Perfect Continuous.

Teacher	Student 1	Student 2
Tom travelled abroad for a year.	After Tom had been travelling abroad	Tom had been travelling abroad
Then he returned home.	<i>a year</i> he returned home.	<i>for a year</i> when he returned home.

Student 3

Tom **had been travelling** abroad
for a year before he returned home.

1. The children walked along the beach for a short time. Then they chose a nice place. 2. The family prepared everything for their departure for a few hours. Then they started for the station. 3. We watched television for an hour and a half. Then I turned it off. 4. He lay in the sun for an hour. Then he went for a swim. 5. Roger swam in the sea for half an hour. Then his sister asked him to swim ashore.

IV. Transform the sentences using the Past Perfect Continuous Inclusive.

Teacher	Student
Jane said she had begun to go in for figure skating years before and she was still going in for it.	Jane said she had been going in for figure skating for years.

1 We knew he had begun to play football a year before and he was still playing it. 2. They said Roger had begun to prepare for his trip a few days before and he was still preparing for it. 3. Ann's mother got angry because Ann had begun to watch television an hour and a half before and she was still watching it. 4. They wondered whether it had begun to rain heavily a few minutes before, and if it was still raining heavily. 5. She remarked that she had begun to ski several years before and she was still skiing.

V. Answer the questions.

1. How long had they been staying at the hotel when they decided to leave it? 2. How long had they been travelling before they stopped for a meal? 3. How long had they been lying in the sun before they moved into the shade? 4. How long had they been living in their country-house when they made up their minds to move? 5. How long had they been fishing in that river when you came up to them? 6. What had they been discussing for a few minutes before they started off?

VI. Answer the questions, using the suggested words and word combinations with the verb in the Past Perfect Continuous Exclusive.

Teacher

Student

Why were his clothes wet through?

His clothes were wet through because it **had been pouring**.

1 Why were his hands dirty? (to work in the garden) 2 Why was he brown? (to sunbathe) 3. Why were they wearing raincoats? (to rain heavily) 4. Why did they feel tired? (to travel all day) 5. Why did he feel so happy? (to spend the week-end at the seaside) 6. Why did she feel chilly? (to swim in the cold water)

VII. Express surprise and let another student disagree with the following statements.

Teacher

Student 1

Student 2

Helen **had been talking** on the phone for half an hour when you called for her. (to pack one's suitcase)

Had she really?

No, of course not. She **handn't been talking** on the phone. She'd been packing her suitcase for half an hour when I called for her.

1 They'd been hiking for a week when they quarrelled. (to lie in the sun on the beach) 2. They'd been having a picnic lunch for a few hours when we joined them (to prepare for one's departure) 3. They'd been discussing the route of their journey for an hour or so when Peter dropped in at their place. (to cut sandwiches) 4. Roger and Alice had been watching an interesting television programme for half an hour

when their mother told them that it was high time for everybody to go to bed. (to quarrel) 5. It had been raining heavily for a few days when the Hiltons made up their minds to visit their Aunt Emily who lived at the seaside. (to shine brightly)

VIII. Ask questions on the starting point of the action. Let another student respond to it.

Teacher	Student 1	Student 2
He started waiting for a taxi early in the morning. When we came to him at eleven, he was still waiting for it.	<i>Since</i> when had he been waiting for a taxi, I wonder?	<i>Since</i> early morning .

1. Roger began watching a basketball match at four o'clock. When Jane phoned him he was still watching it. 2. They started boating at two o'clock. When their friends came to the beach two hours later, they were still boating. 3. Nick began playing records in the afternoon. When his parents returned from work, he was still playing them. 4. The Greens began having lunch in the open air as soon as they got to the forest. An hour later they were still eating. 5. Alice started watching sea-gulls flying above as soon as she sat comfortably on the sand of the beach. When Roger joined her, she was still watching them flying.

IX. Complete the questions, using the Past Perfect Continuous Answer them.

Teacher	Student 1	Student 2
How long... (to listen to the radio)	How long had you been listening to the radio before you switched it off?	I'd been listening to it for an hour or so.

1. How long . . . (to rest)? 2. How long . . . (to play records)? 3. How long . . . (to read that novel)? 4. How long . . . (to travel abroad)? 5. How long . . . (to collect stamps)? 6. How long . . . (to stay in that house)?

X. Ask questions and give responses to them.

Ask your fellow-student:

if he (she) had been walking in the park for a long time when you met him (her) there

what he had been doing since morning before you called on him

how long she had been making the new dress by yesterday

what they had been discussing for a little while before you entered the room

how long he had been repairing the television-set by last week if he had been playing chess or the guitar for a little while before you called on him.

XI. Give dialogues similar to the suggested ones.

— I say, Nick was walking in the park when I met him the other day.

— How long had he been walking, I wonder?

— Since the end of classes, I think.

— It gets more and more interesting.

* * *

— When I came home my little brother was doing his homework. He said he had been doing it for 4 hours.

— Had he really been doing it so long?

— Of course, not. He had only been doing it for half an hour. That I know for sure.

— Such a naughty boy!

XII. Translate into English.

1. Мы пробыли в Ленинграде два дня, когда решили посетить Эрмитаж. 2. Мы знали, что Том играет в теннис уже 3 года. 3. На улице было довольно холодно. Северный пронзительный ветер дул уже несколько дней. Моросило. Не хотелось выходить из теплой уютной квартиры. 4. Мы немного волновались, так как всем уже было время собраться в назначенном месте, но Петр не появлялся, хотя мы его ждали более часа. 5. Когда мы приехали в Минск, наши соседи уже жили там несколько лет. Они рассказали нам много интересного из истории столицы Белоруссии. 6. Когда мы приехали в Сочи, мы неожиданно встретили наших старых друзей. Они очень хорошо загорели, так как отдыхали на юге с начала месяца. 7. На пляже к нам подошла доктор и сказала, что нам пора переходить в тень, так как мы лежали на солнце с самого утра.

XIII. Respond to the remarks, using the Past Perfect Continuous.

1. When Nell saw me, she was surprised. 2. Tom said he had a lot of things to tell us. 3. When I entered the hall, I saw some of our students there. 4. Last night I met Pete. He seemed very tired. 5. They were glad when we joined them. 6. I rang you up last Sunday. But you were out. 7. When I passed you, you didn't notice me. 6. When he returned from the South, he was brown.

XIV. Make up situations with the following word combinations, using the Past Perfect Continuous:

1) to go to the country, to play games, to be out in the open air, to have a wonderful time

2) to visit smb., to stay for a few days, to enjoy oneself, to invite smb;

3) to do one's hair, to press one's dress, to change one's clothes, to look smart, to hurry.

XV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Mr. Black: How did you first meet Mary?

Mr. Roberts: When I first met Mary, she was living in France with her parents. She **had been learning** English for four years then, but she couldn't understand a word I said.

Mr. Black: But you knew French, didn't you?

Mr. Roberts: Luckily I knew French enough to carry on a simple conversation. I **had been staying** in France for six months then.

Mr. Black: You were writing a novel at that time, weren't you?

Mr. Roberts: Yes, I **had been writing** it for nine months before I met Mary, but I didn't finish it yet.

Mr. Black: Mary has always been fond of poetry, hasn't she?

Mr. Roberts: Oh, yes. When I first met her, she had just discovered Verlaine. She **had been reading** him day and night. I was even a little jealous, I must say.

XVI. Listen to the story and reproduce it.

A certain king liked to write verses which he himself thought perfect. The people to whom he showed them praised them to the skies. One day the king showed his verses to a learned man, who found them poor and told the king about it. This made the king so angry that he sent his critic to prison. The man **had been staying** in prison for some time when the king decided to pardon him and invited him to dinner.

Again he showed him his verses and again asked what the man thought of them. The learned man turned to the soldiers who **had been standing** near him since the beginning of the dinner and said in a loud voice, "Take me back to prison, friends."

XVII. Describe Pictures Nos 35, 36, using the Drill Patterns with the Past Perfect Continuous.

XVIII. Make up a dialogue on the pictures, using the structures under study.

XIX. Memorize the following proverbs and use them in short situations with the Past Perfect Continuous.

1. To make both ends meet. Сводить концы с концами.

2. Too much of a good thing is good for nothing. Хорошего понемножку.

THE FUTURE PERFECT

Drill Patterns

1. Alice and Robert **will have made up** with each other *by the evening*.
2. We **shall have made up** our minds what to do *by then*.
3. They **will have got married** *by the time you return from abroad*.
4. I'll telephone him *when I have completed* my work.



Picture 37

I Look at Picture No 37. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

The Old Year is going out. The clock hands are creeping nearer and nearer towards midnight. Mary and her younger sister are finishing decorating the fir-tree and their mother is laying the table. By the time the Kremlin chimes strike twelve, they **will have decorated** the fir-tree and **will have laid** the festive table. At twelve sharp they will bid the Old Year good-bye and wish each other a **Happy New Year**.

The verbs **to decorate** and **to lay** are used in their Future Perfect tense forms to denote an action completed before a definite moment in the future. The definite moment is indicated by another future action expressed by a verb in the Present Indefinite.

II. Practise aloud after the teacher and comment on the use of the Future Perfect.

1 Our teacher makes us work very hard at the English lessons. We do our best to know as much as possible. We hope that by the end of the year we **shall have learnt** to speak English a bit.

2. The report you are going to make is very interesting, I think. But at the moment I haven't enough time to read it carefully. I think by the time your lessons are over today, I **shall have read** it and we'll discuss it.

3. Ring me up at 7. I think I **shall have done** most of the work by then.

4. We study at the Pedagogical Institute. After we **have done** 3 years here, we shall have our teaching practice.

5. Now we are taking our exams. After I **have passed** my first exam, I shall write to my mother. She always asks me to let her know about my examination results.

III. Answer the questions using the Future Perfect.

Teacher

Student

Have they realized their plan of seeing all their friends? Not yet, but they'll have realized it *by next week*

1. Have you decided what to do at the coming summer vacation?
2. Has Roger realized half his wonderful plan of spending the week-end in the country? 3. Have you taught him to play cricket? 4. Has Alice made up with Roger? 5. Have they got everything arranged for the trip?

IV. Complete the following sentences, using the suggested verbs in the Future Perfect.

Teacher

Student

By the time the dinner is ready, she . . . (to do the rooms) *By the time the dinner is ready she will have done the rooms.*

1. Helen is celebrating her twentieth birthday. Her mother has been up since early morning, cooking and baking. Before Helen comes from the Institute, her mother . . . (to cook and bake a lot of tasty things) 2. As soon as Helen comes, she will begin to help her mother. When the guests arrive, she . . . (to finish laying the table) 3. The guests will begin talking, dancing and singing. By the time Helen goes to see about tea, they . . . (to get to know each other rather well) 4. Before tea is ready, they . . . (to sing and dance a lot) 5. When it is time for them to go home, they . . . (to have a wonderful time) 6. By the time the guests leave, they . . . (to help Helen to clear the table)

V. Expand the following sentences, expressing the idea of completion connected with the present and the future.

Teacher

Student

Up to last year they'd built ten many-storeyed buildings in our region.

Up to last year they'd built ten many-storeyed buildings in our region, now they have built twelve many-sporeyed buildings, and by next year they'll have built fifteen buildings.

1. Up to yesterday she'd done one part of the work. 2. Up to last week we'd seen two new pictures by this artist. 3. Up to last month they'd visited only the centre of the city. 4. Up to last Sunday we'd read only one article about this event. 5. Up to last term they'd learnt six new dialogues. 6. Up to last year they'd read a few books by this writer.

VI. *Respond to the remarks using the verb in the Future Perfect and by then. Expand your responses.*

Teacher

Student

Will you be able to return from your trip to Leningrad on Sunday?

Yes, I'll **have been** at home *by then*. I'll **have seen** all the places of interest in Leningrad by Saturday.

1. Shall we come round at 8 o'clock? 2. Will you finish the work on Sunday? 3. Will they have supper at 6 o'clock? 4. Will she make her new dress for the party? 5. Will they manage to build the new theatre if winter comes earlier than usual? 6. Shall we be able to see him if we arrive in time?

VII. *Respond to the remarks using the verb in the Future Perfect negative and by then. Expand your responses.*

Teacher

Student

Can you come to our meeting on Monday to tell us your impressions of Moscow?

No, I **shan't have returned** *by then*. On my way home I'm going to visit my relatives who live in the country.

1. Can you show us round the city at 6 o'clock after you return home from the office? 2. Can you give me a ride in the car on Sunday if you repair it? 3. Can you call for me on Saturday if you return from your tour of Brest? 4. Can you take us out on Sunday if you return from your business trip? 5. Can you show us all the places of interest in the suburbs of your town if you arrange everything for your trip to the South?

VIII. *Practise the following questions after the teacher and give responses to them.*

1. You are making a tour of Moscow. You intend to see as much as time allows. Will you have seen anything of Moscow by the end of the first day? 2. In the evening you are sure to visit one of the Moscow theatres. You will have come to the theatre half an hour before the performance begins, won't you? 3. You won't have forgotten the actors' names by the time you begin discussing the play with your friends, will you? 4. Will you have visited the Kremlin and the Lenin Mausoleum by the time you leave Moscow? 5. How long will you have stayed in Moscow by the time your visit comes to an end?

IX Ask questions on the italicized parts of the statements. Let another student answer them.

1. I am going to spend the coming week-end with my friends out of town if the weather is nice. I shall have got everything arranged **by the time my friends call for me**. 2. We shall start very early, **and by the time the sun rises** we shall have reached the suburbs. 3. **We** shall have rested for an hour before breakfast is prepared. 4. We shan't have got tired before our trip comes to an end **because we shall have had a lot of rest**. 5. We shall have got **home** before it gets dark. 6. Before we part with our friends we shall have made plans for **going to the country next Sunday**.

X. Make up dialogues similar to the suggested ones.

Lilian: I'll **have written** my composition by 6 o'clock.

Nelly: Oh, I shan't even have begun mine by then. But I'll **have begun** it as soon as supper is over.

Lilian: I hope you will, Nelly.

* * *

A: Do you have time to go in for sports?

B: Yes, of course, I've joined the Institute sports club. I am fond of skating and skiing.

A: Well, I hope you'll **have set** a record by the end of the year

B: Let's hope for the best.

XI. Translate into English.

1. Мы ждем гостей. Они придут ровно в 5 часов. К этому времени я приготовлю все к обеду и накрою на стол. Если кто-нибудь придет раньше, он посмотрит передачу по телевизору. 2. В конце июня у студентов начинаются каникулы. К этому времени они сдадут все экзамены и разъедутся: кто домой, кто к морю, кто работать в пионерские лагеря. Нынешние пятикурсники к этому времени получают дипломы об окончании института. К 15 августа они отправятся к месту своей самостоятельной работы. 3. В этом году подруги проведут свой отпуск у моря. Анна уезжает 20 июня, Маргарита будет занята до 10 июля. Когда она приедет на юг, Анна будет там уже более двух недель. Она сможет хорошо загореть и вдоволь накупаться, пока приедет подруга; а потом они вместе посетят все достопримечательности этого небольшого городка. Маргарита надеется, что погода будет хорошей, и она сможет тоже хорошо отдохнуть и загореть к концу отпуска. 4. В восемь часов мы идем в кино. К половине восьмого я постараюсь сделать все дела по дому, купить продукты в магазине и приготовить ужин.

XII. Respond to the remarks, expressing the idea of completion of the action in the future.

1. Let's take some soup, clear soup, perhaps. 2. Would you like

mixed vegetables, chops and potatoes? 3. The pie is really tasty, but hurry up, please. 4. Sorry, but I am absolutely starving. 5. When can I take my exam in Latin? 6. How long will it take you to prepare for your exam? 7. John, don't be pessimistic, it's not like you at all. 8. You are going to discuss the latest news, aren't you?

XIII. Make up situations using the following word combinations and the Future Perfect:

1) to take somebody half an hour to get to, to have practice in, a first-year student, to work hard at, by then;

2) to live in the suburbs, to pick somebody up, to go to the birthday party, to introduce somebody to somebody, to sit to table, to have a wonderful time, by midnight;

3) to make up one's mind, to go to the country, to go skiing in the woods, to enjoy oneself, before somebody returns home;

4) to stay with the family, to clear the table, to listen to the radio programme, by the time the baker's closes, to go to the baker's.

XIV. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

In a Lending Library

Jack: I'm sorry, Paul, but you seem to be taking the three volumes of the History of Philosophy that I need for my exam. How long do you think it'll take you to read them?

Paul: Read them? I'm not going to read them. I only want to look up a few things. I'll **have done** it by next Wednesday, I expect.

Jack: By next Wednesday I'll **have taken** my exam. Could you return them a little earlier?

Paul: That's a bit difficult. I shan't actually start working on these books until I **have finished** the book I'm reading now.

Jack: And when **will you have finished** it?

Paul: By Friday or Saturday, I suppose.

Jack: But you see I must read the books before I take the exam. Could you let me have them till Friday? I'll give them back to you when you've **finished** the book you are reading now.

Paul: All right. You may keep them till Friday. I hope you'll **have read** them by then.

Jack: Of course; that's all right then. Thanks awfully.

XV. Listen to the following jokes and reproduce them.

Husband (angrily): What? No supper ready? This is the limit. I'm going to a restaurant.

Wife: Wait just ten minutes till 7 o'clock.

Husband: Will the supper be ready then?

Wife: No, but I **shall have dressed** to go with you by then.

Judge: You are charged with theft, young man. Do you consider yourself guilty or not guilty?

Thief: I won't be able to answer your question, sir, till I have heard the evidence.

XVI. Describe Picture No 37, using the Drill Patterns with the Future Perfect.

XVII Make up a dialogue on the picture, using the structures under study.

XVIII. Memorize the following proverbs and use them in short situations with the Future Perfect.

1. A friend in need is a friend indeed. Друзья познаются в беде
2. All's well that ends well. Все хорошо, что хорошо кончается

SEQUENCE OF TENSES

Drill Patterns I

Simultaneous Actions	Prior Actions	Posterior Actions
1. He was sure the children were in the country.	5. I found out that they had been living at the seaside for at least a fortnight.	8. It was clear the Hiltons would have got everything arranged for their trip by 7 o'clock in the morning
2. It was clear they were again quarrelling over trifles.	6. He denied that he returned from his trip two days ago. (yesterday, on the second of August)	9. We knew the Smiths would be approaching the beach by that time the next day.
3. The doctor of our rest-home reminded us that morning exercises strengthen one's health.	7. Alice was certain Roger would not be able to realize half his plan.	
4. We knew they had already returned from their picnic lunch.		

Note 1. The sequence of tenses is not observed if the object clause expresses a general truth.

e. g. The teacher said that the Soviet people stand for peace in the whole world.

Note 2. Remember the following verbs that can introduce object clauses in complex sentences in which the sequence of tenses should be observed:

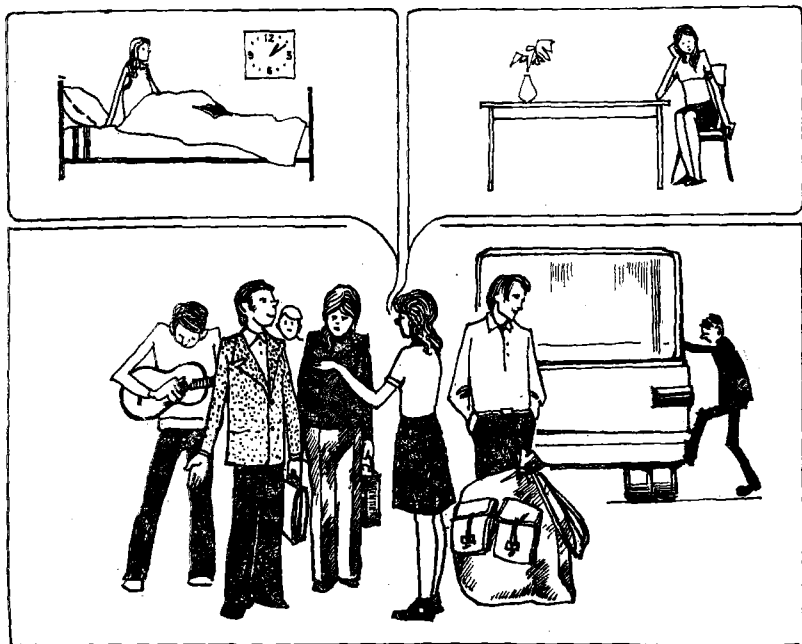
to say, to tell somebody, to answer, to wonder, to want, to know, to begin to believe, to add, to be sure, to understand, to find out, to realize, to know, to remind somebody, to remark, to deny, to promise, to assure somebody, to inform somebody, to declare, to explain to somebody, to confess, to complain, to think, to warn somebody, to decide, to boast, to suppose.

Note 3. Remember that in indirect speech introduced by the verbs in the past *this* is changed into *that*,

<i>these</i>	into
<i>now</i>	into
<i>ago</i>	into
<i>here</i>	into
<i>today</i>	into
<i>yesterday</i>	into
<i>tomorrow</i>	into
<i>last year</i>	into
<i>next year</i>	into

<i>those,</i>
<i>then,</i>
<i>before,</i>
<i>there,</i>
<i>that day,</i>
<i>the day before,</i>
<i>the next day,</i>
<i>the year before,</i>
<i>the next year.</i>

1. Look at Picture No 38. Listen to the situations illustrating the structures to be practised. Remember the way you are to comment on the structures.



Picture 38

1. Last summer our Institute often organized excursions at weekends. In the picture you see our Institute courtyard. The students taking part in one of these excursions assembled near the bus which was to take them to their destination. The organizer of the excursion **informed** the students they **would start** for Lake Naroch. Their destination was rather far but the students knew the time would pass quickly in talking, singing and joking.

'The organizer of the excursion informed the students they would start for Lake Naroch' is a complex sentence with an object subordinate clause. As the verb in the principal clause **to inform** is used in its Past Indefinite tense form, the verb in the subordinate clause **to start** is

used in its Future Indefinite in the Past tense form to express an action posterior to that of the principal clause.

2. Look at the students standing near the bus. They began to exchange opinions on their preparations for the trip. Mary **confessed** she **had had** a bad night. She said she had been afraid of being late. Kate announced she had got everything arranged by seven o'clock in the morning though they were to assemble at night. Nick added that as for him he hadn't had enough time even to have breakfast, so he was very hungry.

'Mary confessed she had had a bad night' is a complex sentence with an object subordinate clause. As the verb in the principal clause **to confess** is used in its Past Indefinite tense form, the verb in the subordinate clause **to have** is used in its Past Perfect tense form to express an action prior to that expressed in the principal clause.

3. Mary **laughed** at Nick and **remarked** that she had enough food for a dozen people. Nick confessed that it was a relief as he was a big eater.

'Mary remarked that she had enough food for a dozen people' is a complex sentence with an object subordinate clause. As the verb in the principal clause **to remark** is used in its Past Indefinite tense form, the verb in the subordinate clause **to have** is used in its Past Indefinite tense form to express an action simultaneous with that expressed in the principal clause.

II. Practise aloud after the teacher and comment on the sequence of tenses.

1. Mrs. Hilton **remarked** it **was** unkind to forget people in their old age.

2. Roger **admitted** that his best friend Henry **would go** cycling at the coming week-end.

3. Alice **complained** that they **had been quarrelling** since morning.

4. She **promised** she **would have made up** with Roger by lunch time.

5. On Saturday morning Alice looked out of the window and **remarked** that the sun was shining brightly in a cloudless sky.

6. Roger and Alice **informed** us that they **had** already **cut** sandwiches for a dozen people.

7. The Hiltons **knew** that they **would be chatting** gaily all the way to the seaside.

III. Listen to the statements and the questions. Use indirect speech in answering the questions. Follow the sequence of tenses.

Teacher

Student

"It's much fresher at the seaside than in London".
What did Mrs. Hilton remark?

Mrs. Hilton **remarked** that it **was** much fresher at the seaside than in London.

1. "It was very stuffy in the train with the carriage crowded". What did Mr. Hilton complain of? 2. "Alice and Roger have gone further

along and have already chosen a nice place." What did Mrs. Hilton remark? 3. "I shall catch up with you easily." What did Roger say? 4. "You are splashing about too much with your feet". What did Roger complain of? 5. "You have been basking in the sun too long." What did Nora warn Robert about? 6. "I am constantly teasing Alice." What did Roger confess?

Note. The Past Indefinite and the Past Continuous usually remain unchanged in the following cases:

- 1) when a definite past moment is indicated;
- 2) when yesterday does not refer to a day prior to another day in the past.

Teacher

Student

"I moved to the seaside in 1965." Aunt Emily **boasted** that she What did Aunt Emily boast of? **moved** to the seaside in 1965.

1. "The weather was rainy and windy yesterday and it seemed rather unpleasant to go out." What did your fellow-student remark? 2. "We arrive in Sochi on the seventh of July." What did they announce to us? 3. "Two days ago the weather was especially fine with the sun shining brightly high in the sky." What did they tell us? 4. "Our friends didn't leave for the Far East in 1970." What did they deny? 5. "All day yesterday we were making all the necessary preparations for our hiking holiday." What did they explain to us?

IV. *Change the sentences, using the suggested introducing verb. Observe the sequence of tenses.*

Teacher

Student

I hope you remember that we are to start for our hiking tour pretty soon. (to remind somebody) He reminded me that we **were to** start for our hiking tour pretty soon.

1. Picnics are popular with women and children and some men. (to remark) 2. I didn't spend much time on the beach. (to deny) 3. For weeks we talked of nothing else but our trip to the Caucasus. (to announce to somebody) 4. I never made my journey to the South by car. (to deny) 5. I'll certainly spend at least a fortnight at the seaside. (to assure somebody) 6. I hope you'll be a help in looking after the children at the seaside. (to remind somebody)

V. *Give dialogues similar to the suggested ones.*

A: I say, Helen. I got Fred on the phone two days ago.

B: Really? What did you speak about?

A: We spoke about our leisure time.

He **said** he **had made** a tour of Europe.

- A: I **thought** you **were going** to call on me last night. Why didn't you?
 B: I'm awfully sorry but I couldn't.
 A: Why not?
 B: I **didn't think** Mary **would come** and visit me.

VI. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

- Emily: Where are you going?
 Jack: I beg your pardon?
 Emily: I **asked** you where you **were going**.
 Jack: I'm going to the stationer's.
 Emily: To the station? Are you going away?
 Jack: I **said** I **was going** to the stationer's. I have to buy some envelopes. I want to write some letters to-day.
 Emily: I beg your pardon?
 Jack: I **said** I **wanted** to write some letters.
 Emily: You want to write letters at the station?
 Jack: No. At home.
 Emily: Where?
 Jack: I **said** I **wanted** to write them at home.
 Emily: But you **said** you **were going** to the station.
 Jack: No, to the STATIONER'S.
 Emily: Oh, I'm sorry. I'm a bit hard of hearing, you know.

VII. Listen to the following situations, reproduce them, giving answers to the suggested questions. Observe the sequence of tenses.

1. Last week-end the weather was unusually lovely. My friend Margaret and I were eager to get away from the noisy and dusty town.

At eight o'clock in the morning I was already on the platform waiting for the train and for Margaret who was late as usual. Suddenly she ran up to me smiling happily. What did she inform me of?

2. A few minutes later we were already in the train chattering gaily and looking forward to our rest in the country where there was a river or a lake and a forest somewhere in the neighbourhood. All of a sudden Margaret had a look at her suitcase. What did she remember?

3. In a quarter of an hour we reached a beautiful lake. It was much fresher there than in the stuffy train with the carriage crowded. So we were happy to change into our bathing-suits and have a swim in the cool water of the lake. As you know quite well the most important feature of a picnic outing is the food. So what did Margaret remind me of pretty soon?

VIII. Translate into English.

1. В пятницу вечером мы начали обсуждать, как провести два выходных дня. Аня сказала, что она хочет поехать автобусом на Минское море позагорать и покупаться. Катя заявила, что она против

такого пассивного отдыха. Она предлагала отправиться в турпоход куда-либо в окрестности озера Нарочь. Я согласилась, что в такую чудесную погоду невозможно усидеть дома. Я предложила добраться до ближайшего леса и провести время за сбором грибов, а потом где-нибудь искупаться и позагорать. 2. Мы сообщили родителям, что рано утром отправляемся в лес. Мы были уверены, что погода будет замечательная, и мы получим массу впечатлений. 3. Я забежала к Ане, чтобы вместе отправиться на вокзал. Катя уже купила билеты и ждала нас. Когда я пришла к Ане, она еще завтракала. Я предупредила, что мы можем опоздать. Аня заявила, что она готовилась к поездке уже несколько дней и, конечно, не собирается опаздывать. Я заметила, что мы будем вынуждены взять такси. Она улыбнулась и сказала, что уже заказала такси к 6 часам. 4. Мы поехали на вокзал, чтобы успеть на семичасовой поезд. День выдался солнечный, без единого облачка. Мы были рады, что все сборы уже позади. 5. Мы были в пути уже около часа, когда Катя заметила, что на небе появилась страшная туча. Но вскоре стало ясно всем, что сильного дождя не будет. 6. Мы выбрали чудесное место в тени деревьев на берегу озера, переоделись в купальные костюмы и вошли в прохладную воду. Аня и я поплыли вдоль берега. Аня отметила, что я плаваю значительно лучше, чем она. Вскоре она сказала, что поплывет к берегу, так как стало холодно, и она немного устала. 7. Когда мы вернулись на берег, мы были голодны, как волки. Мы с радостью отметили, что Катя уже разожгла костер. Все были рады, что не забыли взять с собой чайник. Аня помогла Кате достать продукты из саквояжа. Я боялась, что мы слишком поздно отправимся за грибами, но Катя уверила нас, что к 10 часам мы уже позавтракаем. И действительно, ровно в 10 мы уже собирали грибы.

IX. Reproduce the following dialogues in indirect speech with reference to the past. Observe the sequence of tenses. Vary the introducing verbs.

Ann: I hope you remember our hiking holiday. A lovely place and glorious weather all the time.

Betty: Glorious weather! We had rain all the time.

Ann: But the fishing was wonderful. On the whole we had a very good time.

Betty: You had a good time. But as for me I was bored to death. I had no one to play with and Tom was such a nuisance.

Ann: I intend to spend my week-end hiking. I think it's the best way to see the country at leisure.

Betty: It sounds fascinating in a way — no heavy luggage, just a small knapsack across the shoulders, no railway tickets to reserve and no cars to worry about.

X. Listen to the following story and reproduce it.

A Forgetful Tourist

Once a tourist arrived in Paris. It was his first visit there. When he arrived at the railway station, he at once asked the porter to show

him the way to the nearest post-office. There he sent a telegram to his wife in which he **informed** her that he **had arrived** safely. In this telegram he told her the address of the hotel where he intended to stay.

Then he went to the hotel, left his luggage there and went for a walk. As it was his first visit to the French capital, he was very much interested to see the streets, museums and shops of this beautiful city, and spent the greater part of the day in this way.

After he had taken his dinner at a small restaurant, he went to a theatre where he saw an interesting play. He was highly pleased with his first day in Paris, but felt rather tired.

When he decided to go back to his hotel, he **found** that he **had forgotten** the name and the address of the hotel.

Who could help the poor man? Suddenly he **remembered** that he **had sent** a telegram to his wife. Now he **was sure** she **would help** him.

So at a late hour his wife received his extraordinary telegram: "Please send me my address at once".

XI. Make up situations of your own, using the following sentences.

1. We hoped we should have caught up with the main group of holiday-makers by midday. 2. Having a look at the children playing on the sand, Mrs. White understood they had already made up with each other. 3. My friend warned me that it was our task to get everything arranged for the excursion. 4. She was sure they would be enjoying themselves climbing in the Caucasus mountains by the beginning of the next month. 5. We admitted she had been sun-bathing regularly for at least a month. 6. I felt a spot of rain and began to think it was coming on to pour.

XII. Describe Picture No 38, using all the above Drill Patterns on the sequence of tenses.

XIII. Make up a dialogue on the picture, using the Drill Patterns under study.

Drill Patterns II

1. He began to believe that Mary had found out everything about his plans for the coming holidays, that she pretended she didn't know anything and that she would do her best to prevent him from carrying out his plans.

2. Roger said that he would stay indoors all day if the weather didn't change for the better.

3. He knew that they would start for a walk after he had finished his work.

4. She was sure figure skating was the most entertaining spectacle she had ever seen.

5. They didn't know that I had joined the volley-ball team before they did.

6. I understood he had been waiting for me since he got two tickets for the four-o'clock train.

7. She said she was cutting sandwiches when her friends called to pick her up.

1. Look at Picture No 38 again. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

It's a photo taken by a friend of mine last Saturday. It was a fine morning. We were up very early as we wanted to leave home after breakfast. We were going to make the journey by bus. We intended to stay in the country for two days if the weather didn't change for the worse. The organizer of our trip **announced** to us that we **should stop** for lunch as soon as we found a pleasant place in the country. Mary **informed** us that she **had been getting** everything arranged for the trip since she came from her classes and that she had taken with her enough refreshments for a dozen people.

'The organizer of our trip announced to us that we should stop for lunch as soon as we found a pleasant place in the country' is a complex sentence with several subordinate clauses, the sequence of tenses is observed in all of them.

'Mary informed us that she had been getting everything arranged for the trip since she came from her classes and that she had taken with her enough refreshments for a dozen people' is a complex sentence with several subordinate clauses, the sequence of tenses is observed in all of them.

II. Practise aloud after the teacher and comment on the use of the sequence of tenses in the complex sentences with several subordinate clauses.

1. Pete **exclaimed** that the place reminded him of the countryside where he **had spent** his summer holidays.

2. Nell **remarked** that if we didn't hurry we **should be late** for the last train.

3. Dick **announced** to us that he **was sure** the weather **would change** for the better in the next few days.

4. We **knew** the old man **could** recommend us a suitable hotel as he had been living in the town since his childhood.

5. They **were anxious** to know if we **should find** any shelter in the fields when it began pouring.

6. It **was** not difficult to realize that they **had been spending** a lot of time on the beach since they came to the seaside as they looked sunburnt, fresh and healthy.

7. We immediately **came** to the conclusion that it **was** the loveliest place we **had ever** seen.

III. Make up seven sentences similar to those given in the Drill Patterns on the sequence of tenses in complex sentences with several subordinate clauses. Use the active vocabulary of the topic "Week-end."

IV. Change the verb in the principal clause into the Past Indefinite. Make all other necessary changes.

Teacher

Everybody is sure that after Ted returns from the rest-home, he won't lag behind his teammates and will train much better.

Student

Everybody **was sure** that after Ted **returned** from the rest-home, he **wouldn't lag** behind his teammates and **would train** much better.

1. I know Harry has to shave again and change into his best clothes, because he and his wife are going to the theatre. 2. It is clear they will phone for a taxi as the theatre is far from their house and they have very little time left. 3. Harry declares "Swan Lake" is the most charming ballet he has ever seen. 4. They assure us they decided to go for a walk to a park before we did. 5. I am anxious to know what they have been doing since they returned from the theatre. 5. Harry replies that he and his wife were watching an entertaining performance on television when they had a telephone call from an old friend of theirs.

V. Listen to the statements. Ask questions on them with the suggested verbs in the Past Indefinite. Use indirect speech in answering the questions. Follow the sequence of tenses.

Teacher	Student 1	Student 2
"I'm the happiest of men, as I arrived in the mountains with my family and my friends" (to declare)	What did Mr. Brown declare?	Mr. Brown declared that he was the happiest of men as he had arrived in the mountains with his family and his friends

1. "I've been working hard all the week, and I feel a real pleasure in breathing the fresh air of the countrys". (to announce to his friends) 2. "I'm sure I'll come back a new man as I'll get new strength for doing my work and for bearing my troubles." (to assure his friends) 3. "My wife is getting the cooking things ready, while the youngest of us is bringing water for making tea." (to inform) 4. "We'll spend a day and night in the open air even if the weather changes for the worse." (to boast) 5. "Though the tea has a taste of smoke, it seems to me I've never had anything better before." (to confess) 6. "We were getting everything arranged for the trip when you got me on the phone." (to remark)

VI. Translate into English.

1. Мой друг сказал мне, что в ближайший выходной день он посетит художественную выставку, если ничто не помешает ему. 2. Мой друг уверил меня, что как только закончатся лекции, он поспешит на станцию, чтобы успеть на шестичасовой поезд. 3. Было ясно, что это был один из самых лучших выходных дней, которые он когда-либо проводил за городом. 4. Моя сестра и не догадывалась, что я прибыл на станцию значительно раньше, чем она. 5. Он сказал, что как раз разжигал костер, когда группа ребят отправилась к реке искупаться. 6. Когда новая группа туристов подошла к нам, наш руководитель объявил нам, что мы отправимся в горы рано утром, как только поднимется солнце. 7. К моему удивлению, среди отдыхающих я увидел моего старого друга. Он очень загорел и выглядел здоровым и бодрым. Он сообщил мне, что отдыхает в Крыму уже три недели,

с тех пор как получил летний отпуск. 9. Он очень торопился и сказал нам, что уже упаковал все вещи и будет ждать нас на перроне через полчаса.

VII. Reproduce the following dialogues in indirect speech with reference to the past. Observe the sequence of tenses. Vary the introducing verbs.

- I say, Nick. You look very tired.
- Yes, I'm a little tired. I took part in the skiing competition, and it was difficult to ski because it was snowing hard.
- But you used to be fond of skating as far as I remember.
- I like different kinds of sports
- As for me I prefer summer sports, such as swimming and tennis. It's too cold in winter.
- You say so because you never skied in the country. If you join us next Sunday, you'll enjoy a real skiing trip.
- If you say it's good, I'll try this kind of sport, too.

VIII. Listen to the following stories and reproduce them. Observe the sequence of tenses.

True to Himself

An old businessman on his deathbed was making his will. He told his lawyer he **would leave** three thousand pounds to each of his employees who **had been working** with him for twenty years or more. The lawyer was struck by such generosity. But the old man **said he didn't mean** to be generous at all, for none of his employees **had stayed** with him longer than a year. He meant to produce a favourable impression on the public, for he **was sure** it **would look** splendid in the newspapers.

Two Champions

Once a famous boxer went to a restaurant to have dinner. He took off his coat at the door, but he **was afraid** that somebody **would take** it. So he took a piece of paper and **wrote** on it that the coat **belonged** to Tom Brown, the famous boxer, and that he **would come back** in a few minutes. He fastened the paper to his coat and went to have his dinner. When he returned, however, his coat was not there, but he found a note in its place which **said** that his coat **had been taken** by a famous runner, who **would never come back**.

IX. Make up situations of your own, using the following complex sentences.

1. He was sure he would go to the countryside to spend his summer holidays among the fields and forests if the coming summer was too hot to remain in town. 2. She thought everybody was glad that spring had begun at last as they had, had a long frosty winter. 3. She remarked she felt like going to the country when the first rays of the sun began to warm the earth. 4. They assured their friends they would start for the

seaside as soon as they had settled the matter. 5. Alice didn't guess Roger had swum ashore before she did and was already lying on the sand.

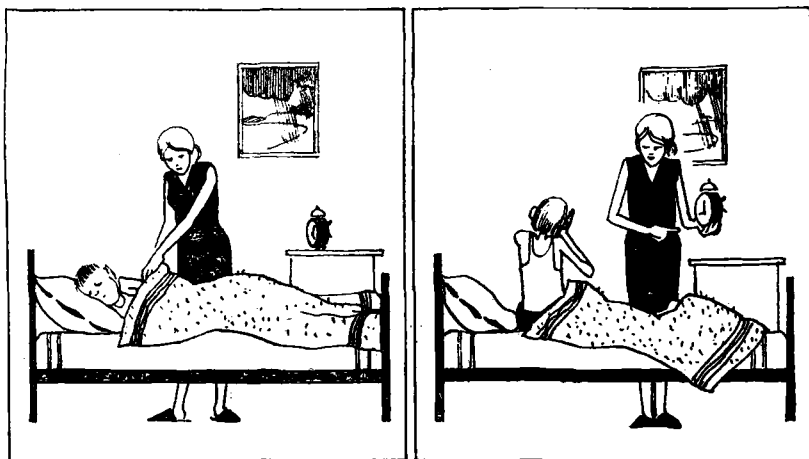
X. Describe Picture No 38, using all the above Drill Patterns on the sequence of tenses.

XI. Make up a dialogue on the picture, using the Drill Patterns under study.

INDIRECT SPEECH

Drill Patterns I

1. Patrick: "Read louder, Margaret."
- Patrick **told** Margaret **to read** louder.
2. Margaret to Patrick: "Please don't interrupt me."
- Margaret **asked** Patrick **not to interrupt** her.
3. Mrs. Snow to her son: "Be careful in the street."
- Mrs. Snow **tells** her son **to be careful** in the street.



Picture 39

I. Look at Picture No 39. Listen to the situation illustrating the structure to be practised. Remember the way you are to comment on the structure.

Mother: It's terrible I can't wake you up in the morning.

Son: It's difficult to wake me up because I always do what you tell me to do.

Mother: What do you mean?

Son: You always **tell** me **not to mind** what **is going on** round me and **to pay attention** only to what I'm doing. So when I am sleeping I pay attention to that only and to nothing else.

‘You always tell me not to mind what’s going on round me and to pay attention only to what I’m doing’.

The negative infinitive **not to mind** and the affirmative infinitive **to pay attention** are used to express an order in indirect speech. The indirect order is introduced by the verb ‘to tell’ followed by the indirect object *me*.

Note 1. Remember the following verbs which can introduce indirect orders, requests, advice, warnings: *to tell, to order, to command, to ask, to beg, to advise, to warn, to request*, etc. The most common reporting verbs in spoken English are *to tell* for orders and *to ask* for requests.

Note 2. Remember that in indirect orders and requests the verbs *to ask, to tell, to order, to command* are always followed by an indirect object.

Note 3. Remember that the verb *to say* is replaced by *to tell* in indirect orders.

II. Practise aloud after the teacher and comment on the imperative sentences in indirect speech.

1. Mrs. Wilson **begged** her husband **to drive** more carefully.

2. She **told** her daughter Mary **to be careful** as they were going downstairs into the Metro.

3. The guide **advised** the Wilsons **to see** all the places of interest in Moscow.

4. They **asked** the guide **to show** them the Moscow University first.

5. Mrs. Wilson **ordered** Mary **to stand still** while the magical staircase was carrying them down to the platform below.

6. The guide **warned** them **to be careful** while crossing the streets for there were always endless streams of buses, trolley-buses and cars there.

III. Complete the following sentences.

Teacher

Student

Mrs. Wilson came home and told Mary ... (“Go to the baker’s and buy some bread”.)

Mrs. Wilson came home and **told** Mary **to go** to the baker’s and **buy** some bread.

1. The teacher took the first-year students to Moscow during their winter holidays and when they came home he asked them ... (“Tell you friends about the Moscow Kremlin and Red Square, the heart of our country.”) 2. I think you were out. When I rang you up your mother asked me ... (“Will you please ring back at 8 p. m.?”) 3. There were a lot of people in the street and I asked John ... (“Don’t go so fast, please.”) 4. The teacher warned the students ... (“Be careful while crossing the street, the traffic is heavy.”) 5. Mrs. Wilson begged Mary ... (“Please have a three-course dinner for it will take us long to do the sights of Moscow.”) 6. Mr. Wilson advised his daughter ... (“Don’t eat very quickly. We have enough time before we start.”)

IV. Change into indirect speech. Use told and asked for introducing indirect orders and requests.

Teacher

Student

Peter to John: "Speak a little louder." Peter **told** John to **speak** a little louder.

1. A passer-by to John: "Please show me the way to Piccadilly circus." 2. Mr. Wilson. "Helen, remind me of my camera". 3. Tom to Nick: "Come in time. We start at five sharp". 4. George to the conductor: "Would you mind telling me, if this bus goes to Trafalgar Square." 5. Mary to the guide: "Take us to the suburbs of Moscow, please." 6. Bill to Mary: "Take the second turning to the left and you'll see the Bolshoi Theatre there."

V. Change the following indirect orders and requests into direct speech.

Teacher

Student

Mary **begged** Ann **not to be late** for the train. Mary to Ann: "Please don't be late for the train."

1. Nick asked his parents not to worry about him saying that he might return home rather late as his friend had invited him to his country-house. 2. The man asked the conductor to tell him when they would get to Trafalgar Square. 3. The Wilsons requested the guide to show them the Moscow Kremlin, Red Square and Leninsky Prospect. 4. Mary urged her mother to visit the Mausoleum of V. I. Lenin again. 5. When the Wilsons came back to London they advised their neighbour, Mr. Black, to visit Moscow, the capital of the largest and the richest country in the world. 6. They told him to visit not only the centre of Moscow but its suburbs as well because they had seen no contrasts between the central part of the city and its suburbs.

VI. Give dialogues similar to the suggested ones.

— Shall I ask Bob to get tickets for the football match next Saturday?

— Yes, please do.

* * *

+ Don't you think it's time for Tommy to get ready for his trip?

— Yes, I think it is.

— Are you going to remind him to pack his things?

— No, I'm not. I don't want to poke my nose into other people's business.

VII. Translate into English.

1. Прошлым летом семья Уилсонов приехала в Москву. Это было их первое посещение нашей страны. Они остановились в отеле, и в

первый же день попросили гида показать им Красную площадь. 2. Том попросил отца взять с собой фотоаппарат, так как они собирались посетить Московский университет, расположенный на Ленинских горах. 3. Когда они вышли из отеля, к ним подошел молодой человек и попросил их объяснить, как пройти к ближайшей станции метро. 4. Скоро пришел гид. Это была молодая девушка, студентка Московского института иностранных языков им. Мориса Тореза. Она попросила всех собраться в холле первого этажа, чтобы объяснить им маршрут экскурсии. 5. Она попросила туристов не брать с собой ничего лишнего, так как им придется много ходить пешком, а температура воздуха была выше $+25^{\circ}$. 6. Один из туристов попросил гида рассказать все подробности о Московском Кремле и Красной площади. 7. Миссис Уилсон запретила сыну ехать с ними на теплоходе, так как у него поднялась температура. Она приказала Тому принять лекарство и лечь в постель. 8. Когда их путешествие закончилось, они рассказали друзьям о своих впечатлениях о Советском Союзе и посоветовали им посетить эту страну с ее гостеприимным народом.

VIII. Complete the following passages. The words in direct speech are listed at the foot of each passage.

1. An Englishman found himself in Norway with only enough money in his pocket to pay his passage back. As he knew that it would take him only two days to get to England, he decided that he could easily do without food. So he bought a ticket and went on board the steamer . . .

When dinner time came he asked his fellow-traveller . . . (1)

The next morning he didn't go to breakfast and at lunch time, he told his fellow-traveller . . . (2). At dinner time he was hungry that he couldn't stand any longer.

At dinner he ate everything the steward put in front of him felt ready for the coming row. He turned to the steward and told him . . . (3).

"The bill, sir?" asked the man.

"Yes," answered the traveller.

"There isn't any bill", was the answer, „on the ship meals are included in the passage money.,,

1. "Don't wait for me, go to the saloon, I don't feel well."

2. "Please go to lunch, I am seasick."

3. "Would you mind bringing me the bill?"

2. Donald was sitting in the doctor's waiting-room. On the chairs round the wall other patients were sitting. Some had coughs, some had colds and some headaches. They all looked sad, except Donald who was reading an exciting story in a magazine. Just then the doctor came in to say he was ready to see the next person. Donald got up and went into the consulting-room.

Before Donald could say a word the doctor asked him what was his trouble and without waiting for an answer he ordered . . . (1) and . . . (2) for he was going to listen to his heart.

"But . . ." Donald started to speak. Just then the doctor ordered . . .
(3). Donald said it. Then the doctor told . . . (4) . . . (5).

The doctor had a good look at it and then he said, "Well, young man, you are not ill at all. There's nothing wrong with you."

"I know there's not", said Donald, "I just came to get a bottle of medicine for Uncle Jack.,,

1. "Unfasten your coat and shirt."

2. "Lie down there."

3. "Say ninety-nine."

4. "Open your mouth."

5. "Let me see your throat."

IX. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Mr. Ford: I'm not feeling very well again. Please telephone the doctor and **ask him to come** round tonight.

Servant: Yes, sir.

(two hours later)

Servant: The doctor has come, sir. He is waiting in the library.

Mr. Ford: All right. **Ask him to wait** a moment. I must finish this bit of writing before I see him.

Servant: Very well, sir.

(forty-five minutes later)

Servant: The doctor **has asked me to remind** you, sir, that he has been waiting for forty-five minutes.

Mr. Ford: He is an excellent specialist. I'm feeling much better already. I'm sorry I can't see him tonight, but I'm very busy. **Tell** the doctor, please, **to come** at the same time next Saturday. I'll pay him then. Or wait a minute. I'll write out a cheque now. Here you are. Give it to the doctor and **tell him to come** here next Saturday. I'm extremely sorry that I won't be able to enjoy his company to-night.

(the doctor comes in)

Dr. White: You are not going to enjoy my company any more. I do not specialize in cases of hypochondria.

Mr. Ford: Well, I hope you'll reconsider your decision because I'm not a typical hypochondriac.

Dr. White: I've made up my mind and I'm not going to change it. Good-bye.

X. Listen to the following short stories and reproduce them.

The Letter-Box Key

An Englishman had a very good housekeeper. When he left for his summer holidays, he **asked her to post** him all letters that she would receive during his absence. During July he received no letters. So he telephoned his home and **told** his housekeeper **to send** him all the letters. The housekeeper explained to the Englishman that he had for-

gotten to leave her the letter-box key. He apologized and promised to post her the key.

During August he still received no letters, though the housekeeper had told him that there were many letters in the letter-box. So, when he returned home, he spoke angrily to his housekeeper. Was he right? Of course, not. He had posted the letter-box key, but the envelope containing it was in the letter-box that was locked.

The Science of Speaking

A very talkative youth **asked** Socrates to **teach** him oratory. He expected the philosopher to work wonders, for in his case the teacher would deal with an exceptionally gifted pupil, with whom talking was second nature. He **begged** Socrates to **let** him speak on some subject. Socrates let him talk as much as he liked and then said, "I'll have to teach you two sciences: how to speak and how to hold your tongue."

XI. Make up stories of your own, using the following sentence-patterns with indirect orders and requests.

1. Mrs. Wilson told Tom to get everything ready for the trip. 2. The guide asked the foreign tourist not to be late for breakfast. 3. Mr. Wilson reminded his wife not to forget to take her sun-glasses. 4. Little Kitty begged her mother to allow her to have another ice-cream. 5. Peter asked his sister to go to the exhibition by Metro. 6. The students asked their teacher to start their sightseeing from the Lenin Hills.

XII. Describe Picture No. 39, using indirect orders and requests.

XIII. Make up a dialogue on the picture, using the structures under study.

Drill Patterns II

1. Nick to Helen: "What sights of Leningrad are you going to see?"
Nick *asked* Helen **what sights of Leningrad she was going to see.**

2. Jean to Harry: "Where have you put my camera?"
Jean *wanted to know* **where Harry had put her camera.**

3. Harry to George: "Who gave you the address of this hotel?"
Harry *wondered* **who had given George the address of that hotel.**

4. Mary to her brother: "When is the delegation leaving for Leningrad?"

Mary *inquired* **when the delegation was leaving for Leningrad.**

5. Ann to Peter: "Why haven't you visited the Tretyakov Gallery?"

Ann *asked* Peter **why he hadn't visited the Tretyakov Gallery.**

6. Nick to Edd: "How long will you stay in Kiev?"

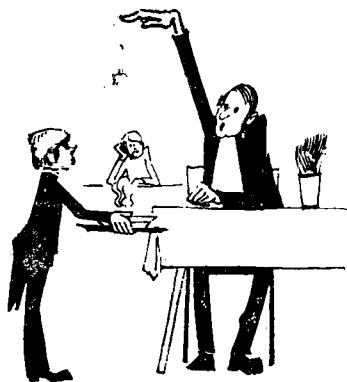
Nick *wondered* **how long Edd would stay in Kiev.**

7. Henry: "Did you go to the Bolshoi Theatre, Bob?"

Henry *wanted to know* **if (whether) Bob had gone to the Bolshoi Theatre**

8. Mike: "Do you prefer to go to the cinema or to the theatre, Ann?"

Mike *asks* Ann **if she prefers to go to the cinema or to the theatre.**



Picture 40

I. Look at Picture No 40. Listen to the practised. Remember the way you are to situation illustrating the structures to be comment on the structures.

A man came to a hotel, ordered a regular three course dinner and asked the waiter, a very young lad, to be quick. Time passed, but the lad with the dinner didn't appear. The customer **wondered** how long he **would have** to wait. At that moment the boy came running with a plate of soup on a tray. The customer both hungry and cross **asked** him if he **was** the very lad to whom he had ordered a three course dinner.

"Yes, sir, I am", answered the waiter. "Bless me." exclaimed the hungry wit, "I fail to recognize you. You have grown quite a man since that time."

'The customer wondered how long he would have to wait.'

'...how long he would have to wait' is an indirect special question introduced by the adverb *how long*, the order in it is the same as in statements.

'The customer both hungry and cross asked him if he was the very lad to whom he had ordered a three course dinner.'

'...if he was the very lad . . . ' is an indirect general question, introduced by the conjunction *if*. The word order in it is the same as in statements.

II. Practise aloud after the teacher, comment on the indirect general and special questions, pay attention to the reporting verbs.

1. The foreign tourists *wanted to know* when the magnificent building of the University on the Lenin Hills was built.

2. The guide *asked* the tourists what impressed them most of all in Moscow.

3. Mrs. Wilson *wondered* why nearly everyone in Moscow was in a hurry.

4. Mr. Wilson *asked* his son Tom if he had enjoyed a most beautiful view of the whole city.

5. The Wilsons *wanted to know* who the suburbs of Moscow were inhabited by.

III. Complete the sentences.

Teacher

Of course they were surprised you weren't there. Someone asked . . . ("Is she ill?")

Student

Of course they were surprised you weren't there. Someone asked if you were ill.

1. When Mary came from Leningrad she asked George . . . ("Why didn't you answer my letter?") 2. That was the third time I asked you . . . ("Will you go to Vilnius or to Novgorod?") 3. The platform was empty, so Jack asked a porter . . . ("Has the train for Manchester already left?") 4. The first question I was asked was . . . ("How long have you been friends with Mr. Green?") 5. They rang up the station to find out . . . ("When does the train leave?")

IV. *Change into indirect speech using to ask, to want, to know, to inquire, and to wonder as reporting verbs in the Past Indefinite.*

Teacher

Student

John to Peter: "Why must we spend Sunday in town?" John **asked** Peter why they **must** spend Sunday in town.

1. Ann (to her elder sister): "Why do so many foreign tourists come to our country?" 2. A stranger (to a Moscovite): "(How long will it take me to see the sights of Moscow?" 3. Nelly (to her brother): "Why is there a great contrast between the central part of a big capitalist town and its suburbs?" 4. John (to Mary): "Where are you planning to spend next Sunday?" 5. Mary (to John): "Don't you know that I am going to Kiev on business?"

V. *Change the following indirect special and general questions into direct speech.*

Teacher

Student

Mary **asked** what we **had been** doing since we returned. Mary said: "What have you been doing since you returned?"

1. Bill asked how long it had taken them to walk round the city. 2. Mother asked me when I was leaving for Moscow on business. 3. Father asked us how long it would take us to get everything ready for our trip. 4. Mary asked John if he lived in the suburbs and whether he could show her his new district. 5. Charles was interested to know whether Kate could meet him at the station.

VI. *Give dialogues similar to the suggested ones.*

- Where is Fred?
- What do you want to know?
- I want to know where Fred is.
- I don't know where Fred is, but Henry can probably tell you where he is.
- All right. Where's Henry?
- I don't know.

* * *

- I'd like to know how old Miss Green is.
- Don't you think you want to know too much?

- I can't help being inquisitive, you know.
- I am sure you can't.

VII. Translate into English.

1. Прохожий спросил Майка, как пройти к ближайшей станции метро. 2. Великолепное здание Московского университета на Ленинских горах привлекает внимание всех туристов. Когда мы подходили к нему, мой спутник спросил, когда здание было построено. 3. Когда Ник и Лена вошли в автобус, человек в спортивной кепке спросил их, на какой остановке ему выйти, чтобы попасть в ГУМ. 4. Иностранцы туристы слушали гида с большим вниманием, и, когда он сказал, что наша страна многонациональная, один из них спросил, сколько национальностей населяют нашу страну. 5. Когда Джейн спросили, не хочет ли она поехать в метро, она согласилась с большим удовольствием, так как много слышала о Московском метро как самом лучшем в мире. 6. Простите, вы не можете сказать, какой автобус идет до улицы Горького? 7. Туристам очень понравилось великолепное многоэтажное здание новой гостиницы на улице Ленина. Когда гида спросили, давно ли здание было построено, он ответил, что оно было построено несколько месяцев тому назад. 8. Поездка по городу доставила Уилсонам большое удовольствие. Хотя миссис Уилсон очень устала, она спросила, когда они совершат поездку по Москве-реке. 9. Советские люди очень гостеприимны. Об этом сказала и миссис Уилсон, когда ее спросили, что ей больше всего понравилось в нашей стране. 10. Туристы побывали во всех новых районах Москвы. Многие из них были удивлены, не увидев никаких контрастов между центром столицы и ее пригородами. Они то и дело спрашивали гида, когда построены те или другие здания.

VIII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Bill: Does Kate like me?

Paul: I don't know if she likes you, but I can ask her.

Bill: I hope that you are not going to ask Kate **whether she likes me**, or not. You know that she hates personal questions.

Paul: How do you know that she does?

Bill: Just intuition.

Paul: Why don't you ask your intuition **whether she likes you or not?**

Bill: Because it's not always reliable.

IX. Listen to the following jokes and reproduce them.

In the autumn of 1935, when I was a young man, I was travelling in the North-West of India. One evening, after hunting in the forest all day, I was returning to my tent. It was getting dark, and I was walking along a narrow path. On my left was a great river; on my right — a dark forest. Suddenly I saw two green eyes looking at me from among the trees. A man-eating tiger was ready to jump on me. I was at a loss

and I asked myself what I could do. I wondered if I could jump into the river. I looked to the left. In the river there was a big crocodile waiting for me with his mouth open. I was so much afraid that I closed my eyes. The tiger jumped. What do you think I saw? The tiger had jumped over me and was now in the crocodile's mouth. That is a true story, believe it or not.

* * *

On being asked if a **lecture tour of America had been successful** Oscar Wilde replied: "A great success. I had to have two secretaries, one to answer my letters; the other to send locks of hair to my admirers. I have had to let them both go, poor fellows, the one is in hospital with writer's cramp and the other is quite bald."

X. Make up stories of your own using the following sentence-patterns with indirect questions.

1. Mary asked John why he hadn't gone to the Crimea yet.
2. Jack wanted to know if Kitty would stay in Leningrad for long.
3. The Wilsons wondered how long it would take them to see all the places of interest in Moscow.
4. Peter asked John when he had bought the tickets to Kiev.
5. Patrick was interested to know if Margaret would ring him up.
6. Jimmy's mother asked her son when he would start for the railway station.

XI. Describe Picture No 40, using indirect special and general questions.

XII. Make up a dialogue on the picture using the structures under study.

Revision Exercises

I. Practise aloud after the teacher and comment on the indirect orders, requests, special and general questions.

1. Irene **asked** her husband **not to drive** the car so fast.
2. Mr. Wilson **told** his wife **to get ready** for the trip as soon as possible.
3. Helen **asked** Peter what places of interest in Kiev he **had** already **seen**.
4. Harry **wanted to know** where the State Department Store **was situated**.
5. George **asked** Harry who **had** just **spoken** on the telephone.
6. Kitty **inquired** when her elder sister **would take** her to the Zoo.
7. Mary **asked** Jack why he **hadn't visited** the Hermitage.
8. Nick **was interested to know** how long the delegation **would stay** in Minsk.
9. Henry **asked** in surprise if Ann really **didn't like** to go to the theatre.

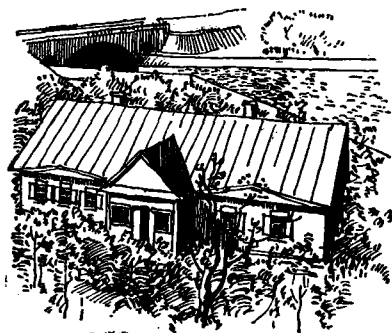
II. Translate into English.

1. В 1970 году семья Петровых посетила Лондон. Так как в Лондоне они были впервые, им пришлось спросить, как пройти на Трафальгарскую площадь. 2. Прошлым летом мой брат побывал в Киеве. Он пробыл там больше месяца. Когда я его спросила, почему он был там так долго, он ответил, что погода была чудесная, и он великолепно провел время на живописных пляжах Днепра. 3. Когда я спросила Нину, взять ли мне с собой фрукты и овощи, она ответила, что не надо, так как она взяла все необходимое. 4. Отец Пети попросил его захватить с собой удочку, так как ему сказали, что в озере очень много рыбы. 5. Иностранец спросил Аню, как пройти на Красную площадь. Так как они стояли у «Детского Мира», она сказала ему пройти чуть-чуть вперед и повернуть налево. 6. Когда вы приезжаете в Ленинград, вас поражает его необыкновенная красота. И вы сами задаете себе вопрос, сколько надо времени, чтобы осмотреть все достопримечательности этого великолепного города. 7. Когда группа туристов высадилась на остров, был тихий солнечный день. Всех интересовало, долго ли простоят такая прекрасная погода.

THE PASSIVE VOICE

Drill Patterns I

1. A lot of houses **are built** in our city every year.
2. This nine-storeyed building **was built** a year ago.
3. Soon a new shop **will be built** in our district.
4. I knew I **shouldn't be allowed** to go for a ride in the city because I felt unwell.
5. I **was shown** the way to the Moscow University.
6. The way to the Bolshoi Theatre **was shown** (to) me.
7. You **will be laughed at** if you don't change your plans.
8. Don't worry. Your little sister **will be taken good care of**.
9. The room **has not been lived in** for a month.



Picture 41

1. Look at Picture No 41. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

In Minsk on the bank of the Svisloch River there's a small green house where the 1st Congress of the RSDLP **was held**. Great attention is **paid** to this House-Museum, as it is the birthplace of the most revolutionary party in the world. The House-Museum **is visited** by everybody

who comes to Minsk. If you visit the capital of Byelorussia, you'll be certainly **attracted** by the interesting exhibits in the House-Museum.

The verb **to hold** is used in its Past Indefinite Passive form to denote a past action. The subject of the sentence doesn't act, it is acted upon.

The verbs **to pay** and **to visit** are used in their Present Indefinite Passive forms to denote habitual actions in the present. The subjects don't act, they are acted upon.

The verb **to attract** is used in its Future Indefinite Passive form to denote a pure future. The subject doesn't act, it is acted upon.

II. Practise aloud after the teacher, comment on the use of the Passive Voice.

1. She **was** greatly **impressed** by the size and beauty of our capital.
2. The weather forecast for the coming week-end **will be broadcast** in a few minutes.
3. We were sure that their plan **wouldn't be fulfilled**.
4. The students of our Institute **are given** every opportunity to master the language.
5. Don't trouble, your old grandmother **will be well looked after**.
6. Soon the ship **was lost sight of**.

III. Express the same idea in the past and in the future.

Teacher	Student 1	Student 2
Two or three multi-storeyed buildings are built in this district every year.	A lot of multi-storeyed buildings were built in this district last year.	Some multi-storeyed buildings will be built in this district next year.

Student 3

He **said** some more-multi-storeyed buildings **would be built** in a few years.

1. Lots of trees, bushes and flowers are planted in our city every spring. 2. Hundreds of foreign students are taught various specialities at the Minsk higher educational institutions every year. 3. Children in our country are always taken great care of. 4. Such specialists are highly thought of. 5. The goods that are produced in Minsk are exported to different countries.

IV. Respond to the following remarks by using a repetition for the sake of temporizing. Then replace the verb form by the appropriate passive form.

Teacher	Student
They took you sightseeing about the town.	About the town you say? Yes, I was taken sightseeing about the town.

1. The exhibits displayed in this museum greatly impress everybody. 2. They will invite us to the show by all means. 3. The goods that are shown in these shop-windows attract people. 4. They saw Jane in the Central Department Store. 5. They will recognize you in these clothes immediately.

V. Respond to the following remarks by asking for repetition. Let another student confirm the remark.

Note. Notice that some transitive verbs in English which take two direct objects like *teach, tell, offer, recommend, give, show, send, promise, forgive*, etc. may have two passive constructions. The personal object of the active verb is usually the subject of the passive construction. The parallel construction is possible with the personal object in the emphatic final position.

Teacher	Student 1	Student 2
The tourists were offered some tours to the South.	Whom were some tours to the South offered ?	They were offered to the tourists.

1. My brother will be given a camera for his birthday. 2. The students are paid their grants at the beginning of the month. 3. The visitors will be recommended another department store. 4. The children will be read another story next time. 5. The girls were shown a light summer frock.

VI. Respond to the following remarks using the suggested verbs in passive Indefinite forms.

Teacher	Student
Would you like to join us? We are going to the Lenin Hills. Oh, but what about your little sister? (to look after)	She will be looked after .

1. What did you do when your sister fell ill? Did you get frightened? (a doctor, to send for) 2. What's your opinion of John? Is he to be trusted? (to speak of, to rely on) 3. He is a very good scientist. He has solved such an important problem in his last article. (to refer to) 4. I like this lecturer. His lectures are always so interesting. (to listen to) 5. Why were you kept in so long after the exam? I got so much worried. (an answer, to comment on; a mistake, to point out)

VII. Respond to the following remarks, using the suggested verbal phraseological units in passive Indefinite forms.

Teacher	Student
I hope your report was a success at the conference yesterday. (to take notice of)	You are mistaken. It wasn't even taken notice of .

1. You've come back already. What are your impressions of the party? How did your friends like your new tie? (to pay attention to) 2. I'd like to do some more shopping. Well, but what shall I do with this heavy package? (to take care of) 3. No matter how hard I try to do my best to serve the customers, some of them are displeased. (to find fault with) 4. Did you catch the man? Did he manage to run away? (to lose sight of) 5. Why do you collect such old books? What are you going to do with them? (to make use of)

VIII. Answer the following questions.

1. Were you met at the station when you came to visit Moscow? 2. What places of interest were you shown? 3. What were you greatly impressed by? 4. What can you say about the blocks of flats that are built in the suburbs of the city? 5. Who are the blocks of flats inhabited by? 6. What was paid much attention to by the guide?

IX. Ask the questions and give responses to them.

Teacher	Student 1	Student 2
Ask your fellow-student when the state examinations will be taken .	When will the state examinations be taken ?	The dean says they will be taken in June.

Ask your fellow-student:

what film they were shown last week
 how often grammar tests are written
 when our Institute was founded
 when the fiftieth anniversary of it will be celebrated
 why that article is often referred to
 if her remarks were taken any notice of.

X. Ask questions on the italicized parts of the statements. Let another student answer them.

Teacher	Student 1	Student 2
In 1967 the 900th anniversary of the foundation of Minsk was celebrated.	When was the 900th anniversary of the foundation of Minsk celebrated?	In 1967. (or: It was celebrated in 1967.)

1. **Minsk** was built about nine centuries ago. 2. It was almost completely destroyed **during the Second World War**. 3. After the war it was restored **by the citizens of Minsk**. 4. Now the city is called **a centre of highly developed industry, science and culture**. 5. The goods produced in Minsk are sent **to different parts of our country and abroad**. 6. Very soon a metro will be built in Minsk.

XI. Make up sentences or short situations of your own, using the suggested words and word combinations and the structures under study. Let another student express surprise about what has been said. Respond to it in short.

Teacher	Student 1	Student 2
to satisfy	— The teacher was greatly satisfied with our answers. — Why not? We did our best to answer well.	— Was he really?

To inhabit, to surprise pleasantly, to visit, to impress greatly, to give an opportunity, to laugh at, to comment on, to send for, to take care of.

XII. Make up dialogues similar to the suggested ones.

A: Have you heard the latest news?

B: I don't think I have. What is it?

A: Tom was praised by his teacher yesterday.

* * *

A: I've got news for you.

B: What news?

A: You'll be given the best work to do.

XIII. Translate into English.

1. Мы были уверены, что нас пригласят посетить Ленинград.
2. В 1973 году отмечали 25-ю годовщину образования Минского госпединститута иностранных языков. 3. На занятиях по английскому языку уделяется много внимания практике устной речи. 4. Им сообщили маршрут экскурсии. 5. Был предложен и обсужден новый план. 6. Она позвонила по телефону и узнала, когда состоится собрание. 7. Его всегда слушают с большим вниманием, так как он может сообщить много интересного. 8. Когда мы вышли на перрон, поезда уже не было видно.

XIV. Respond to the remarks, using the passive Indefinite forms.

Teacher	Student
We shall celebrate the thirtieth anniversary of the foundation of our Institute in 1978.	Oh, that's wonderful. Then it was founded in 1948, wasn't it? A lot of congratulations will be sent to our Institute on the occasion, I think.

1. Your sister is a capable student. 2. I shall graduate from the Institute next year. 3. Our main subject is the English language. 4. A great holiday is coming. 5. After classes you go home, don't you? 6. Last Sunday you enjoyed your visit to Leningrad, didn't you?

XV. Make up situations of your own, using the following word combinations and the passive Indefinite forms:

- 1) to show the way, to turn to the left, to take some minutes to do smth, to advise;
- 2) to make a tour of, an agreement was arrived at, to get an idea of, should be greatly impressed;
- 3) to be situated, a department store, to be lost sight of in the crowd, to laugh at, to sign.

XVI. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Uncle: In one word, when are you going to pay your debts?

Nephew: Oh, presently, dear uncle. I will do it as soon as I receive the money which **will be paid** by the publisher if my novel is **accepted**.

Uncle: Do you think it **will be accepted**, young man?

Nephew: No doubt, it will. I'm going to send it as soon as the work is finished which I will begin the moment I have found a suitable subject and the necessary inspiration.

XVII. Listen to the story and reproduce it in indirect speech with reference to the past.

A Bundle of Sticks

An old man had several sons who were always quarrelling. One day the sons **were called** before their father. A bundle of sticks **was given** to them and they **were ordered** to break it. Each of the sons tried with all his strength, but no one could break the bundle. Then the old man untied the bundle, and each son **was given** one stick. Of course, the sticks **were easily broken**. "My sons", said their father, "if you live in friendship and help each other, you will always be strong and you need not be afraid of any enemy."

XVIII. Describe Picture No 41, using the Drill Patterns with the passive Indefinite forms.

XIX. Make up a dialogue on the picture using the structures under study.

XX. Memorize the following proverbs and use them in short situations.

1. What is done cannot be undone. Сделанного не воротишь.
2. Never put off till tomorrow what can be done today. Не откладывая на завтра того, что можешь сделать сегодня.

Drill Patterns II

1. An examination dictation **is being written** in this room.
2. I wondered what **was being discussed** there.



Picture 42

Note. The Passive Voice lacks the Future Continuous, instead the Future Indefinite Passive is used.

I. Look at Picture No 42. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

Minsk is growing rapidly. New blocks of flats **are being built**, the new residential districts **are being laid out** with gardens and parks. Sports grounds and playgrounds for children **are also being constructed**.

The verbs **to build**, **to lay out**, **to construct** are used in their Present Continuous Passive forms to denote an action going on at the present period of time. The subjects do not act, they are acted upon.

II. Practise aloud after the teacher, comment on the use of the Passive Voice.

1. Mary felt that she **was being praised**.
2. What **was being discussed** when he came in?
3. We knew we **were being looked at**.
4. Do you understand that your words **are being taken no notice of**?
5. He said he **was always being made fun of**.
6. What sort of work **is being done**, and who is doing it, I wonder?

III. Express the same idea in the past, making all the necessary changes.

Teacher

Splendid things **are being displayed** in the shop-windows of the Central Department Store.

Student

A lot of splendid things **were being displayed** there a week ago when I passed the Central Department Store on my way home-

1. Today many kinds of fruit are being sold at the green-grocery nearby. 2. Such fashionable shoes are being worn now. 3. It's the end of the month. A great many customers are being expected in the shops. 4. This strange fashion is being followed at the present time. 5. Now Ann is in the sanatorium. I'm sure she is being taken good care of.

IV. Respond to the remarks using a repetition for the sake of temporizing. Replace the verb form by the appropriate passive form.

Teacher

Student

So they are buying you a new dress. A new dress you say? Yes, I **am being bought** a new dress.

1. They are giving Nick a chance to wear *his best suit*. 2. When I saw them in the shop, they were choosing a present *for their father*. 3. He noticed that somebody *was watching him*. 4. The people are laughing at *this little child*.

V. Answer the following questions using the Present and Past Continuous passive forms.

Teacher

Student

What is **being built** in your street? I think it's a new hotel. Minsk is growing rapidly, that's why a lot of new buildings **are being constructed** in our capital.

1. What was being displayed in the Art Museum, when you visited it? 2. What were the tourists being shown when you passed them? 3. What was being built in Yakub Kolas Square when you took your friend sightseeing about the city? 4. In what districts are a great many new blocks of flats being built in Minsk? 5. In what cities are new Metro lines being constructed?

VI. Ask the following questions and give responses to them.

Teacher

Student 1

Student 2

Ask your fellow-student what television programme **was being watched** when he came in.

What television programme **was being watched** when you came in?

When I came in, a very interesting television programme devoted to the history of our city **was being watched**, and I joined the others.

Ask your fellow-student:

what is being held in the Assembly Hall now

what was being built when he arrived in Minsk

what was being listened to when he came into the language lab

who is being examined in that classroom

why he is being looked for

why a good deal of attention was being paid to rebuilding and restoring in Byelorussia in the post-war years.

VII. Translate into English.

1. Когда я присоединился к группе туристов, им как раз рассказывали о достопримечательностях столицы. 2. Когда я приехал в Москву, как раз встречали правительственную делегацию Болгарии. 3. Не шумите, пожалуйста. В этой аудитории экзаменуют студентов. 4. Минск быстро растет. Строится множество домов, школ, больниц, клубов. 5. Ваше предложение все еще обсуждается. Результат Вам сообщает через неделю. 6. Когда обсуждался план поездки в Брест, он не принимал участия в разговоре. 7. Лекция была очень интересная, и оратора слушали с большим вниманием. 8. Почему здесь так холодно? — Зал проветривают. Читальный зал проветривают несколько раз в день.

VIII. Respond to the following remarks, using the passive Continuous forms.

Teacher

Student

Don't enter the hall, I know, a meeting **is being held** here. But please. I'm afraid I'll have to come in, as I must take part in it. Of course I'll apologize, because I'm late.

1. What's going on in the reading-room? 2. It was very noisy in the classroom. 3. Shall we watch television now? 4. There was nobody in the corridor. 5. Kate looked proud. 6. Can I enter the Assembly Hall?

IX. Make up situations of your own, using the following words and word combinations and the passive Continuous forms:

- a) to have a large choice of, to wear, out of fashion, to suit smb; to advise, to take notice of;
- b) the State Department Store, to sell well, to make use of, to try a hat on.

X. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Bill: I'm very happy today.

Paul: Are you really? Why?

Bill: I'm going to be introduced to Brigitte Wolf. A party **is being given** in her honour by her aunt.

Paul: As a matter of fact, I am also invited to her party tonight, but I'm not going.

Bill: But you are expected to be there. You **are being given** an opportunity to meet some of the most brilliant people.

Paul: I don't like being examined critically by people who are said to be so clever.

Bill: You needn't be afraid of that. Miss Wolf's guests are very tactful.

Paul: Still I wouldn't like to be made a fool of and to be laughed at. Besides, there's always plenty of talk at her parties but not much food.

XI. Listen to the jokes and reproduce them in Indirect Speech with reference to the past.

During the performance at the theatre a man in the pit was much annoyed by a young couple next to him who were talking all the time. The man got angry with them. "Excuse me, but I can't hear a word that is being said." "I like that", exclaimed the talkative young man. "It's no business of yours, sir, what I am telling my wife".

XII. Describe Picture No 42, using the Drill Patterns with the Continuous forms.

XIII. Make up a dialogue on the picture, using the structures under study.

XIV. Memorize the following proverbs and use them in short situations with the passive Continuous forms.

1. Well begun is half done. Хорошее начало полдела откачало.
2. What can't be cured must be endured. Придется мириться с тем, чего нельзя исправить.
3. A good deed is never lost. Доброе дело жди награды смело.

Drill Patterns III

1. A new exhibition **has been opened** in our town lately.
2. When they joined us, we **had already been shown** a lot of places of interest.
3. By this time next year a new Metro station **will have been built** in their city.

I. Look at Picture No 43. Listen to the situation illustrating the structures to be practised. Remember the way you are to comment on the structures.

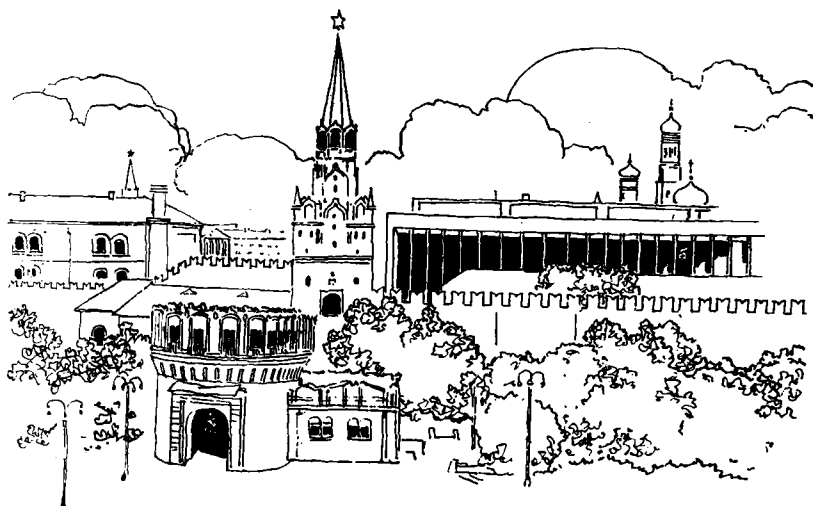
1. The whole of the Moscow Kremlin grounds **have been improved**, gardens **have been laid out**, large conservation work to protect the old-age monuments **has been done**.

The verbs **to improve**, **to lay out**, **to do** are used in their Present Perfect Passive forms to express a past action connected with the present. The subjects don't act, they are acted upon.

II. Practise aloud after the teacher, comment on the use of the passive Perfect forms.

1. It appeared that the city **had never been ruined** like that before.
2. His new novel **has been** so much **talked of** for the last month.
3. By the 3d of July 1944 the invaders **had been driven** out of Minsk.
4. She **had hardly been told** about the news when she ran out of the room.
5. By that time a metro **will have been built** in this city.

III. Express the same idea in the past and in the future, making all the necessary changes.



Picture 43

Teacher

Many interesting books **have been** sold today.

Student 1

Many interesting books **had been** sold by this time yesterday.

Student 2

Many interesting books **will have been** sold by this time tomorrow.

Student 3

We were told that many interesting books **would have been** sold by April.

1. Ann has been bought such strange shoes lately. 2. Her purchases have been disapproved of as usual. 3. Much money has been spent on expensive furniture in their family this year. 4. His good behaviour has always been praised all these years. 5. The discussion has just been put an end to.

IV. Respond to the following remarks using a repetition for the sake of temporizing. Then replace the verb form by the appropriate passive form in your response.

Teacher

They have chosen a nice present for their sister.

Student

For their sister you say? Yes, she **has been chosen** a nice present.

1. I learnt they had bought their mother a good cookery book. 2. By this time tomorrow they will have sent for Jack. 3. By January they

had paid him all the money. 4. They have looked for you everywhere but in vain. 5. The fashion display has greatly impressed everybody.

V. Answer the following questions.

1. What foreign language had you been taught before you entered the Institute? 2. By what time will our television-set have been repaired? 3. Had any decision been arrived at by the end of the meeting? 4. How long have you been taught English? 5. Have the sights of Minsk been greatly changed since the Great October Socialist Revolution? 6. How many subjects will have been studied by the end of the course?

VI. Ask the following questions and give responses to them.

Teacher

Student 1

Student 2

Ask your fellow-students if you **will have been told** the marks for your examination papers before the oral examination.

Shall we **have been told** the marks for our examination papers before the oral examination?

I don't think so. Last time we were shown our written papers after the oral examination.

Ask your fellow-student:

how long this novel has been discussed
if the article had already been translated by the end of the lesson
how many new words and word combinations will have been learnt by the end of the term
by what time all the articles will have been looked through
why he has been made fun of
by what time illiteracy in our country had been done away with.

VII. Make up sentences or short situations of your own using the suggested words and word combinations and the structures under study. Let another student express surprise about what has been said. Respond to it in short.

Teacher

Student 1

Student 2

to attend lectures. — All the lectures **have been attended** by the students of our group.
— Yes, certainly. We are hard-working students.

1. To arrive at (an agreement, a decision), 2. to impress greatly, 3. to construct, 4. to satisfy, 5. to inhabit, 6. to announce, 7. to broadcast, 8. to send for, 9. to make use of, 10. to take care of.

VIII. Make up dialogues similar to the suggested ones.

— Jane is very happy today.
— Is she? Why?
— Because **she's been taken** to a concert.

- May I go to the cinema?
- Have you done your homework?
- No, I haven't.
- Well, you can't go to the cinema until your homework **has been**

done.

IX. Translate into English.

1. Включай телевизор. Его только что отремонтировали. 2. Читальный зал проветрили перед тем, как его открыть? 3. Как только все будет упаковано, мы немедленно отправимся. 4. К концу июля все экзамены будут сданы, и мы сможем уехать домой. 5. Эту книгу уже обсудили, когда вы вошли в зал. 6. Вам показали все документы? Если нет, я могу показать их вам. 7. Нам сказали, что им предложили квартиру со всеми удобствами. 8. Они сказали, что все тексты и диалоги будут еще раз прослушаны перед экзаменами. 9. Вашу работу одобрили? 10. В последнее время очень много говорили об этом фильме. 11. Мы были рады, что этому вопросу уделили много внимания. 12. Я была уверена, что к тому времени спорам положат конец. 13. Гид сказал, что к этому времени всем туристским группам сообщат о месте сбора.

X. Respond to the following remarks, using the passive Perfect forms.

Teacher

Student

You look so sad today.

No wonder. I **have been reprimanded** by our teacher. He is sure that I don't do my best to catch up with the group.

1. Ring me up in two hours. 2. She couldn't buy the book. 3. So you've just returned from Moscow. 4. When they saw him, he was upset. 5. Let's go to the cinema. 6. Mary is very happy.

XI. Make up situations of your own, using the following words and word combinations and the passive Perfect forms:

1) to arrange, to invite, to accept an invitation, had been given presents, to insist on, to give in;

2) to look forward to, to book a room at a hotel, have been given a chance to visit smth, to laugh at, to impress.

XII. Arrange a dramatization, using the structures under study and your active vocabulary from the dialogue given below.

Miss Harvey: I say, it's London already, isn't it?

Dr. Anderson: Well, I've never been to London yet, but it must be. How huge it looks.

Miss Harvey: Yes, it does. We'd better fasten our belts, the plane is going down.

Dr. Anderson: So it is, my ears are beginning to ache again.

Miss Harvey: It'll be over soon and I hope you'll enjoy your stay in London.

Dr. Anderson: Oh, I'm sure I shall, though it won't be all play, you know. I've been invited to attend an important medical conference.

Miss Harvey: Yes, of course, I remember.

XIII. Listen to the joke and reproduce it in indirect speech with reference to the past.

Youth: I sent some suggestions telling you how to make your paper more interesting. **Have** any of my ideas **been carried out**?

Editor: Did you meet the office boy with the wast-paper -basket as you came upstairs?

Youth: Yes, yes, I did.

Editor: Well, he was carrying out your ideas.

XIV. Describe Picture No 43, using the Drill Patterns with the passive Perfect forms.

XV. Make up a dialogue on the picture using the structures under study.

XVI. Memorize the following proverbs and use them in short situations with the passive Perfect forms.

1. To know which side one's bread is buttered on. Знать, что к чему.
2. Rome was not built in a day. Не сразу Москва строилась.

Revision Exercises

I. Comment on the use of the Passive Voice.

1. We knew the book **was** often **referred to**. 2. The questions **had been discussed** for more than an hour before a decision **was arrived at**. 3. The house **has not been lived in** since they moved out. 4. This event **is being** much **commented on** everywhere. 5. Your suggestions **are** never **objected to**. 6. He wondered if the material **would be made use of**. 7. People all over the world hope that wars **will be put an end to**. 8. A lot of serious diseases **have been done away with** in our country.

II. Translate into English.

1. Многие уже написано, и все еще пишется о великом русском поэте Пушкине. 2. О нас будут говорить на собрании. 3. Он был уверен, что к пяти часам все бумаги будут просмотрены и откорректированы. 4. Я знал, что все было приготовлено к их приезду. 5. Он увидел, что ему ставят отличную оценку. 6. Мне сказали, что нам сообщат об этом, как только будут получены новые сведения. 7. С тех пор как окончилась война, в Минске построено много прекрасных зданий. 8. Еще никто никогда со мной так не говорил. 9. Видишь, как его внимательно слушают? 10. Не задавай таких вопросов, над тобой будут смеяться. 11. Вас ожидают внизу в библиотеке. 12. Часто ли ссылаются на результаты вашего исследования? 13. Нам сказали, что книгу ищут. 14. Диктант, который сейчас пишут, будет проверен к пятнице.

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